

ATTITUDE OF SENIOR SECONDARY ECONOMIC STUDENTS TOWARDS EDUTAINMENT INSTRUCTIONAL PACKAGES IN NIGER STATE

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Abstract

This study investigated the attitude of senior secondary economic students towards edutainment instructional packages in Niger State. The study employed the use of descriptive survey research design. The sample size of this research consists of 361 students from six secondary schools in the three senatorial zones. The instrument used for the study is a researcher designed four point likert type questionnaire titled Questionnaire on Students' Attitude towards Edutainment Instructional Packages (ATEIP). It consists of students' bio data and two other sections of 8 items questions each in form of statements. The reliability of the questionnaire was ascertain using Cronbach Alpha formula and a coefficient of 0.94 was obtained. Data obtained was analyzed using t-test statistic in Statistical Package for Social Sciences (SPSS) Version 20. Findings revealed that there was significant difference in Mean attitude score of Economics students taught using Game-based Edutainment Instructional Package, Video-based Edutainment Instructional Package and Audio-based Edutainment Instructional Package. And that there was significant difference Mean attitude score of male and female Economics students taught using Game-based Edutainment Instructional Package, Video-based Edutainment Instructional Package and Audio-based Edutainment Instructional Package. Based on the findings, it was recommended that Edutainment Instructional Package should be encouraged for teachers use at secondary schools to teach Economics. Government should incorporate the use of instructional materials like Edutainment Instructional Packages for use at all level of education among others.

Keywords: Attitude, Edutainment Instructional Package, Economics

Introduction

Education is a process that involves teaching and learning which is the basis for development and empowerment of every nation, this is, because it builds people's character and plays a significant role in transmitting one's culture, belief and values in the society. Education helps in creating innovations and meeting the growing needs of every nation. The development of a nation is not measured through the number of buildings it has built, the roads it has constructed, bridges it has constructed but by the human resources, the nation has developed through a well-defined system of education. The physical facilities are usually important although they are perishable and valuable (Adamu et al., 2018). In the absence of good education, a nation can hardly develop. Education is therefore more crucial not only to equip the new generations with skills so essential for earning a livelihood but also to create among them an awareness to social and environmental realities and inculcate in them scientific temper, independence of mind and spirit which are of paramount importance for them to become responsible citizens. As a result of development that come with education, innovations on Information and Communication Technology were introduced, this includes entertainment.

Similarly, Entertainment is a form of activity that capture the attention and interest of an audience, or gives pleasure and delight. It can be an idea or a task, but is more likely to be one of the activities or events that have developed over thousands of years specifically for the purpose of keeping an audience's attention focused. It therefore means that entertainment can be used to achieve educational goals. Entertainment has influenced to a great extent the traditional educational environments with both negative and positive impact

on the performance of students at all levels of education. As noted by Kamo and Ekaterina (2020) infrequent exposure is not likely to produce lasting consequences, but parents, particularly need to be urged to protect their children against the kinds of repeated exposures that excessive play with violent video games or immersion in violent television programs is likely to produce a disarray behaviour.

Children spend more of their total time watching television and spend a significantly shorter amount of time for academic purposes as compared to those who do not (Nireti et al., 2017). Thus, viewing television causes poor academic performance, peer relationship and thereby increases the risk for social isolation, anxiety disorder, agoraphobia, and antisocial behaviour, including aggression and gang involvement. While entertainment may isolate children, the reverse causal direction is also plausible. Lonely children may turn to television for entertainment and companionship. At this junction, it is essential to note that whenever investigating the relationship between media use and behaviours, violent television viewing may influence younger children to become more antisocial, resulting in their becoming socially isolated which, in turn, attracts them to more violent media. Thus, to optimize children social development and long term mental health, parents, teachers and paediatricians should discourage the viewing of violent television programs (Aiyedun, 2020).

Studies also indicate that playing home video games and watching Television has a negative effect on children's academic performance. When children watch home video, they are typically not reinforcing school activities or doing homework. In a survey of conducted by Nkok (2020) frequency and times children play video games determine any negative effects, when compared with their academic progress. He stressed further that video game play during the week was harmful to a child's academic progress, but playing during the weekend did not adversely affect a student's performance. Buckingham and Vijayalakshmi and Janardhana (2020) sees edutainment as a hybrid genre that relies heavily on visual material, on narrative or game-like formats computer games-education-implication for game developers, and on more informal, less didactic styles of address. Alexander *et al.* (2017) stated that edutainment software is a type of software for educating students through entertainment.

