

TEACHERS' PERCEPTION OF THE USE OF EDUTAINMENT SOFTWARE IN PRIMARY SCHOOLS IN OWERRI MUNICIPAL AREA OF IMO STATE

Callista Chioma Egwim and Victoria Chinyere Amadi

Abstract

The main focus of this study was to determine teachers' perception on their use of edutainment software in primary schools in Owerri Municipal Area of Imo State. The target population survey research was employed in carrying out the study. The target population consisted of 451 (445 female and 6 male) primary school teachers from 26 primary schools in Owerri Municipal Area of Imo State. Disproportionate stratified random sampling technique was used to get 200 primary school teachers (194 females and 6 males). Two research questions and one hypothesis guided the study. Data was collected using questionnaire constructed by the researchers. The research questions were answered using mean scores while the hypothesis was tested using t-test. The results of the study is that all the teachers both the males and the females have positive perception of their use of edutainment software in teaching primary school pupils. This means that there is no significant difference existing in the perceptions between male and female teachers. Conclusion was made and some recommendations were made based on the findings.

Primary education occupies a prime position in the national education structure. It is a collecting centre for raw materials, which are the blossoms of the human race. For quite some time, the international community has emphasized the paramount role of education in bringing about sustainable socio-economic development in the world. Nigeria is not left out. Second goal of the United Nations Millennium Development Goals (MDGs) aims to achieve universal primary education for children everywhere, boys and girls alike; by 2015 (UNESCO 2000). Children we know learn and understand more of what they see, so we need to incorporate visual and entertainment packages to our learning materials in the primary school. The educational foundation of a child has so many things to do with his adult life. More than one third of the world's adult population. Most of whom live in the developing world has no access to printed knowledge, new skills, and technologies that could improve the quality of their lives (Uddin, 2013). This could be as a result of their educational foundation.

Addaralegbe (2001) suggested application of cybernetic pedagogy to the Nigeria education system through the design and use of educational games. Studies in Lagos and Benin shows that computer games are played mostly by boys in Nigeria for several reasons – parental perception encourages that girls cannot really play and would rather play with dolls, innate perception where girls are just not interested or think perhaps that the games are macho. The perception exists that games are designed mainly for boys who have the preponderance for fighting, shooting and violence (Berman, Bound, Machin and Acamoglu, 2002). However, games designed for the inculcation of knowledge are good and desirable for both boys, girls and for adults as well.

Conceptual Definition of Edutainment

According to Bowes (2015), educational entertainment, also referred to as the portmanteau edutainment, is the content designed to educate and to entertain. It includes content that is primarily educational but has incidental entertainment value, and content that is mostly entertaining but contains educational value. It can be argued that educational entertainment has existed for millennia in the form of parables and fables that promoted social change. Modern forms include television productions, film,

museum exhibits, and computer software which use entertainment to attract and maintain an audience, while incorporating deliberate educational content or messages (Bowes, 2013).

Edutainment refers to entertaining TV programs and computer software, which are primarily meant for educational purposes. The educational purpose can be related to formal education in different schools or institutions or to informal learning in different daily life contexts without systemically organized education (Burnett, 2004) Teaching can be defined in different ways, for example, as “an intentional interaction to achieve the educational goals whose aim is to cause learning” or, following Tois-Kallio (2013) in a more concise form as “intentional tutoring of studying and learning”. Education can also be defined as “a human activity aimed at establishing prerequisites for humans’ versatile development and growth” or as “target-oriented development of personality”. Tois-kallio stresses that a proper learning means permanent changes in consciousness and action. The permanent change must be caused by experience (Konzack, 2009).

Different Aspects of Edutainment

▪ **Audio and Video:**

Schoolhouse Rock, Wishbone, Sesame street, and Bill Nye the Science Guy are examples of shows that use music and video to teach topics like mathematics science and history. Using music to aid memory dates back to the passing of ancient oral traditions, including the *Iliad* and the *Odyssey* (Kotilainen, 2011). Much of what edutainment can offer through audio and video especially, is accessible over the internet on platforms such as You Tube.

▪ **Educational Television**

Educational television or learning show is the use of television programs in the field of education. It may be in the form of individual television programs or dedicated specialty channels that is often associated with cable television in the United States as Public, educational and government access (PEG) channel providers.

▪ **Educational Game**

Educational games are games explicitly designed with educational purposes, or which have incidental or secondary educational value. All types of games may be used in an educational environment (Laitsaari, 2011). Educational games are games that are designed to help people to learn about certain subjects, expand concepts, reinforce development, understand historical events or culture, or assist them in learning a skill as they play. Game types include board, card, and video games. An educational game is a game designed to teach humans about a specific subject or to teach them a skill. Games are interactive plays that teaches goals, rules, adaptation, problem solving, interaction. They give the fundamental needs of learning by providing – enjoyment, passionate involvement, structure, motivation, ego gratification, creativity, social interaction and emotion (Laramee, 2012).

