*Original article*

# EFFECTS OF ELECTRONICALLY SUPPORTED ANIMATED STORIES ON EDUCATION AND EDUCATIONAL VALUES FOR ORPHANS IN THE EASTERN PROVINCE (SAUDI ARABIA)

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**Abstract**

*Purpose.*This study aims to identify the effect of electronically supported animated stories on the aspects of learning and on some of the educational values in kindergarten orphan children in the Eastern Province (Dammam) in Saudi Arabia .

*Methods.* The experimental curriculum was used to test the preliminary design of the experimental group (assessed before and after). It was implemented on a sample of 30 orphans, boys and girls, from orphanages in the Eastern Province. Several educational aspects of Arabic, English, Math and Art were measured using the researcher's designed tests, the educational values criteria as well as the cognitive knowledge assessments in order to measure the before and after progress.

*This result* was attained by applying 18 educational units at a rate of 3 units per week. Each unit lasted two hours and covered two electronically supported animated stories. The first one was related to education and the second one to scholastic values.

*Conclusions.*This program had a positive effect on the studied group. It contributed to a considerable development of pedagogical learning and cognitive knowledge of educational values.

*Keywords:* Animated stories, Aspects of learning, Educational values.

## Introduction

The orphan is a society member who needs the most care and support. Neglecting him may affect his character negatively. He should be considered one of the social human resources that contribute to the development of society. For that reason, he must be cared for, educationally, psychologically and socially. Therefore, caring for orphans is not only based on personal efforts but it has become a science that organizes educational and support means.

It is also an art that requires definite directions and specific requirements in recruiting teachers and supporting staff (Awatif, 2004)Caring for orphans who are deprived of their immediate families' love and care and who have no other alternative sheltering than the one provided by the orphanage, insures their safety, progress and support in the community. At the same time, caring for orphans' supplies them with valuable productive energy and the necessary tools to protect them from going astray and being a negative influence in society (Mohamed , 1989).Compared to the child supported by his family that answers all his needs, the orphan has to fend for himself or rely on the society to

care for him and look after his rights. If an orphan is cared for at a young age, he will prosper, develop and contributes positively to society. It is no wonder that we find societies interested in supporting their orphans and continuously encouraging caring for them in order to compensate for the lack of the paternal presence and their love.

This research discusses the different learning aspects and educational values experienced on orphans to fulfill their basic needs to grow and be a positive asset in society. Since the children's potential abilities weaken if not nurtured and encouraged appropriately, it's therefore our duty to prepare our children to adapt to changes that we face nowadays (Hafez , 2004 ). For this reason, both (Mohammed and Adnan, 1999 ; Mufti, 1998) agreed that games are one of the powerful ways that a teacher can use to connect with his pupils. They are the best tools to develop imagination, attention and creativity. Amaland, Saadia ( 2001) insist on the fact that educational animated stories are considered as effective methods for the 21$^{st}$ century children to acquire values, habits and good behavior. They are also successful means to convey knowledge

and information and to help children to learn well and alter their behavior.

The Objectives:
This research aims to study the effects of the electronically supported animated stories on education and pedagogical values of orphans in the eastern Province

**Methods**
The experimental curriculum was used, in concordance with the nature of this research, to measure the progression of the experimental design of the experimental group. It was conducted on a sample of 30 orphans, boys and girls, of the eastern Province for the school year 2013-2014. It was primordial to observe homogeneity in age (5.42 ± 0.52), Arabic (10.23±0.72), English (46.78±2.51), Math (22.45±1.44) and artistic expression skills (26.73±1.13). Testing was carried out on a sample of 4 children within the community but not part of the original sample.

Information gathering methods:
Testing learning aspects: it includes testing Arabic, English, math and art skills through games, electronically supported animated stories, using visuals and true&False questions.

Scientific Factors (Credibility – Consistency) of testing learning aspects:

Credibility:
A credibility measuring assessment was put in place to classify the studied samples in a descending order and they were divided in groups of 4 as shown in the table below:

**Table 1Credibility of education aspects**

**N: 4**

| Variables | high - erd quarters | Low - erd quarters | T |
|---|---|---|---|
| | M±SD | M±SD | |
| Arabic language skills test | 10.02±0.75 | 11.13±0.62 | 3.95 |
| English language skills test | 47.11±1.09 | 45.08±1.11 | 3.91 |
| Math language skills test | 23.36±0.78 | 22.14±0.84 | 3.19 |
| Artistic language skills test | 27.73±0.61 | 26.06±0.97 | 4.37 |

T value at 0.05

The table shows statistical differences between the first and last group in all learning aspects tests which show credibility of the tests used. As for the consistency, the same test was used on a different sample at a 3 day interval as shown below.

**Table 2. The correlation between the first and second application**

**N=4**

| Variables | First | second | T |
|---|---|---|---|
| | M±SD | M±SD | |
| Arabic language skills test | 10.31±0.82 | 10.29±0.56 | 0.873* |
| English language skills test | 46.72±1.01 | 46.74±1.14 | 0.779* |
| Math language skills test | 22.53±0.93 | 22.61±0.61 | 0.811* |
| Artistic language skills test | 26.81±0.74 | 26.87±0.83 | 0.856* |

The significance of the correlation coefficient at the level value<.05

Table2.The correlation coefficient value ranges (.873-.779) which indicates the existence of a statistical parabolic relationship between the first and second application for all learning aspects test which shows consistency of the test used.