The teaching strategies in education have evolved where edutainment has taken its place in the world of education. Edutainment allows students to learn by using various combination of multimedia elements (text, images, video, sound and animation) by simply using a computer mouse to point and click on a particular word, picture or button. This makes the stories as well as information come alive on a computer screen (Adedamola, 2018). It is also important to note that education and learning can be linked with lucid, playful and pleasurable experiences. Johnson et al. (2016) defined edutainment as education that has been placed within the framework of entertainment. The introduction of computers and the Internet has affected traditional educational environments, enabled implementation of a large variety of edutainment types in the learning process thus radically transforming educational paradigm by strengthening the relationship between learning, new media and play. Although, elements of edutainment were already implemented in the educational process sporadically with the advancement of ICT it has become immensely popular and commercially successful with students, teachers, parents and children. In the past, however, edutainment existed but it was not highly utilized as today while today we are facing a growing number of adults that have grown up with technology, entertainment and computer games. We could say that digital natives (Awodun and Oyeniya, 2020) who recently were discussed as students and learners are now grownups entering educational process. Edutainment has been known to enhance learning as a result of the learner-centred approach which is a shift from the teacher-centred approach (Guidance of adult and teachers).

The learner-centered approach has greatly influenced the usage of edutainment and the popularity of the Web 2.0 tool such as mind maps, infographics, cartoon/video development, pins, and YouTube videos has brought a variety of options and teaching method in order to increase students' interest and understanding. The principles of edutainment focus on the utilization of entertainment as a learning motivator. Media and activities are hence supporting tools. According to Johnson, et al. (2016) students naturally learn well

through games which contribute to a more effective learning and build their cognitive domains. The building of cognitive domain enhances mental development of a child up to secondary school level where subjects like Economics are offered, therefore there is need to use edutainment in the teaching and learning process of the students so as to make learning interesting and understandable for the students.

The study of Economics plays an important role throughout our life. Today, economic issues are drawing the attention of every citizen directly or indirectly. It is therefore; appropriate to include Economics as a distinct area of study in the system of open school learning particularly because for most of the students it will be a terminal stage. At the same time, it fits within the frame of open schooling wherein it is advocated that education should be relevant to the needs of students. Economics, in comparison to other social science subjects has an edge in providing certain job opportunities to the learners and open the gates for various occupations, if they pursue the study of the subject further. Another reason why economics teaching is necessary is that there are many changes occurring in our economy like privatization, liberalization and the outside forces are influencing it like globalization. This makes a strong case for imparting economic education to all students in order to understand these new concepts and issues that are related to the economy. The learning of Economics further helps students to participate effectively in economic and social affairs and make intelligent decisions in day-to-day life. At the same time, the democratic system which is adopted in Nigeria will succeed only when Nigerians win the race on economic fronts. Academic achievement is the performance in a school subject as designated by a score obtained in an achievement test. An achievement test is an instrument administered to an individual as stimuli to elicit certain desired and expected responses, as demanded in the instrument, performance on which the individual is assigned a score representing his achievement. It is concerned with measuring what a candidate has learned (Kadir et al., 2018). They added that other unforeseen circumstances notwithstanding, the score measures his possession of the characteristics. In other words, academic achievement is always denoted by a score which represent the amount of learning acquired, knowledge gained or skills and competencies developed, learner's mental ability and learner's level of intelligence. Also, could be termed as the score obtained by a test measured against an expected score

Attitude then can be described as settled behavior or manner of acting, as representation of feeling or opinion. It refers to certain predisposition to act or react in a positive or negative way towards certain situations and ideas (Al-khafaji et al., 2017). Attitudes in teaching and learning process are enduring systems of positive or negative assessments, enthusiastic feeling and tendencies with respect to social objects. Students' attitude towards Economics is neglected when examining the knowledge gained with a few exceptions. As part of an ongoing effort to expand knowledge gained in Economics and the measurement of attitudes of students before and after taking Economics subjects, there was a quantitative analysis carried out on some students and it was observed that the performance of the students was largely as a result of different levels of attitudes exhibited by the students. Students' attitude towards Economics is very poor irrespective of gender.

Gender has been acknowledged as one of the attribute that affects student's attitude towards practical-based subjects at senior secondary school level. Adamu et al. (2018) carried out a study to investigate the extent to which Use of audio-visual materials in teaching and learning of classification of living things among secondary school students in Sabon Gari LGA of Kaduna State affect student learning based on gender. and it was found that gender had no effects on students' academic achievement in physics and there was no relationship between gender and achievement. Also, Adedamola (2014) reported that gender had no significant effect on students' achievement in Biology Studies. Meanwhile the study of Pratiwi et al. (2019) revealed that male students perform better than female students while Kamo and Ekaterina (2020) reported that female students perform better than male students as such the study on gender is inconclusive. Therefore, this study focuses on development and evaluation of Edutainment Instructional Package for teaching Economics among secondary school students in Niger State.