▪ **Educational Toy**

Toys may be used for a number of educational purposes. Some toys have incidental educational value. Educational toys are typically built for and used by young children. One could make the argument that an educational toy is actually any toy. Most children are constantly interacting with and learning about the world. This definition is ultimately too broad because one could make the same argument about a rock or a stick as it is not uncommon to see a child play with almost anything nearby. The difference lies in the child’s perception or reality of the toy’s value. An educational toy should educate. It should instruct, promote intellectuality, emotional or physical development. An educational toy can teach a child about a particular subject or can help a child develop a particular skill. The key difference is the child’s learning and development associated with interacting with the toy (Lehtinen, Hakkarainen, Lipponen, Rahikainen, Muukkonen, Lakkala, and Laine, 2010).

Statement of Problem

Teachers' Perception of the Use of Edutainment Software in Primary Schools in Owerri Municipal Area of Imo State

Primary education is the first part of call for those who later become inventors, scientists, engineers, doctors, lawyers, educators and so on. It is the gateway to whatever individuals can achieve in life through education. As the first level of the national education structure, its primacy is not in doubt. It is seen by the National Policy on Education (FRN, 2013) as the key to the success or failure of the national education system.

Compared with other levels, primary education is the most profitable form of investment to both the individual and the society. In the Education Study in Africa carried out by the World Bank (1990) it is revealed that:

For every 1 dollar spent on his primary education, the individual gets a return of 45 dollars and the society 28 dollars, making a total of 73 dollars. The respective figures for secondary education are 26 and 17 making a total of 43 and for tertiary 32 and 13 making a total of 45 (Aminu, 1990) cited in (Nworgu, 2007).

Primary education is the most cost-effective education the society can give to its citizens and its goals according to National Policy on Education are heavily centred on foundation laying. In order to achieve this goals, very good methods/strategies of teaching should be used to rightly get the attention of the students for proper teaching and learning to take place.

Considering the importance of edutainment software packages, this have caused the researchers to go into this research to know the primary school teachers' perception on their use of edutainment software packages and how to recommend help for its use. The purpose of this paper therefore, was to investigate the teachers' perception on their use of edutainment software in primary schools in Owerri Municipal Area of Imo State.

Research Questions

1. What is the mean score of teachers' perception of the use of edutainment software in primary schools in Owerri Municipal Area of Imo State?
2. What is the mean perception of male and female teachers on the use of edutainment software in primary schools in Owerri Municipal Area of Imo State?

Hypothesis

There is no significant difference in the perception of male and female teachers on the use of edutainment software in primary schools in Owerri Municipal Area of Imo State.

Methodology

The research design adopted in this study was survey design because the researchers are interested in finding out the teachers' perception on the use of edutainment software in teaching primary school pupils. The target population consisted of 451 (445 female and 6 male) primary school teachers from 26 primary schools in Owerri Municipal Area of Imo State. Disproportionate stratified random sampling technique was used to get 200 primary school teachers (194 females and 6 males) from all the primary schools in Owerri Municipal. The researchers made known to the teachers what edutainment software means to know. Whether they have been using it or if it will interest them to use it to teach, before administering the instrument to them.

Instrument for Data Collection

The instrument for data collection was a 5 item researcher's constructed questionnaire on the use of edutainment software. The instrument was validated by 3 experts and a pilot study was conducted with teachers that were not part of the sample. A reliability co-efficient of .84 was obtained using Cronbach Alpha method which was considered adequate for the study. After that the main study was carried out. The research questions were answered using mean and the hypothesis was tested at .05 level of significance using t-test.

Decision: The acceptable mean is 2.50 for the 4 point scale questionnaire, therefore, the mean scores from 2.50 and above indicated “acceptable” while the mean scores below 2.50 indicated “unacceptable”.

Results and Findings

Research Question 1: What is the mean score of teachers’ perception on the use of edutainment software in teaching in primary schools in Owerri Municipal Area of Imo State?

Table 1: Mean Perception of Male and Female Teachers on the use of Edutainment Software in Teaching Primary School Pupils.

| S/N | ITEMS | SA | A | D | SD | \bar{X} | REMARK |
|-----|--|-----|-----|----|----|-----------|----------|
| 1. | There is need to provide the use of edutainment software to teach pupils. | 30 | 140 | 20 | 10 | 2.95 | Accepted |
| 2. | The use of edutainment software should be made part of school curriculum. | 40 | 120 | 20 | 20 | 2.90 | Accepted |
| 3. | The use of edutainment software enables pupils to be aware of the new technologies. | 100 | 50 | 20 | 30 | 3.10 | Accepted |
| 4. | The use of edutainment software is desirable so as to familiarize the pupils with creativity and imagination. | 80 | 100 | 10 | 10 | 3.25 | Accepted |
| 5. | The use of edutainment software will prevent the pupils from acquiring wrong and misleading type of entertainment. | 10 | 160 | 20 | 10 | 2.85 | Accepted |
| | Grand mean | | | | | 3.01 | |

N = 200

In response to research question 1, table 1 indicated that the measure of the overall perception of teachers on the use of edutainment software is greater than the acceptable mean of 2.50 that was set. This implies that the teachers have positive and the required perception on the use of edutainment software in teaching primary school pupils in Owerri Municipal Area of Imo State.

