

## **Influence of Multimedia on Students Learning of Business Studies in Ekiti State, Nigeria**

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### **Abstract**

*This study examined the influence of Multimedia on students learning of Business studies in Ekiti State Nigeria. This study specifically addressed the teachers' use of multimedia technology resources for teaching and learning of Business studies in junior secondary schools in Ekiti State. The study adopted the descriptive research design of the survey type with the population of 1,086 teachers. The sample of 300 respondents was selected from 30 public junior secondary schools in Ekiti State, Nigeria. Multi-stage procedure which involved, simple random, stratified and purposive sampling techniques was used to select respondents for the study. The instrument tagged 'Students Teachers 'Use of Multimedia for Teaching Business Studies Questionnaire' (SSUMTBSQ) was used. The instrument was validated by experts. The data were analyzed using descriptive and inferential statistics. Analysis of Variance was used to test the hypothesis. at 0.05 level of significance. Teachers were not positively disposed to using multimedia technology resources in teaching and learning of business studies in junior secondary schools in Ekiti State. The study, therefore recommended that relevant seminars and workshops should be organized by schools for teachers to increase utilization of multimedia technology resources to promote the development of students' positive attitude to learning and their academic performance.*

**Keyword:** Utilization, Multimedia Technology Resources, Business Studies

### **Introduction**

Educational attainment is seen as one of the fundamental indicators of national development. The growth of the global economy and the information-based society has pressurized education systems around the world to use multimedia technology resources to teach students the knowledge and skills they need to sustain the vocational aspect of education, in other to compete in today's labour market (UNESCO 2005). Increasing pressure to use technology in imparting knowledge and skills needed in the 21st century, since this type of education is to prepare students for work in various trade. The challenges confronting our educational system are how to transform teaching and learning processes into ability to provide students with the skills to function effectively in their various trades.

The introduction of multimedia technology includes among others, mobile phone, laptops, interactive whiteboards, tablets, Liquid-crystal display (LCD) projectors and Video-conferencing into learning environment has brought about innovation into teaching and learning processes that has resulted in new educational needs and teaching strategies (Oso, 2016). Nigerian education cannot be left out of the global technological revolution that has brought innovation into the field of vocational education, hence the ability of

the teachers is paramount in the utilization of multimedia technology to solve learning problem in this regards. In the opinion of Agyeman (2017), no nation can rise above the quality of her teachers. The National Policy on Education Federal Republic of Nigeria FRN (2014), recognized the relevance of technology in teaching and learning processes and acquisition of skills to prepare students for global competitiveness when exposed to business studies.

This explains why Business education was introduced into junior secondary schools as pre-elective vocational subject. The National Policy on Education Federal Republic of Nigeria FRN 2014, also states that educational activities should be learner-centred for maximum self-learning, development and fulfillment in their chosen vocation.

Therefore, Misovin (2014) explains that multimedia allows teachers to integrate text, graphics, animation, and other media into one package to present comprehensive information for their students to achieve specified course outcomes especially in business studies. It allows the demonstration of complicated processes to be highly interactive, animated fashion and that instructional material can be interconnected with other related topics. It encourages teachers to take advantage of multimedia (text, pictures, animation, sound, video and interactivity) and new devices and their applications so as to ensure students have adequate knowledge and applicable skills.

The use of multimedia as interactive teaching materials is a growing phenomenon in education because they play a vital role in students' learning. Multimedia provides a technology-based learning environment which enables students solve problems on their own. Multimedia provides learners with an alternate means of acquiring knowledge designed to enhance teaching and learning through various media that allows learners to learn at their own pace and gives teachers the ability to observe the individual needs of each learner. Through the use of multimedia resources, student learning is enhanced. This involves the use of exploratory, collaboration methods and students' active participation. It was observed that multimedia resources can be supplemented in conventional classrooms and not to replace them (Ogunlade, 2014).

Indeed, multimedia also takes care of self-learning and development. The notion of learning with multimedia technology implies the development of intellectual partnership where teachers, learners and multimedia resources interface to achieve learning goals. Students are believed to learn best when a good combination of multimedia resources to cater for students' various learning styles (Ogunlade; Olowoyeye & Ogunlade, 2018). For example, Dale research reveals that action-learning techniques results in up to 90% retention. The more sensory channels possible in interacting with multimedia resources, the more students in business studies learn from them hence it is imperative that teachers design instructional activities with multimedia technology resources to build upon more real-life experiences in vocational education.

