

ASSESSMENT OF THE USE OF MULTI-MEDIA TEACHING DEVICE IN TEACHING-LEARNING PROCESS OF BUSINESS EDUCATION

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Abstract

The study is aimed at examining the use of multi-media teaching device by lecturers in teaching-learning process of business education. The study adopted a descriptive survey design. Two research questions and two hypotheses guided the study. Questionnaire was designed and administered on a sample size of 12 lecturers in Business Education in College of Education, Warri, Delta State. The data generated were analysed using 4-point scale and t-test. The study revealed that the reason for the low usage of multi-media teaching devices is due to presentation skills, organisation of lecture content, communication skills, fear of power failure and so on. The hypotheses revealed that male and female lecturers do not differ in their response on the readiness to use multi-media teaching devices and their proficiency in telecommunication skills. It then recommended that the school should organise workshop on presentation skills, communication skills, organisation of course content so that lecturers will be motivated to use the device.

The Keywords: Multi-media teaching device, Business Education and teaching-learning process

Business education offers opportunity to gain understanding of the business world and the consumer world and facilitates consumer usage of the services and products of business. It provides opportunity to learn those skills and business abilities which can be used effectively in offices or self-employed venture. It challenges individuals to maximise his or her opportunities and abilities, (Osuala, 2004 in Ewarawon, 2014). Also, Ewarawon, (2014) opined that the purpose of education be it formal or informal is to produce Business Education graduates who will be useful members of a society. That is, it must create in the individual students the disposition of personal autonomy (to think and act accurately), responsibility and relevant forms of life, thought and action.

The evolution of Information and Communication Technologies (ICT) necessitates new forms of pedagogy in education. Consequent on this development, different research bodies or associations have been creating awareness and various studies carried out on technological, pedagogical and content-driven approaches to enrich and transform classroom learning for nearly two decades. Owing to ICT and research on method that is compatible with instruction, teaching-learning delivery in classroom is of two dimensions. The first dimension centers on combination of both hardware and software to teaching-learning process such as computer aided instruction. The second draws focus on combination of the application of traditional teaching method (demonstration method) paired with ICT such as the multi-media devices, the concern of this study, (Ewarawon, 2014). This form of combination in teaching and learning process is known as Blended Learning, (Ewarawon, 2012). Rooney and America Society for Training and Development (2003) in Ewarawon, (2014) identified blended learning as one of the top trend to emerge in the knowledge delivery industry. Ewarawon (2014), then advised that teachers need to be trained on how to use the available technological tools, train on how to communicate content, clarity in teacher's instructions, time management and so on.

The provision of information and communication technology (ICT) over time has been one of the foremost outcry of business educators, business education students and employers of business education students in the teaching-learning process of business education. In confirmation to this need, Babalola (2011) in Ogunwole (2015), identified the problems of funding in Business Education as one of the several factors militating against the achievement and goals of business education in Nigeria. The need for the use of ICT in teaching business education students is seen from the angle of changes in modern offices, businesses and marketing operations, communication activities and global trends. In other to measure up with these changes that demand new competencies, Business Education has been under pressure to upgrade teaching delivery.

Several attempts have been made by different schools and departments to provide teaching devices. Within the year 2014 and 2015, there was an intervention by Education Trust Fund in the provision of teaching devices through which large and skill classes could be taught with ease. The device is called Multi-Media Teaching Device. The equipment is enhanced with several accessories such as a table-camera, inbuilt computer, table-microphone and mobile microphone and a Slide. The camera allows lecturer to present lecture material such as text book, picture and artifacts. The inbuilt computer could be used to key in data and present data from the system to slide. The computer can also be used to present traditional lecture of writing on the board but in this case writing is done on the computer surface with a special pen applied in the computer from a menu called 'solo'. The software permits the lecturer to alternate his or her pen colours.

ETF is a government agency that is established to provide support to all tertiary institutions both at federal and state level in Nigeria. The fund from this agency is designed to cater for physical infrastructure, teaching-learning device, institutional materials and equipment, research and publications, academic staff training and development, and so on.

