



ORIGINAL RESEARCH PAPER

Education

ENHANCING ATTENTION THROUGH ANIMATION BASED TEACHING AMONG STUDENTS WITH EMOTIONAL/BEHAVIOR DISORDER

KEY WORDS: Attention, Animation based teaching, Emotional/Behavior Disorder

V.Meera	Research Scholar, Seethalakshmi Achi College for Women, Pallathur.
Dr.S. Govindaraj	Assistant Professor, Adhiparasakthi College of Education, Kalavai
K.Lavenya	Assistant Professor, Alpha College of Arts and Science, Porur, Chennai.
S.Karthik	Assistant Professor, Seventh Day Adventist College of Education, Vellore.
Dr.M.Nalini	Educationist, Vellore

ABSTRACT

Teachers in the classroom can be able to identify the students with diverse needs as well as they may aware of their accommodations, learning environment and instructional strategies (Govindaraj, S, 2017). Animation based teaching method may attract and improve the attention among students in the classroom. Animation based teaching may kindle the interest and enhances the learning of students with diverse needs. This study makes an attempt to assess the influence of Animation in enhancing attention of students with Emotional/Behavior Disorder. Experimental method is used and 5 students with Emotional/Behavior Disorder were taken as sample according to observation by the investigators and the opinion from teachers. In this study, it is concluded that Animation based teaching enhanced the attention of students with Emotional/Behavior Disorder. Students with Emotional/Behavior Disorder sit in the classroom for a prolonged time and their duration of attention is increased because of animated teaching. This study recommends the educationists, administrators and teachers to enhance the knowledge towards develop, design and implement animation based teaching in the classroom to the students with or without disabilities during teaching. This study also recommends the Rehabilitation Council of India to include Animation based teaching as one of the teaching strategies for handling students with Emotional/Behavior Disorder.

INTRODUCTION

The destiny of India is now being shaped in classrooms – Kothari commission report. Teacher is the first mother and mother is the second teacher. Human behavior is modified and improved through educational process. Human senses, mind, behavior, activities and skills are trained in a constructive and socially desirable way. Teachers in the classroom can be able to identify the students with diverse needs as well as they may aware of their accommodations, learning environment and instructional strategies (Govindaraj, S., 2017; Govindaraj, S et al., 2015).

Teacher is the person who can make the students attentive and enhance their learning using different teaching methods. Innovative/different teaching methods will help to increase interest and attention among students in the classroom (Govindaraj, S & Sujathamalini, J., 2014). By understanding the prerequisite skills for reading, teachers can build a solid foundation for their students to learn and succeed in school (Govindaraj, S et al., 2019).

Students with Emotional/Behavior Disorder can expect the same and it can be satisfied with animation based teaching. In the animation based teaching, the concepts are arranged in pictures/videos and they are animated with 2D or 3D. Concentration, interest and self-motivation of students are improved through animated instruction (Govindaraj, S & Sujathamalini, J., 2017). If the teacher learnt the animation on their own, then, it should be helpful for them to plan, design, prepare and implement the animation in classroom to create interest, attention and enhance the learning and achievement of students. Animation is helpful for the teachers to satisfy the needs of learning for students with Dyscalculia (Govindaraj, S et al., 2019). Likewise, when the teacher teaches the concept using animation, then, it may be a chance for the students with Emotional/Behavior Disorder to sit in the classroom for a prolonged time and focus their attention to see animated based teaching and the level of learning may increase. So, the present study will be an attempt to find out the effectiveness of Animation based teaching for enhancing attention of students

with Emotional/Behavior Disorder in the classroom.

Need for the study

Aliee, Zeinab Shams et al. (2013) conducted a study on the effectiveness of managing split attention among autistic children using computer based intervention. Individuals with autistic have higher visual abilities which help to enable learning compared with normal individuals. To enable visual information among autistic children, computer based interventions are used. This study provides a computer based application for the children with autism to manage their split attention. This considered design issues incorporated with teaching issues are evaluated to identify whether they are effective in enhancing autistic children's split attention and learning.