Aim and Objectives of the Study

The aim of this study is to ascertain the attitude of senior secondary economics students towards edutainment instructional packages in Niger State. Specifically, the study achieved the following objectives:

Research Questions

The following research questions were answered in this study.

1. What is the attitude of male and female SS2 Economics students in Niger State after being taught using Edutainment Instructional Packages (Game-based)?
2. What is the attitude of male and female SS2 Economics students in Niger State after being taught using Edutainment Instructional Packages (Video-based)?
3. What is the attitude of male and female SS2 Economics students in Niger State after being taught using Edutainment Instructional Packages (Audio-based)?

Research Hypotheses

HO₁: There is no significant difference in the mean attitude scores of SS2 male and female Economics students taught using Edutainment Instructional Packages (Game-based).

HO₂: There is no significant difference in the mean attitude scores of SS2 male and female Economics students taught using Edutainment Instructional Packages (Video-based).

HO₃: There is no significant difference in the mean attitude scores of SS2 male and female Economics students taught using Edutainment Instructional Packages (Audio-based).

Methodology

The study adopted a descriptive survey research design. The study entails ascertaining the attitude of students towards economics after exposure to edutainment instructional package. Edutainment instructional package was categorized into Audio - based Edutainment Instructional Package, Video – based Edutainment Instructional Package, and Game – based Edutainment Instructional Package. The target population was all Senior Secondary School II Economics students in Niger state which has the total population of 44,317 (25,104 males and 19,313 females) in the 2018 / 2019 academic session Source ministry of education Niger State.

The instrument used for the study is a researcher designed four point likert type questionnaire titled Questionnaire on Students' Attitude towards Edutainment Instructional Packages (ATEIP). It consists of students' bio data and two other sections of 8 items questions each in form of statements. The reliability of the questionnaire was ascertain using an intact class of 30 economics students from Maikunkele Day Secondary School and a reliability coefficient index of 0.94 using Cronbach Alpha. Data obtained was analyzed using t-test statistic in Statistical Package for Social Sciences (SPSS) Version 20.

Results

Research Question One

Will there be any change in attitude of male and female SS2 Economics students in Niger State after being taught using Edutainment Instructional Packages (Game-based)?

Table 1: Mean and Standard Deviation of Attitude Score of Male and Female Students in Game-based Edutainment Instructional Package

	Variable	N	Mean (\bar{X})	SD
Game-based	Male	70	54.24	2.18
	Female	42	54.74	2.03

Table 1 shows Mean attitude score and Standard Deviation of male and female students taught Economics using Game-based Edutainment Instructional Package. From Table 1, it was observed that the Mean score of the two groups were different where Game-based Edutainment Instructional Package female students had Mean attitude score of 54.74 with Standard Deviation of 2.03 and Game-based Edutainment Instructional Package male students had Mean attitude score of 54.24 with Standard Deviation of 2.18.

Research Question Two: Will there be any change in attitude of male and female SS2 Economics students in Niger State after being taught using Edutainment Instructional Packages (Video-based)?

Table 2: Mean and Standard Deviation of Attitude Score of Male and Female Students in Video-based Edutainment Instructional Package

	Variable	N	Mean (\bar{X})	SD
Video-based	Male	75	53.41	2.22
	Female	50	53.68	1.60

Table 2 shows Mean attitude score and Standard Deviation of male and female students taught Economics using Video-based Edutainment Instructional Package. From Table 4.11, it was observed that the Mean score of the two groups were different where Video-based Edutainment Instructional Package female students had Mean attitude score of 53.41 with Standard Deviation of 2.22 and Video-based Edutainment Instructional Package male students had Mean attitude score of 53.68 with Standard Deviation of 1.60.

Research Question Three: Will there be any change in attitude of male and female SS2 Economics students in Niger State after being taught using Edutainment Instructional Packages (Audio-based)?

Table 3: Mean and Standard Deviation of Attitude Score of Male and Female Students in Audio-based Edutainment Instructional Package

	Variable	N	Mean (\bar{X})	SD
Audio-based	Male	85	53.37	2.14
	Female	39	53.38	1.48

Table 3 shows Mean attitude score and Standard Deviation of male and female students taught Economics using Video-based Edutainment Instructional Package. From Table 3, it was observed that the Mean score of the two groups were different where Video-based Edutainment Instructional Package female students had Mean attitude score of 53.37 with Standard Deviation of 2.14 and Video-based Edutainment Instructional Package male students had Mean attitude score of 53.38 with Standard Deviation of 1.48.

Hypothesis One: There is no significant difference in the mean attitude scores of SS2 male and female Economics students taught using Edutainment Instructional Packages (Game-based).

