

Efficacy Of Infotainment Strategies In Enhancing Life Skills Of Engineering Students

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ABSTRACT

This present study is examining the efficacy of infotainment strategies in enhancing life skills of the engineering students. It is a single group experimental design of purposive sampling technique, 29 engineering students from the alagappa chettiar government college of engineering and technology karaikudi, sivagangai district has adopted as a sample for this present study. In this study infotainment content were used to promote and enhance the life skills and assess the students' life skills by the questionnaire contains of 32 items. Data analysis involved the use of mean, SD, 't' test and correlation to investigate the difference between the means. There are many kinds of life skills, but in this study only few of skills are taken by the investigator to develop student's life skills through infotainment strategy. By focusing on developing those skills it will be help the students not merely memorize the scientific method but see it at work and practice in their daily life. It enhances the students to be more effective at gathering and using knowledge by emphasizing these skills. The variables such as gender, locality and academic achievement have no influence over it. Further, it is generalised that the infotainment strategies promote student's life skills for their future.

Key Words: Efficacy, Infotainment strategies, Life Skills, Engineering Students.

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INTRODUCTION

For living and managing a better quality of life the life skills are directly associated. Those life skills are help us to achieve our ambitions and live our full potential. Whatever a skill that is useful in our life is known as a life skill. The main life skill in our life is ability and willingness to learn something. By learning new skills, we increase our understanding of the world around us and equip ourselves with the tools we need to live a more productive and fulfil life, finding ways to cope with the challenges that life, inevitably throws at us. Life skills are not always taught directly but often learned indirectly through experience and practice.

According to UNICEF, Life Skills are a behaviour change or behaviour development approach designed to address balance of three areas:

- Knowledge
- Attitude
- Skills.

The world bodies such as UNICEF, UNESCO, and WHO list the ten core Life Skills as:

Thinking	Self-Awareness	Critical
	Creative Thinking	
Solving	Decision making	Problem
	Effective Communication	
	Interpersonal Relationship	Empathy
	Assertiveness	

According to Macmillan English they refer the importance of life science skills as a constantly changing situation, having life science skill is vital part of being able to meet the challenges of everyday life. The dramatic changes in global economics over the past five years have been matched with the transformations in technology and these are all impacting on education, the work place and the home life. To cope with the increasing pace and change of modern life, students need few skills such as the ability to deal with stress and frustration. Today's students will have many new jobs over the course of their lives, with associated pressures and the need for flexibility. With technology, education has taken a whole new meaning that it leaves us with no doubt that our educational system has been transformed owing to the ever-advancing

technology. Technology and education are a great combination if used together with a right reason and vision.

The term *infotainment* refers to a group of program types that blur traditional distinctions between information-oriented and entertainment-based genres of television programming. Infotainment is often used to denote the decline of hard news and public affairs discussion programs and the corresponding development of a variety of entertainment shows that mimic the style of news (B.Gyam June-2008). At the same time, however, the early years of the twenty-first century have seen the increasing emergence of programs that more thoroughly blend the content and form of various genres of public affairs and entertainment. Thus, infotainment delivers the contents in a way that promote inquiry and scientific skills among learners, the present investigation has been chosen and an attempt also been made to enhance the life skills among engineering students through infotainment contents.

OBJECTIVES OF THE STUDY

- To find out the effectiveness of infotainment strategies in enhancing life skills among the engineering students
- To find out significant difference if any, between the mean scores of male and female students' life skills that acquired through infotainment strategies.
- To find out the significant difference if any, between the mean scores of life skills among their locality.
- To establish the level of student understanding and the prevalence of particular misconceptions, both prior to and after instruction in relevant science courses.

HYPOTHESIS OF THE STUDY

- There exists significant difference between the mean scores of life skills in the pre-test and post-test through infotainment strategies.

- There is a significant difference between the mean scores of male and female students' life skills acquired through the infotainment strategies.
- There is significant difference between the mean scores of urban and rural area students in life skills acquired through the infotainment strategies.