Sediyani, Tri and Yufiarti; Hadi, Eko. (2017) aimed to develop a model of learning by integrating multimedia and audio-visual self-reflective learners. The developed multimedia model was used as a tool for prospective teachers as learners in the education of children with special needs to reflect on their teaching competencies before entering the world of education. To collect data, observation and interviews techniques are used. The results showed that students' progressions in Teaching Competency Development with audio visual multimedia along with self-reflection can help the teachers to develop their competencies to teach students with disabilities and also children with special needs.

Punniyakoti et al. (2018) conducted a study on Effectiveness of Animated Based Teaching Strategy in enhancing achievement of secondary students in Magnetism concepts. Animation helps the teachers to improve the attention and achievement of students in the classroom. The objective of the study is to find out the effectiveness of animated based teaching strategy in enhancing achievement of secondary students in magnetism concepts. Pretest-posttest equivalent group experimental design with 26 samples studying 10th standard at Government Higher secondary School, Randham were taken for the present study. The result indicated that, the

achievement of experimental group students is higher than students at control group after adopting animation based teaching strategy in magnetism concepts. From this study, it is clear that there is a necessity of animation based teaching strategy for learning magnetism concepts of students for gaining attention and achievement. The same may also be executed to students with different abilities and disabilities.

From the above quoted studies, it is clear that, no studies are conducted with animation based teaching in relation to attention among students with Emotional/Behavior Disorder. So, the investigators felt that the present study is a needful one.

Statement of the Problem
ENHANCING ATTENTION THROUGH ANIMATION BASED TEACHING AMONG STUDENTS WITH EMOTIONAL/ BEHAVIOR DISORDER

OBJECTIVE OF THE STUDY

The main objective of the study is to assess the attention of students with Emotional/Behavior Disorder in relation to Animation based teaching.

Hypothesis of the study

- There exists significant difference in the level of attention of students with Emotional/Behavior Disorder before and after implementing Animation based teaching.
- There exists significant difference in the attention of students with Emotional/Behavior Disorder before and after implementing Animation based teaching.

METHODOLOGY

In the present study, 5 students with Emotional/Behavior Disorder studying 9th standard at Government Higher Secondary School, Randham, Tamilnadu were selected as sample and the samples were selected from the opinion of teachers & observation of investigators. Single group experimental design was adapted to the samples. Each investigator has allotted one sample and they observed and time noted before and after implementing Animation based teaching. Duration of animation for a day was 10 minutes and total duration of animation was 30 minutes.

Table 1: Time duration of attention of students with Emotional/Behavior Disorder before and after implementing Animation based teaching

S. No	Name of the student	Time duration – Traditional Method (30 mins)	Time duration – Animation based teaching (30 mins)
1	K.Vignesh	13 mins	27 mins
2	S. Karthick	14 mins	28 mins
3	B. Sridhar	14 mins	28 mins
4	S. Dhandayuthabani	15 mins	30 mins
5	T. Aridhass	15 mins	30 mins

From the above table, time duration of attention of students with Emotional/Behavior Disorder during traditional method of teaching ranges between 13 and 15 minutes out of 30 minutes and that of Animation based teaching ranges between 27 and 30 minutes which indicated that the attention of students with Emotional/Behavior Disorder is drastically increased due to Animation based teaching. Thus, the hypothesis "There exists significant difference in the level of attention of students with Emotional/Behavior Disorder before and after implementing Animation based teaching" is accepted.

Table 2: Different levels of attention of students with Emotional/Behavior Disorder before and after implementing Animation based teaching

Teaching Methods	Low		Medium		High	
	No.	%	No.	%	No.	%

Traditional	2	40%	3	60%	0	0%
Animation	0	0%	3	60%	2	40%

From the above table, 2 (40%) students with Emotional/Behavior Disorder are having low attention, 3 (60%) are in medium category towards traditional method of teaching. While during Animation based teaching, 3 students are in medium level and 2 are in high level of attention. While comparing traditional and animated based teaching, 2 students from low category during traditional method of teaching were shifted to medium category due to animation based teaching and 3 (60%) students from medium category in traditional method were shifted to high category due to animation based teaching. There is no low level of attention among students with Emotional/Behavior Disorder during animation based teaching, which reflected that attention was increased and attracts them. Thus, the hypothesis "There exists significant difference in the level of attention of students with Emotional/Behavior Disorder before and after implementing Animation based teaching" is accepted.