Table 4: Summary of t-test Analysis of Mean Attitude Score of Game-based, Edutainment Instructional Package on Gender

Group	Variable	N	df	\bar{X}	SD	t-value	P-value
Game-based	Male	70	110	54.24	2.18	0.17	0.22 ^{NS}
	Female	42		54.74	2.03		

NS-Not Significance at 0.05.

Table 4 shows the t-value was 0.17 and the P-value was 0.22, this means it was not significant as such the hypothesis was accepted. The mean score of the male group was 54.24 and standard deviation was 2.18 while the mean score of female was 54.74 and the standard deviation was 2.03. This implies that using Game-based Edutainment Instructional Package in Economics have the same effects on both gender. There was no significant difference in the mean attitude scores of SS2 male and female Economics students taught using Edutainment Instructional Packages (Game-based).

Research Hypothesis Two: There is no significant difference in the mean attitude scores of SS2 male and female Economics students taught using Edutainment Instructional Packages (Video-based).

Table 5: Summary of t-test Analysis of Mean Attitude Score of Video-based, Edutainment Instructional Package on Gender

Group	Variable	N	df	\bar{X}	SD	t-value	P-value
Video-based	Male	75	123	53.41	2.22	0.00	0.47 ^{NS}
	Female	50		53.68	1.60		

Table 5 shows the t-value was 0.00 and the P-value was 0.47, this means it was not significant as such the hypothesis was accepted. The mean score of the male group was 53.41 and standard deviation was 2.22 while the mean score of female was 53.68 and the standard deviation was 1.60. This implies that using Video-based Edutainment Instructional Package in Economics have the same effects on both gender. There was no significant difference in the mean attitude scores of SS2 male and female Economics students taught using Edutainment Instructional Packages (Video-based).

Research Hypothesis Three: There is no significant difference in the mean attitude scores of SS2 male and female Economics students taught using Edutainment Instructional Packages (Audio-based).

Table 6: Summary of t-test Analysis of Mean Attitude Score of Audio-based, Edutainment Instructional Package on Gender

Group	Variable	N	df	\bar{X}	SD	t-value	P-value
Audio-based	Male	85	122	53.37	2.15	0.13	0.98 ^{NS}
	Female	39		53.38	1.48		

NS - Not Significance at 0.05.

Table 6 shows the t-value was 0.13 and the P-value was 0.98, this means it was not significant as such the hypothesis was accepted. The mean score of the male group was 53.37 and standard deviation was 2.15 while the mean score of female was 53.38 and the standard deviation was 1.48. This implies that using Audio-based Edutainment Instructional Package in Economics have the same effects on both gender. There was no significant difference in the mean attitude scores of SS2 male and female Economics students taught using Edutainment Instructional Packages (Audio-based).

Discussion of Result

It was revealed that there was significant difference Mean attitude score of Economics students taught using Game-based Edutainment Instructional Package, Video-based Edutainment Instructional Package and Audio-based Edutainment Instructional Package. And that there was significant difference Mean attitude score of male and female Economics students taught using Game-based Edutainment Instructional Package, Video-based Edutainment Instructional Package and Audio-based Edutainment Instructional Package. This could be attributed to the fact that attitude as internal beliefs that influence personal actions which are learned through one's experience. This has to do with a disposition to act or react in a particular way as the individual responds to a situation. Thus, the students' perceptions of the teachers' disposition could influence their attitude and thinking toward Economics or any other school subject.

The finding agrees with the finding of Eze et al. (2020) who investigated the effect of Edutainment Instructional Approach on Students' Academic Achievement and Retention in Building Technology in Technical Colleges, significantly changed students' attitudes towards biology. It also agrees with the finding of Nireti et al. (2017) who carried out a study on students' attitude towards biology as well as their knowledge of biology before and after taking a college introductory biology class which was examined using standardized multiple choice biology knowledge and attitude questions and discovered that prior experience in or outside of high school appear to have little impact on knowledge gain or attitude though the beginning of the semester knowledge of biology is important. Results are mixed but show a clear need to improve attitudinal change of students and the pedagogical knowledge of prospective teachers.

Recommendations

Based on the findings of this study the following recommendations are as follows:

1. Economics students should be exposed to edutainment instructional packages such as game-based, video-based and audio-based so as to enhance effective learning, motivation and also learning through sight hearing and doing.
2. Edutainment instructional package should be used to complement convectional method of teaching in the classroom situation so as to bring about effective learning among the students.
3. The government should see to it that she collaborates with the ministry of educations in various states so as to give a good training to economics teachers on how to use edutainment instructional package in their classrooms in Nigeria.
4. The curriculum planners should include edutainment instructional package in the Nigerian school curriculum in order to enhance effective teaching and learning situation in the classroom.

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