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Educational game approach for awareness about consumer responsibilities

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Abstract

Games are played for entertainment and give positive stimulus for learning. The snake and ladder board game was designed to aware the respondents about consumer responsibilities. A sample of 200 respondents was studied at the super market in Amravati city. The independent variables were age, education, gender, monthly expenditure, availability of communication channels and involvement in the game. The dependent variable was change in knowledge. Television was available to maximum (87.5%) respondents followed by newspaper and internet. Maximum change in knowledge was observed in young respondents. Male respondents were gain more knowledge about their responsibilities than female respondents by the intervention of developed educational game. Maximum change in knowledge was observed in graduate respondents than under graduates and post graduates. The involvement in game is essential attribute to gain knowledge while playing the developed Snake and Ladder game. The intervention of developed snake and ladder game was effective to change knowledge from 7 to 17 per cent about consumer responsibilities. The educational game approach to aware the consumer about their responsibilities was observed an effective tool and to aware them about their role as consumers and make them responsible consumer, and relish benefits of consumer rights. More games of similar type can be developed for consumer education about their rights and responsibilities.

Keywords: Game base learning, Consumer responsibilities, Consumer awareness

1. Introduction

Consumer plays crucial role in the market and economic system of any nation. Consumer's rights are served for protection of consumers. To exercise these rights the consumer must take precautions and must be responsible consumer. The major responsibilities of consumer are self help, proof of transaction, proper claim, proper use of product and services. Studies conclude that consumers are unaware about their rights and responsibilities and suggested to educate about their own rights and responsibilities,

From immortal time human beings are playing traditional games and learning life experiences through it. Traditional games have the potential to inculcate the values, sharing, and communicating truth about ourselves. While playing these games psychomotor and cognitive components are involved. Game based learning has potential to seek attention, motivate and initiate to exercise. Games are played for entertainment and give positive stimulus for learning. Game based approach has capacity to attract the masses and create conducive learning environment. Recently, game based learning has also been proposed for adult education. Gaming is becoming a new form of interactive content, worthy of exploration for learning purposes. Hodhod R, (2011) [2] stated that interactive story games were created to teach character education.

The market is flooded with large range of goods and services, attracting consumers. The advertisement broadcasted with multimedia is hammering the consumers. Hence there is need to aware the consumers and to educate them about consumer responsibilities before buying, while buying and after buying the various consumer goods. The study was carried out with the specific objectives; the change in knowledge of the respondents about consumer responsibilities, due to the intervention of educational game.

2. Methodology

The experimental design of social research was used for the study. The study was carried out in Amravati city of Maharashtra during the June 2015.

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The snake and ladder board game was designed to aware the respondents about consumer responsibilities. The guideline given by Ministry of Consumer Affairs & Consumer Forum of the government of India was taken as content for consumer responsibilities.

Development of Board Game and Rules

A snake and ladder board game is composed by 10x10 squares on the board are numbered starting with one in lower right corner and 100 in upper left corner. Snake moves downward and ladder moves upward direction. The rules for playing and scoring system were finalized after trial and success to measure knowledge of the player about consumer responsibilities. Two to four players can play at a time.

A set of four colourful dices and a numbered dices for rolling and throw are required to play the game. Every player uses different coloured dice and must start the game at the compartment number 1 and those who reached to the compartment number 100 win the game.

Snakes and ladders of various sizes are being used. When the player reaches to mouth of the snake he got a message of mistake done by the consumer about their responsibility for example ‘forgot to collect proof of transaction’ and get punishment to slip downwards, at the tail and have to read a message as the result, for example ‘You are not eligible to claim in consumer court’. The ladders messages are desired actions of the consumers and move upward direction. When the player reaches at the bottom of ladder he got a message of performing desired action for example ‘Collected the proof of transaction’ at the top of ladder he will get the message as a result for example ‘Congratulations you are eligible to claim and can file your case in consumer court’. Each player get turn to throw the dice and move in clockwise direction, player gets one more chance to throw dice if they got six.

A sample of 200 respondents was studied at the super market in Amravati city. The independent variables were age, education, gender, monthly expenditure, availability of communication channels and involvement in the game. The dependent variable was change in knowledge. Knowledge test was administered before and after play to examine change in knowledge of the respondent. The awareness is measured in terms of change in knowledge due to intervention of snake and

ladder game about consumer responsibilities. The observation sheet was used to record involvement in the game.