Table 3: Significant difference of attention of students before and after implementing Animation based teaching

Teaching Methods	N	Mean	SD	t value	Level of Significance
Traditional	5	5.30	1.34	4.83*	Significant at 0.05 level
Animation based teaching	5	8.90	0.99		

From the above table, it is clear that the 't value' 4.83 is higher than the level of significance at 0.05 which indicated that the attention of students with Emotional/Behavior Disorder during animation based teaching is more than traditional method of teaching. Thus, the hypothesis "There exists significant difference in the attention of students with Emotional/Behavior Disorder before and after implementing Animation based teaching" is accepted.

Discussion and Conclusion

Time duration of attention of students with Emotional/Behavior Disorder while implementing animation based teaching ranges from 27 minutes to 30 minutes out of 30 minutes. From the findings of the study, the attention of students with Emotional/Behavior Disorder is increased due to Animation based teaching. The level of attention of students with Emotional/Behavior Disorder during animation based teaching is higher than traditional method of teaching. From this study, it is also noted that students with Emotional/Behavior Disorder sit in the classroom for a prolonged time (maximum 30 minutes) and their duration of attention is increased because of animation based teaching compared with traditional method of teaching.

This study will be a limelight for teachers to teach concepts through Animation based teaching for enhancing both attention and achievement of students with Emotional/Behavior Disorder. Teachers have to take steps to prepare the content using Animation and teach the same in classroom. Along with attention, interest, attitude and aptitude towards the school subject may be enhanced through Animation based teaching for students with diverse needs. This study also recommends the Rehabilitation Council of India to include Animation based teaching as one of the teaching strategies for handling students with Emotional/Behavior Disorder and other students with disabilities/disorders. The study also recommends the government to

1. provide training for in-service teachers and special educators to prepare, develop, design and implement animation based teaching to the subjects handled and
2. encourage the teachers, researchers, educationists,

academic planners to design Animation based teaching for diverse learners.

REFERENCES:

1. Aliee, Zeinab Shams; Jomhari, Nazean; Rezaei, Reza and Alias, Norlidah. (2013). The Effectiveness of Managing Split Attention among Autistic Children Using Computer Based Intervention. Turkish Online Journal of Educational Technology - TOJET, v12 n2 p281-302
2. Aggarwal, J. C. (1966). Educational Research: An introduction. New Delhi: Arya Book Depot.
3. Chadha, Anupriya (2006). A guide to educating children with learning disabilities. New Delhi: Vikas Publishers.
4. Govindaraj, S. Animated learning package of mathematical concepts for students with attention deficit hyperactive disorder.
5. Govindaraj, S, Meera, V, Sandhiya, C, Prabhu, P, Karthik, S & Pradhapkumar, R. (2019). Instructional Strategies for handling students with Dyscalculia. Madurai: Shanlax Publications.
6. S.Govindaraj, C.Sathyamoorthy, J.Amarendiran Teaching Skills Required for Handling Adhd Students Indian Journal of Applied Research, Vol.5, Issue : 12 December 2015
7. Karanth, Prathibha & Rozario, Joe (2003). Learning disabilities in India. New Delhi: Sage publications.
8. Levine, M. D., Busch, B., & Aufseeser, C. (1982). The dimension of inattention among children with school problems. Pediatrics, 70, 387-395.
9. D.Punniyakoti, S.Kamalraj, G.Punitha, V.Meera, Dr.S.Govindaraj, Effectiveness of Animated Based Teaching Strategy in enhancing Achievement of Secondary Students in Magnetism Concepts, Paripex Indian Journal of Research : Volume-7 | Issue-9 | September-2018
10. Sediyan, Tri; Yufiarti and Hadi, Eko. (2017). Integration of Audio Visual Multimedia for Special Education Pre-Service Teachers' Self Reflections in Developing Teaching Competencies. Journal of Education and Practice, v8 n6 p106-112 2017
11. Dr. J.Sujathamalini, S.Govindaraj, Knowledge On Innovative Teaching Techniques Of Teacher Educators Indian Journal of Applied Research, Vol.4, Issue : 10 October 2014
12. Dr. J.Sujathamalini, S.Govindaraj, Assessing Attention Deficit Hyperactivity Disorder (ADHD) Students Through Animated Video, Paripex Indian Journal Of Research : Volume : 6 | Issue : 1 | January 2017