**2- Visual cognitive achievement of education values testing:**
In order to attain the best results in analyzing knowledge testing and committing to scientific approach to conduct this assessment, Dr. Kawthar used scientific references to draw the test using 40 static pictures.
She managed to alternate difficult and easy pictures and test expressions ranging between (0.20-0.70)in difficulty and (0.30-0.80) in simplicity knowing that excellence exceeds 0.30

**3-Measuring education values:**
This assessment by Dr. Kawther consists of four axes:
Religion and ethics education axis: contains 22 sentences with a credibility range of (0.777-0.967)
Discipline and hygiene education axis: contains 17 sentences with a credibility range of (0.708-0.927)
Social interaction and helping others: contains 5 sentences with a credibility range of (0.834-0.922)

This evaluation is presented to the supervisors of the social care institutions in Eastern province, Dammam by using yes/no questions and grading from 1-2 with a total ranging between (51-102)

**Experimental Research Execution:**
18 two-hour educational units at a rate of 3 units per week were implemented for a period of 6 weeks. Each unit contains electronic animated stories. The first one includes a learning aspect and the second an education value. Assessment is given after every 8 units with 25 questions answered using pictures, drawings and shapes.

**Statistical analysis**
Data were examined using computerized statistical packages (SPSS). Differences between measuring two groups were analyzed using one sample T-TEST .And correlation between variables was assessed by a person correlation , significance was accepted at the p0.05<level.

## Results

Table 3.Correlation labs for experimental groups of education values

| | Variables | Pre M$\pm$ SD | Post M$\pm$ SD | T | % |
|---|---|---|---|---|---|
| Learning aspect | *Arabiclanguage skills test* | 8.42$\pm$0.31 | 10.27 $\pm$ 0.26 | 6.61* | 18.01 |
| | *English language skills test* | 46.72$\pm$0.81 | 50.83$\pm$1.12 | 7.78* | 8.80 |
| | *Math language skills test* | 22.48$\pm$0.47 | 43.21$\pm$1.39 | 8.56* | 92.22 |
| | *Artistic language skills test* | 26.81$\pm$0.55 | 51.42$\pm$1.82 | 10.19* | 91.79 |
| educational values | Religious and ethics studies | 41.32$\pm$3.82 | 81.87$\pm$2.56 | 13.41* | 98.14 |
| | Organization and hygiene | 35.64$\pm$2.97 | 71.19$\pm$2.43 | 10.62* | 99.75 |
| | the honesty | 11.45$\pm$1.43 | 22.07$\pm$2.01 | 13.76* | 92.75 |
| | Cooperation and helping others | 12.73$\pm$1.71 | 25.04$\pm$1.68 | 9.84* | 96.70 |
| | **Total** | 101.14$\pm$3.35 | 200.17$\pm$4.49 | 17.72* | 97.91 |
| | Cognitive achievement of education values | 36.61$\pm$2.22 | 71.88$\pm$2.54 | 11.45* | 96.43 |

*value<.05

## Discussion

Table 6 shows drastic differences in the statistics between the 'after and before measure' of the experimental group. In all studied aspects for the favor of the 'after measure'. The percentage of improvement in the 'after measure' has existed in all learning and educational aspects. The researcher claims that the positive affect for the suggested program that was implemented on the experimental group by using the computer and what has been taken into consideration when the program was prepared by choosing exercises and animated movies. The animated stories include electronically enforced stories to help children learn some subjects like Arabic, English, and math. Also, the program includes stories that encourage educational ethics which are displayed in an interesting way.

This is done with the help of some tools having different shapes, colors, and sizes which children enjoy. In addition, the program included activities that focus on replacing social situations with individual situations which reinforces the social aspect for the sample of the research.

Moreover, the program includes educational situations.

This depends on expressing themselves by drawing situations or anything they like to express. This helped the children develop, reinforce, and collaborate the flexibility in acceptance of opinions of other people. This also adjusted the behavior to a desired one which helps moderacy by interacting with others. Hence, kids would appreciate all educational value and apply what they learn in different life situations. In this aspect Mustafa, 1991 suggests that the animated activities are the best to achieve the objectives of preschool stages. Using this can help adjust the behavior of kids and arming them with skills and definition that improves the learning, social, and movement aspects.

Caring for the movement aspect of kids has a big effect in realizing different growth aspects. The value of playing increases the kids' imagination and helps them in social integration. Also, movement activities are the best way to teach children different experiences and terms through regular movements. The children's knowledge increases and they gain new skills and terms.

The improvement of the experimental groups of the 'after and before measure' in learning educational aspects depends on how effective is the electronic enforced suggested program. This is to satisfy kids needs and the acceptance of each of it with the suitable technique. In this stage children tend to move and play. They are very eager to learn at this stage. For that reason, the suggested program was a good start that helped with improving and developing the fundamental skills for children. Also, it enables them to accept and strengthen benign educational ethics which kids learn in this level or stage faster than he can learn in coming years.

Zakia 2002 and others claim that the childhood stage is considered to be one of the most important stages in life if not the most important. In this stage the first personality seeds are planted and this is what creates personalities and moral of children. It also helps abilities and talents nurture and grow especially for sensitive children. The childhood stage is considered a vital period for basic abilities to grow, and reinforcing information.

**Conclusion**

Electronic stories have a positive effect showing statistically in favor to the experimental group in developing educational aspects and knowledge ethics. Statistically, this experimental group in the after measure succeeded more than the before method in learning and educational ethics.

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