Research Question 2: What is the mean perception of male and female teachers on their use of edutainment software in primary school in Owerri Municipal Area of Imo State?

Table 2a: Perception of Male Teachers

| S/N | ITEMS | SA | A | D | SD | \bar{X} | REMARK |
|-----|---|----|---|---|----|-----------|----------|
| 1. | There is need to provide the use of edutainment software to teach pupils. | 3 | 1 | 1 | 1 | 3.0 | Accepted |
| 2. | The use of edutainment software should be made part of school | | | | | | |

Teachers' Perception of the Use of Edutainment Software in Primary Schools in Owerri Municipal Area of Imo State

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|----|--|---|---|---|---|------|----------|
| | curriculum. | 2 | 2 | 1 | 1 | 2.8 | Accepted |
| 3. | The use of edutainment software enables pupils to be aware of the new technologies. | 3 | 2 | - | 1 | 3.2 | Accepted |
| 4. | The use of edutainment software is desirable so as to familiarize the pupils with creativity and imagination. | 3 | 2 | 1 | - | 3.3 | Accepted |
| 5. | The use of edutainment software will prevent the pupils from acquiring wrong and misleading type of entertainment. | 2 | 2 | 1 | 1 | 2.8 | Accepted |
| | Grand mean | | | | | 3.02 | |

N = 6

Table 2b: Perception of Female Teachers

| S/N | ITEMS | SA | A | D | SD | \bar{X} | REMARK |
|-----|--|----|-----|----|----|-----------|----------|
| 1. | There is need to provide the use of edutainment software to teach pupils. | 27 | 139 | 19 | 9 | 2.95 | Accepted |
| 2. | The use of edutainment software should be made part of school curriculum. | 38 | 118 | 19 | 19 | 2.90 | Accepted |
| 3. | The use of edutainment software enables pupils to be aware of the new technologies. | 97 | 48 | 20 | 29 | 3.08 | Accepted |
| 4. | The use of edutainment software is desirable so as to familiarize the pupils with creativity and imagination. | 76 | 99 | 9 | 10 | 3.20 | Accepted |
| 5. | The use of edutainment software will prevent the pupils from acquiring wrong and misleading type of entertainment. | 8 | 158 | 19 | 9 | 2.85 | Accepted |
| | Grand mean | | | | | 3.00 | |

N = 194

Tables 2a and 2b above show that the perception scores of the male and female teachers are too close which implies that both males and females have similar perception of the use of edutainment software in teaching primary school pupils in Owerri Municipal Area of Imo State.

Hypothesis 1: There is no significant difference in the perception scores of male and female teachers on their use of edutainment software in primary schools in Owerri Municipal Area of Imo State.

Table 3:

| Gender | No | \bar{X} | SD | df | t-cal | Critical Value |
|--------|-----|-----------|------|-----|-------|----------------|
| Male | 6 | 3.02 | 1.03 | 198 | 0.68 | ± 1.96 |
| Female | 194 | 3.00 | 1.07 | | | |

Table 3 above shows that there is no significant difference in the perception scores of male and female teachers on their use of edutainment software in primary schools in Owerri Municipal Area of Imo State as indicated by the calculated t-value of 0.68 being less than the critical – value of 1.96. The null hypothesis therefore is retained.

Conclusion

In conclusion, the finding is indicating positive perception of teachers on their use of edutainment software and that there is no significant difference in the perception of male and female teachers. For the paramount role of education in bringing about sustainable socio-economic development, to be achieved in Nigeria and the second goal of the United Nations Millennium Development Goals (MDGs) which aims to achieve universal primary education for children everywhere, there is need for the introduction and use of programs and computer softwares meant for educational purpose whose aim is to bring interaction that will promote learning in primary schools.

Recommendations

Based on the findings of this study, the following recommendations are made:

- The education authorities should organize programmes on the use of new technologies in improving teaching and learning in primary schools.
- Teachers should be exposed to the use of edutainment software in teaching.
- Proper guidance programme should be arranged for teachers and pupils by the school management on edutainment.
- Various facilities should be provided which would help in increasing teachers' effectiveness in the use of edutainment software.
- For parents to understand the need and to clear the confusion of the pupils, it is advisable for the teachers to have good rapport with their children in the use of edutainment software.

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Teachers' Perception of the Use of Edutainment Software in Primary Schools in Owerri Municipal Area of Imo State

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