A study conducted by Akomolafe in Ekundayo (2015) business studies in Ekiti State revealed that teachers still rely heavily on conventional method of teaching the subject. The implication is that students are being denied the benefits of gaining from the trend of development in the use of multimedia technology. In the opinion of Akomolafe in Ekundayo (2015), multimedia technologies build up the confidence in the teachers and consequently enhance teachers' effectiveness and boost their efficiency in the act of teaching. Multimedia technology is interactive and enables students develop diversified skills needed for a knowledge- based learning. They also allow teachers and learners proceed at different paces depending on the prevailing circumstances. Nwafor and Eze (2014) stress that multimedia technology enables teachers communicate ideas, with ease as they appeal to many sensual modalities and even reduce instruction time.

The knowledge of multimedia technology utilization by junior secondary school teachers will make them more efficient thereby enhancing effective teaching and learning. The teachers can take students beyond traditional limits and encourage adequate participation in teaching activities by creating exciting learning environment for them to rekindle their interest, experiment and explore with multimedia technology.

Multimedia technology helps teachers to engage students through active participation in learning process (Direct purposeful experience, Dale 1969).

### **Statement of the Problem**

The global changes in teaching and learning processes brought about by technology demand that the teachers and students of business studies need to use the multimedia technology in facilitating their teaching and learning process. It is apparent that when multimedia technology is properly used, it captures the students' attention; the teacher becomes more effective and organized in selecting media and method for presenting content in order to motivate and enhance better understanding of the concept. Nigeria is among 16 countries selected to benefit from the first phase of the e-initiative by the New Partnership for Africans Development (NEPAD). The programme is to provide knowledge and real-life experience by implementing information communication technologies (ICT) in schools across Africa that will form a model for a large-scale rollout. The rationale is to integrate multimedia technology into education system especially in the area of business studies but unfortunately a good number of junior secondary students still experienced mass failure in their examination. Though it may be as a result of inability of the teachers not employing multimedia in their instructional delivery. However, there is need to use multimedia technology to promote learner-centred education. The question now is; are multimedia technology resources being used to enhance teaching and learning in junior secondary schools in Ekiti State? Students are still taught with conventional method of teaching. This study therefore examined influence of multimedia on students learning of Business studies in Ekiti State. If they are available, do the teachers use them for teaching and learning processes?

### **Purpose of the study**

The purpose of the study was to examine the influence of multimedia on students' learning of Business Studies in Ekiti State.

### **Research Questions**

The following research questions were raised for the research work:

7. Do multimedia technology resources influence Business Studies in Ekiti State Junior secondary schools?
8. Are teachers positively disposed to using multimedia technology resources in Business Studies in Ekiti State Junior secondary schools?

### **Research Hypotheses**

A research hypothesis was generated for the study:

**Ho1:** There is no significant difference in teachers' attitude towards the use of multimedia technology resources and students' academic performance in Business Studies in Ekiti State Junior Secondary Schools.

### **METHODOLOGY**

The research design for this study was descriptive research of the survey type. It is descriptive in the sense that it was a study conducted for the purpose of making descriptive assertions about the populations. The study was conducted among the 1,086 junior secondary schools' teachers from 234 Public junior Secondary Schools from the three Senatorial districts in Ekiti state, Nigeria (Ministry of Education, 2018). The sample for the study consisted of 300 public junior secondary schools' teachers drawn from six local government areas in Ekiti State. 30 public junior secondary schools formed the sample from which the 300 teachers were proportionately selected for the study. The method of selection was in multi stage, stratified and simple random sampling techniques. Where 10 teachers were selected from each of the public junior secondary schools through stratified random sampling technique. 6 females and 4 males respectively since the female teachers are more than male teachers.

### **Research Instrument**

The survey instrument for the study was a self-developed questionnaire titled Students Teachers 'Use of Multimedia for Teaching Business Studies Questionnaire (SSUMTBSQ) which consisted of 20 items. This

instrument was in three sections. Section A focused on demographic information of respondents (teachers). Section B was on teachers' use of multimedia technology resources, C was on teachers' influence in the use of multimedia technology resources utilization while section D was based on effective use of multimedia technology resources and students' academic performance.