METHODOLOGY

The investigator employed the experimental method for the present investigation in which the single group experimental design administered to find the efficacy of infotainment strategies to enhance life skills of the engineering students.

Sample

A total of 29 engineering students from alagappa chettiar government college of engineering and technology karaikudi, sivagangai District by adopting purposive sampling technique for this present study.

Tool used for the present study

1. A questionnaire contains 32 items of "test for life skills" for engineering students (pre-test and post-test)
2. Infotainment strategies developed by ICEBERG INFOTAINMENT Ltd, Bijus application and Edu puzzle were used as tools for the present study.

Statistical techniques

Statistical technique such as mean, standard deviation, and 't' test were used for arriving empirical findings.

ANALYSIS AND DISCUSSION

HYPOTHESIS – 1

There exists significant difference between the mean scores of the pre-test and post-test in life skills through infotainment strategies.

Table: 1

Life skills	Pre –Test		Post-test		Calculated 't' value	Remark at .05% level
	Mean	SD	Mean	SD		
Self-awareness / Mindfulness	38	4.96	55	3.62	14.90	Significant

Critical thinking	42	5	56	4.33	11.39	Significant
Creative /Lateral thinking	39	4.36	65	4.55	22.21	Significant
Decision making	36	4.20	69	3.65	30.14	Significant
Problem solving	45	5.62	68	4.52	17.17	Significant
Effective communication	39	4.63	62	4.10	20.02	Significant
Interpersonal relationships	41	4.21	74	4.36	29.32	Significant
Empathy	40	4.5	65	3.12	24.58	Significant
Assertiveness	39	3.58	69	3.22	33.55	Significant

Significant level at 0.05 = 1.69

It is inferred from the above table that there exists significant difference between the pre- test and post- test scores of all the selected life skills. Hence,

it is understood that the infotainment strategies are enhancing life skills very effectively.

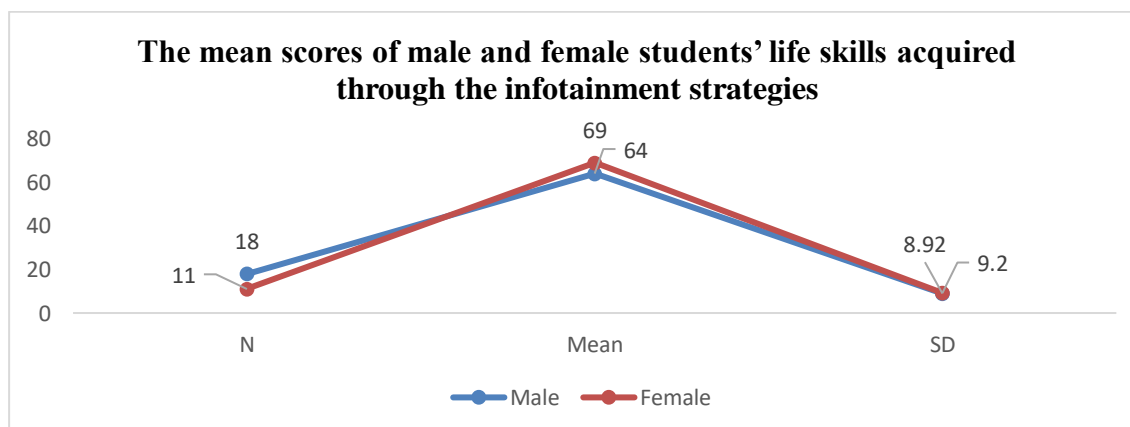
HYPOTHESIS – 2

There is a significant difference between the mean scores of male and female students' life skills acquired through the infotainment strategies.

Table: 2

S.No	Gender	N	Mean	SD	Calculated 't' value	Remarks
1.	Male	18	64	8.92	1.44	NS
2.	Female	11	69	9.2		

Significant level at 0.05 = 1.69



It is inferred from the above table that there is no significant difference between the male and female students' life skills. Hence it is concluded

that the infotainment strategies enhancing the life skills irrespective of gender.