3. Result and Discussion

The results were observed as; all the respondents were between the age group 17 to 46 years of age, having education from 11std. to post graduation. The monthly expenditure was between Rs.2000 to 8000 per month.

Channels of communication

Every consumer is surrounded with variety of communication media and informed about social responsibilities as a citizen. The channels of communication available to respondents were enquired and presented in fig.1 and observed that

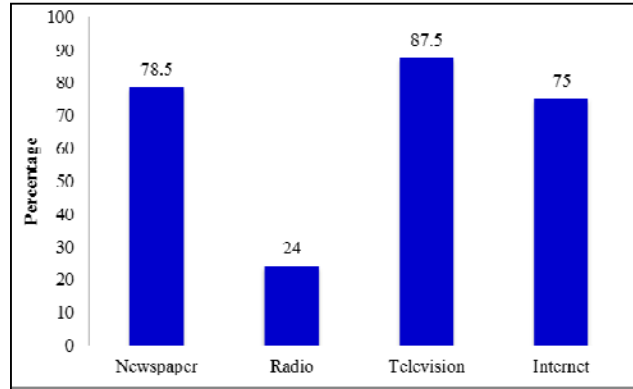


Fig.1: Channels of Communication available to Respondents

Television was available to maximum (87.5%) respondents followed by newspaper and internet. Ministry of Consumer Affairs disseminates knowledge about consumer rights and responsibilities though these various channels and try to aware customers.

Age and Knowledge of the respondents

The age of respondent is the evidence of his experience in consumerism. Age and the knowledge scores were assessed and presented in table 1.

Table 1: Age and knowledge score of the respondents about Consumer Responsibilities

Age	Low		Moderate		High	
	Before Game	After Game	Before Game	After Game	Before Game	After Game
Young (n=100)	48(24.0)	19 (09.5)	34 (17.0)	45 (22.5)	10 (05.0)	14 (07.0)
Middle (n=76)	36(18.0)	23 (11.5)	21(10.5)	32 (16.0)	16 (08.0)	20 (10.0)
Elder (n=24)	06 (03.0)	12 (06.0)	17 (08.5)	23 (11.5)	12 (06.0)	12 (10.0)
Total (n=200)	90 (45.0)	54 (27.0)	72 (36.0)	100 (50.0)	38 (19.0)	46 (23.0)

Figures in the brackets shows percentage.

Maximum respondents were young and near about fifty per cent of them were in low category of knowledge before playing the game and observed their scores after game were changed to medium and high category of knowledge. The middle and elder respondents changed their knowledge score was similar in low and medium category of knowledge about consumer responsibilities after playing game. It is concluded that maximum change in knowledge was observed in young respondents.

Gender and Knowledge of respondents

The buying practices of male and female customers are different; it is observed and depicted in fig 2.

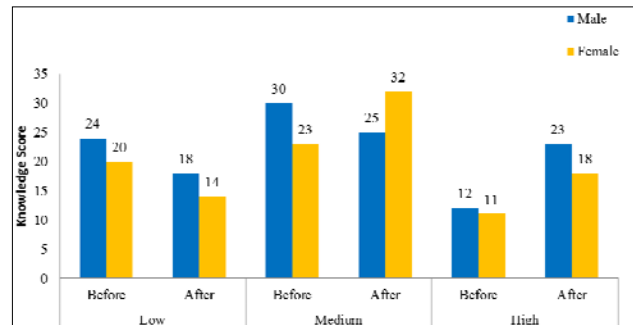


Fig.2: Gender wise distribution and Change in Knowledge Before and After Playing Game

Knowledge score of respondents was increased in medium and high category after playing snake and ladder game. The knowledge score of female respondents was better than knowledge score of male respondents in medium category. The knowledge score of male respondents was superior to knowledge score of female respondents in high and low category of knowledge about consumer responsibilities. It is

concluded that male respondents were gain more knowledge about their responsibilities than female respondents by the intervention of developed educational game.

Education and Knowledge of the respondents

Education is crucial variable for gaining knowledge the education of respondents were enquired and exhibited in table 2.