Effective teaching of business education requires the application of these modern technologies to make it interesting and meaningful and of high quality. If quality assurance is to be achieved, then the application of ICT facilities in the teaching and learning of business education in tertiary institutions should be actively applied where the facilities are available, (Nwokike, 2013). In support of this view, from a study carried out by Obi and Akarahu (2010), telecommunication skills are needed by business educators for effective teaching. The influence of ICT technology is creating need for sophisticated electronic machines and communication skills for business education teachers and that they are absolutely necessary for business educators who wish to flow with the trend of teaching delivery and be relevant in the profession, (Ifeanyieze, 2010).

Statement of the Problem

With the intervention of ETF in providing the multi-media teaching-learning electronic device, it becomes necessary to confirm if this machines which has been the desire of business education department is being put to use. It is observed that teaching of business education courses are still taught through the traditional method despite the provision. Therefore, the study which is to find out the extent of the usage of teaching multi-media teaching device, reasons for low usage if any and seek solution to its effective usage.

Purpose of the Study

The major purpose of the study is to assess the level of usage of the multi-media electronic teaching device in teaching-learning process in business education.

Specifically, the study sought to:

1. Determine the extent of usage of multi-media teaching device by business education lecturers.
2. Determine the reasons for the level of usage of Multi-Media Teaching Device.

Research Questions

1. What is the extent of usage of multi-media teaching device by business education lecturers in the teaching-learning process?
2. What are the possible reasons for the level of usage?

Hypotheses

1. There is no significant difference between the mean response of male and female lecturers on the state of willingness and effective use of multi-media teaching device.
2. There is no significance between mean response of male and female lecturers on the readiness to use of multi-media teaching device in course delivery and proficiency in telecommunication skills.

Methodology

A descriptive survey design was used for this study because it was aimed at ascertaining information concerning the population. The population of the study comprised of twelve lecturers from Business Education Department, College of Education, Warri. The data for this study were collected using a questionnaire developed and titled "Assessment of the Use of Multi-Media Teaching Device in Teaching-Learning Process of Business Education" (AOTUOMMTDITLPBE). It consists of 26 items developed in line with the research questions. The questionnaire comprised of two parts - "A" and "B". Part A is for background information of the respondents and has 4 items while part B covered the research question and hypothesis containing 22 items. The instrument was structured on a 4 point scale of Very High Extent (VHE) – 4 points, High Extent (HE) – 3 points, Low Extent (LE) – 2 points, Very Low Extent (VLE) – 1 point. The face and content validity of the questionnaire was done by two experts, one from the Department of Accounting Education and one from the Department of Measurement and Evaluation in College of Education, Warri. In order to establish the internal consistency of the instrument, a questionnaire was administered to 5 lecturers in Home Economics who are not part of the study. The data collected were subjected to Pearson Moment Correlation Coefficient, a reliability coefficient of 0.76 was obtained. The researcher personally distributed the twelve copies of the questionnaire to the respondents. The respondents completed their copies of the questionnaire and returned to the researcher.

The arithmetic mean and standard deviations were used to analyse the data on the research questions. Any item with a mean value between 2.5 and above was regarded as high extend by the respondents while any item whose mean rating was less than 2.5 was regarded as low extent by the respondents. The t-statistical tool was used for testing the hypotheses at 0.05 level of significance at 11 degree freedom. Decision Rule: Reject the Null Hypothesis if the t-calculated (t-cal) is greater than the t-critical otherwise do not reject Ho.

Result and Discussion

Research Question 1: What is the extent of usage of multi-media teaching device by business education lecturers in the teaching-learning process?

Table 1: Mean Rating of Lecturers on the Extent of Usage of Multi-Media Teaching Device in Teaching-Learning Process.

S/N	ICT	X	SD	Remark
1	Male Lecturers	1.50	0.58	Low Extent
2	Female Lecturers	1.67	0.52	Low Extent
	Grand mean	1.56	0.55	Low Extent

Source: *Field Survey* Expected mean = 2.5 N = 12

Table 1 showed that male and female response to usage of multi-media teaching device in classroom process is to a low extent as the individual mean scores are less than 2.50. Also the average mean of 0.55 is less than the expected mean of 2.5.

Research Question 2: What are the possible reasons for the level of usage of Multi-media Teaching Device?

Table 2: Mean Rating of Lecturers on the Reasons for the Low Usage of Multi-Media Teaching Device.