The response format for sections B and C were answered with Agree/Disagree while D was a four-point Likert rating scale of strongly agree=4 (SA), Agree=3 (A), Disagree=2 (D) and strongly disagree (SD). The instrument was validated by three experts in educational technology. Test-retest was used and reliability coefficient of 0.65 was obtained.

The data obtained was subjected to descriptive and inferential statistics where the questions raised was answered descriptively using mean, frequency counts, and simple percentages. The hypothesis was tested using Analysis of Variance (ANOVA) and t-test while Scheffe Post Hoc was used where required to determine the significance. Hypothesis was tested at 0.05 level of significance.

### Results

Do multimedia influence Business Studies in Ekiti State Junior secondary schools?

**Table 1:** Summary of result showing teachers 'use of multimedia for Business Studies in Ekiti State junior secondary schools.

S/N	ITEMS	Agree		Disagree		MEAN
		F	%	F	%	
1	Multimedia technology resources are used efficiently by teachers in teaching in my school	155	51.7	145	48.3	1.52
2	Projectors are used by teachers in teaching in my school	166	55.3	134	44.7	1.55
3	Computers are used by teachers in teaching in my school	258	86.0	42	14.0	1.86
4	Television is used by teachers in teaching in my school	91	30.3	209	69.7	1.30
5	Audio and video recorders used by teachers in teaching in my school	67	22.3	233	77.7	1.22
6	Graphics are used by teachers in teaching in my school	110	36.7	190	63.3	1.37
7	DVD are used by teachers in teaching in my school	80	26.7	220	73.3	1.27
8	Slides are used by teachers in teaching in my school	112	37.3	188	62.7	1.37
9	Internet facilities are used by teachers in teaching in my school	204	68.0	96	32.0	1.68
10	Audio visual materials are efficiently used by teachers in teaching in my school	155	51.7	145	48.3	1.52

Table 1 reveals that 155(51.7%) of the respondents agreed that multimedia used by teachers in their schools while 145(48.3%) disagreed. 166(55.3%) respondents agreed that projectors are used by teachers in their schools while 134(44.7%) disagreed, 258(86.0%) respondents agreed that computers are used by teachers in their school while 42(14.0%) disagreed. On whether television sets are used by teachers in their schools, 91(30.3%) of the respondents agreed and 209(69.7%) disagreed. Regarding the use of audio and video recorders in schools, 67(22.3%) respondents agreed that they are used by teachers and 233(77.7%) disagreed. Regarding the use of graphics in their schools, 110(36.7%) agreed that they are efficiently used by teachers

while 190(63.3%) disagreed. 80(26.7%) respondents agreed that DVD are that it is efficiently used by teachers in their schools and 220(73.3%) disagreed. On whether slides are used in schools, 112(37.3%) respondents agreed that they used by teachers while 188(62.7%) disagreed. On whether internet facilities are used in their schools, 204(68.0%) agreed that they are efficiently used by teachers while 96(32.0%) disagreed. Regarding the audio-visual materials use in their schools 155(51.7%) agreed that they are efficiently used by teachers and 145(48.3%) disagreed.

Using a cutoff mean score of 1.50 for the rating scale, only items 1,2,3,9 and 10 had mean scores above the cutoff point. This implies that projectors, computers, internet facilities and audio-visual materials are the multimedia are used by teachers for teaching and learning in Ekiti State junior secondary schools.

### Research Question 2

Are teachers positively disposed to using multimedia resources in Business Studies in Ekiti State Junior secondary schools?