Table 2: Education and Knowledge Score of the Respondents about Consumer Responsibilities

Knowledge Education	Low		Moderate		High	
	Before	After	Before	After	Before	After
Under graduates (n=98)	36 (18.0)	24 (12.0)	42 (21.0)	49 (24.5)	20 (10.0)	29 (14.5)
Graduates (n=66)	40 (20.0)	19 (09.5)	18 (09.0)	31 (15.5)	08 (04.0)	11 (10.5)
Post Graduates (n=36)	14 (07.0)	06 (03.0)	12 (06.0)	20 (10.0)	10 (05.0)	11 (05.5)
Total	90 (45.0)	49 (24.5)	72 (36.0)	100 (50.0)	38 (19.0)	51 (25.5)

Knowledge score of respondent was increased after playing the developed snake and ladder game. Maximum change in the knowledge score of the graduate respondent was observed in low and medium category of knowledge. There was change in knowledge score of low category was observed than medium and high category of post graduates respondents. Hence, it is concluded that maximum change in knowledge was observed in graduate respondents than under graduates and post

graduates about consumer responsibilities before buying, during buying, after buying was increased after playing developed snake and ladder game.

Involvement in Game and Knowledge

Involvement in game was the record of interest and willingness to learn it was observed and exhibited in table 3.

Table 3: Involvement in game and Knowledge scores of the respondents

Involvement	Low		Moderate		High	
	Before	After	Before	After	Before	After
Satisfactory (n= 120)	66 (33.0)	34 (17.0)	39 (19.5)	61(30.5)	15 (07.5)	25 (12.5)
Not Satisfactory (n= 80)	62 (31.0)	56 (28.0)	8 (04.0)	11 (05.5)	10 (05.0)	13 (06.5)
Total	128 (64.0)	90 (45.0)	47 (23.5)	72 (36.0)	25 (12.5)	38 (19.0)

Maximum respondents were involved and played the game with satisfactory manner among them 33 per cent respondents had low knowledge about consumer responsibilities and observed changed to moderate category of knowledge after playing game. The significant change was observed in high category after playing game. The respondents who were not satisfactorily involved were not gained desired knowledge about consumer responsibilities. It is concluded that the involvement in game is essential attribute to gain knowledge while playing the developed Snake and Ladder game.

Consumer Responsibilities and Percent Change in Knowledge

The percent change in knowledge was the difference in knowledge before playing the game and after playing the game. Responsibilities wise knowledge of a consumer was computed on the basis of their knowledge about before buying during buying and after buying responsibilities and discussed in table 4.

Table 4: Consumer Responsibilities and Percent Change in knowledge

Responsibilities	Before Game			After Game			Change in Knowledge
	Low	Medium	High	Low	Medium	High	
Before Buying							
Planning in Advance	07	05	01	02	07	04	10
Enquiry about performance of product	05	04	03	03	06	08	09
Service of the Product	03	03	01	02	05	05	07
During Buying							
Checking of Labels	04	03	02	02	07	05	08
Demonstration	06	04	02	04	07	09	11
Obtaining signed Warranty card	03	06	04	01	09	06	07
Ensuring address and e mail of service provider	03	02	01	01	06	07	13
After Buying							
Using product as per instructions	02	03	02	--	08	12	15
Keeping Warranty card and Bill safely	07	04	02	02	07	09	12
Seek immediate redress	05	02	01	03	09	09	17

The maximum change in knowledge about before buying responsibilities was observed regarding enquiry about performance of the product. During buying responsibilities maximum change was observed regarding demonstration followed by obtaining signed warranty card and ensuring address and e mail of service provider and checking of labels.

The responsibilities after buying, the maximum change was observed regarding seek immediate redressal of the product followed by using product as per instructions and keeping warranty card and bill safely. It is concluded that change in knowledge was more regarding after buying responsibility and specifically regarding seek immediate redressal of the product.

The intervention of developed snake and ladder game was effective to change knowledge from 7 to 17 per cent about consumer responsibilities.

4. Conclusion

The educational game approach to aware the consumer about their responsibilities was observed an effective tool and to aware them about their role as consumers and make them responsible consumer, and relish benefits of consumer rights. More games of similar type can be developed for consumer education about their rights and responsibilities.

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