HYPOTHESIS – 3

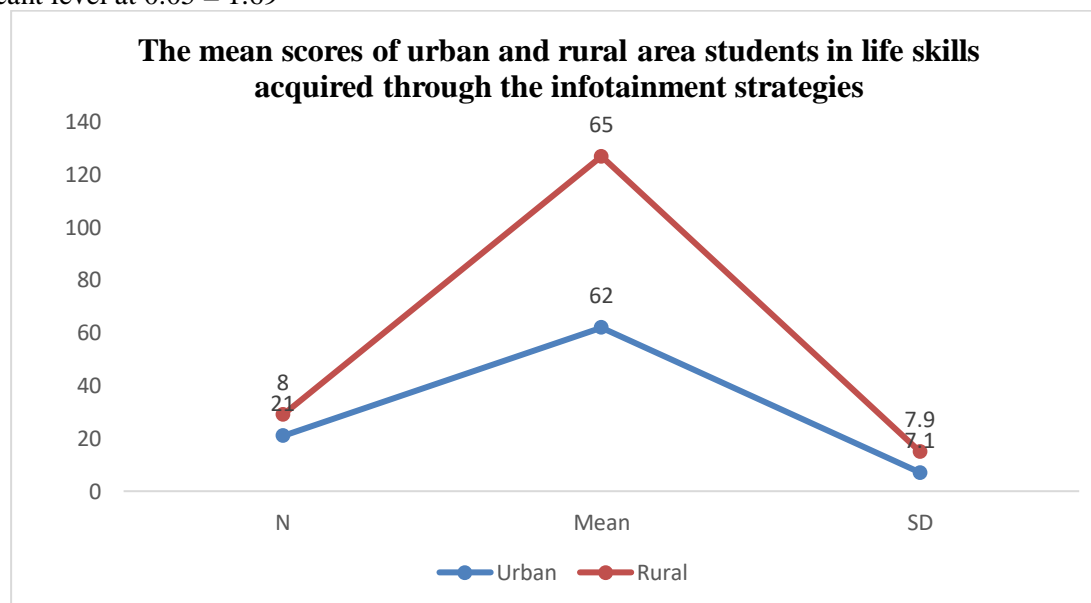
There is significant difference between the mean scores of urban and rural area students in life skills acquired through the infotainment strategies.

Table: 3

S.No.	Locality of Students	N	Mean	SD	Calculated 't' value	Remarks
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1.	Urban	21	62	7.1	0.98	NS
2.	Rural	8	65	7.9		

Significant level at 0.05 = 1.69



It is inferred from the above table that there is no significant difference between the urban and rural area students' life skills. Hence, it is concluded from the statistical finding that the infotainment strategies enhancing the life skills among high school students irrespective of locality of the students.

CONCLUSION

The findings of this study shown that there is too much space in our school and society to enrich it with appropriate life skills and also the training of such kind of skills can enable the future skill full students. A proper execution of life skill in education is a necessity for the students in this digital society. Informing life skills in education of the students, can be helpful as it specifically addresses the needs of children, helps in motivating, providing practical, cognitive, emotional, social and self-management skills for life adjustments. This study reveals that the infotainment strategy having more effective on their life skills. The following are the benefits of the students who are well-versed in their life skills.

The infotainment practices based on life skills does not affect negatively but they have improved the educational achievements and efficacy of the engineering student's also. This

claim is justifiable on the basis of observation of 'results and outcomes of the study of Subashree, Sriperumbudyz, (2009) who conducted the research on enhancing academic performance through life skill training.

- Find new ways of thinking and problem solving.
- Recognise the impact of their action and teaches them to take responsibility for what they do rather than blame others.
- Build confidence both in spoken skills and for group collaboration and cooperation.
- Analyse options, make decisions and understand why they make certain choices outside the classroom.
- Develop a greater sense of self awareness and appreciation for others.

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