S/N	ICT	X	SD	Remark
1	Extensive Training	3.50	0.67	High Extent
2	Telecommunication skills	3.90	0.29	High Extent
3	Communication skills	2.58	0.79	High Extent
4	Presentation skills	3.75	0.62	High Extent
5	Organisation of lecture content	3.75	0.45	High Extent
6	Willingness to use the device	3.40	0.75	High Extent
7	Fear of Power Failure	3.17	0.72	High Extent
	Grand mean	3.38	0.62	High Extent

Table 2 showed that response to item 1 to 7 are the reasons for the low usage of multi-media teaching device in classroom process as they are rated high extent as the individual mean scores are more than 2.50. Also the average mean of 3.38 is more than the expected mean of 2.5.

Hypothesis 1: There is no significant difference between the mean response of male and female lecturers on the state of willingness and effective use of multi-media teaching device.

Table 3: Lecturers' willingness and effective use of multi-media teaching device

Variable	N	X	SD	Df	Signif.	t-cal	t-tab	Remark
Male	6	3.0	0.84	11	0.05	0.42	2.20	NS (Accept Ho)
Female	6	3.2	0.51					

From table 3, the t-calculated (0.42) is less than t-critical value (2.20) we accept the null hypothesis. Thus, there is no significance difference between the mean response of male and female lecturers on the state of willingness and effective use of multi-media teaching device.

Hypothesis 2: There is no significance between mean response of male and female lecturers on the readiness to use of multi-media teaching device in course delivery and proficiency in telecommunication skills.

Table 4: Lecturers' Readiness to use of multi-media teaching device and Proficiency in Telecommunication skills.

Variable	N	X	SD	Df	Signif.	t-cal	t-tab	Remark
Male	6	3.7	0.10	11	0.05	0.30	2.20	NS (Accept Ho)
Female	6	3.0	0.84					

From table 4, the t-calculated (0.30) is less than t-critical value (2.20), which means we accept the null hypothesis. Thus, there is no significance difference between the mean response of male and female lecturers on the readiness to use of multi-media teaching device and proficiency in telecommunication skills.

Discussion of Findings

The study assessed the use of multi-media teaching device in teaching learning process by Business Education lecturers. On research question one, the study revealed that the usage of multimedia teaching device is of a low extent. Research question two also revealed that reasons for the low usage of the multi-media teaching device are telecommunication skills, presentation skills, organisation of lecture content, extensive training, willing to use media, fear of power failure and communication skills. This confirms the findings in the study carried out by Obi and Akarahu (2010), that telecommunication skills are needed by business educators for effective teaching. Also, Ifeanyieze, (2010) is of the view that the influence of ICT technology is creating need for sophisticated electronic machines and communication skills for business education teachers.

The result of hypothesis one shows that, there is no significance difference between the mean response of male and female lecturers on the state of willingness and effective use of multi-media teaching device. Hypothesis two also revealed that, there is no significance difference between the mean response of male and female lecturers on the readiness to use of multi-media teaching device and proficiency in telecommunication skills. This confirms the view of Ewarawon (2014), that teachers need to be trained on how to use the available technological tools and train on how to communicate course content, clarity in teacher's instructions, time management and so on.

Conclusion

The findings of this study is an indication of the level of the usage of multi-media teaching device by lecturers. The study revealed a low level of usage. The reason for the low usage is ascribed to presentation skills, organisation of lecture content, communication skills, fear of power failure and so on. In all, the lecturers acknowledged the importance of the device despite the reasons indicated. The study also discovered that the male and female lecturers do not differ in their response on the readiness to use multi-media teaching device and their proficiency in telecommunication skills.

Recommendation

Based on the findings, the study thus recommended the following:

1. The school should organise workshops on presentation skills that will focus on the use of power point and other materials that aid presentation in classroom situations. So that lecturers will be confident and motivated to present their lectures with the available teaching media.
2. The school should make provision for standby generator for the multi-media teaching device. So that teaching and learning process will not be disrupted by public power failure.
3. Workshop should be organise to expose lecturers on how to organise the content of their lectures using the multi-media teaching device so that lecturers can effectively key into the use of the device.
4. It will be appropriate for skill courses and practical courses to be taught with this device as it help to retain concept and steps in instruction given by a lecturer to students.
5. For courses that are time consuming and abstract in nature, this teaching device should be employed as it will help to stimulate interest, focus attention and motivate the learners to know.

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