**Table 2:** Summary of result showing Teachers' use of multimedia technology resources in Business Studies.

S/N	ITEMS	SA	A	D	SD	MEAN
1	Multimedia if effectively used enhance learning in the classroom	86 (28.7%)	36 (12.0%)	101 (33.7%)	77 (25.7%)	2.44
2	Multimedia when used assist students' mastery of the subject matter	75 (25.0%)	72 (24.0%)	92 (30.7%)	61 (20.3%)	2.54
3	The use of televisions in the classroom for instruction is exciting	41 (13.7%)	9 (3.0%)	102 (34.0%)	148 (49.3%)	1.81
4	Video recorders helps teachers store educational information	28 (9.3%)	19 (6.3%)	105 (35.0%)	148 (49.3%)	1.76
5	Projectors motivates students' learning in the classroom	63 (21.0%)	36 (12.0%)	97 (32.3%)	104 (34.7%)	2.19
6	Video clips help explain abstract concept	48 (16.0%)	17 (5.7%)	124 (41.3%)	111 (37.0%)	2.01
7	Pictures and charts help in students' retention of the subject matter	97 (32.3%)	57 (19.0%)	83 (27.7%)	63 (21.0%)	2.63
8	Internet facilities add to teachers' learning resources.	84 (28.0%)	45 (15.0%)	76 (25.3%)	95 (31.7%)	2.39
9	Audio and instructional materials aid students understanding and make teaching exciting	78 (26.0%)	27 (9.0%)	104 (34.7%)	91 (30.3%)	2.31
10	Software tools are easily used by teachers for instructional delivery	106 (35.3%)	73 (24.3%)	77 (25.7%)	44 (14.7%)	2.80

Table 2 shows that 86(28.7%) respondents strongly agreed that effective use of Multimedia resources enhance learning in the classroom, 36(12.0%) indicated agreed that that use of Multimedia resources enhance learning in the classroom, 101(33.7%) disagreed that use of Multimedia technology resources enhance learning in the classroom while 77(25.7%) strongly disagreed that use of Multimedia enhance learning in the classroom. 75(25.0%) respondents strongly agreed that the use of Multimedia assist teachers and students' mastery of the subject matter, 72(24.0%) agreed that the use of Multimedia assist teachers and students' mastery of the subject matter, 92(30.7%) disagreed that the use of Multimedia assist teachers and students' mastery of the subject matter and 61(20.3%) strongly disagreed that the use of Multimedia assist teachers and students' mastery of the subject matter.

As regards use of televisions in the classroom for instruction, 41(13.7%) strongly agreed that the use of televisions in the classroom for instruction is exciting, 9(3.0%) agreed that the use of televisions in the

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classroom for instruction is exciting while 102(34.0%) disagreed that the use of televisions in the classroom for instruction is exciting and 148(49.3%) strongly disagreed that the effective use of televisions in the classroom for instruction is exciting. 28(9.3%) respondents strongly agreed that effective use of Video recorders helps students and teachers store educational information, 19(6.3%) agreed that effective use of Video recorders helps teachers store educational information, 105(35%) disagreed that effective use of Video recorders helps teachers store educational information, and 148(49.3%) strongly disagreed that effective use of Video recorders helps teachers store educational information.

Regarding whether the use of projectors motivate teachers and students learning in the classroom, 63(21.0%) respondents strongly agreed that the use of projectors motivates teachers and students learning in the classroom, 36(12.0%) agreed that projectors motivates students learning in the classroom, 97(32.3%) disagreed that projectors motivates students learning in the classroom and 104(34.7%) strongly disagreed that projectors motivates teachers and students learning in the classroom. 48(16.0%) respondents strongly agreed that Video clips help explain abstract concept and students retention of the subject matter, 17(5.7%) agreed Video clips help explain abstract concept and students retention of the subject matter, 124(41.1%) disagreed Video clips help explain abstract concept and students retention of the subject matter, and 111(37.0%) strongly disagreed Video clips help explain abstract concept and students retention of the subject matter. 97(32.3%) respondents strongly agreed that Pictures and charts help in students retention of the subject matter, 57(5.7%) agreed that Pictures and charts help in students retention of the subject matter, 83(27.7%) disagreed that Pictures and charts help in students retention of the subject matter and 63(21.0%) strongly disagreed that Pictures and charts help in students retention of the subject matter. 84(28.0%) respondents strongly agreed that Internet facilities add to teachers learning resources, 45(15.0%) agreed that Internet facilities add to teachers learning resources, 76(25.3%) disagreed that Internet facilities add to teachers learning resources while 95(31.7%) strongly disagreed that Internet facilities add to teachers learning resources. 78(26.0%) respondents strongly agreed that Audio instructional materials aid students understanding and make teaching exciting 27(9.0%) indicated agreed that Audio and instructional materials aid students understanding and make teaching exciting, 104(34.7%) disagreed that Audio and video instructional materials aid students understanding and make teaching exciting while 91(30.3%) strongly disagreed that Audio instructional materials aid students understanding and make teaching exciting. 106(35.3%) respondents strongly agreed that Software tools are easy to use by teachers for instructional delivery, 73(24.3%) indicated agreed that Software tools are easy to use by teachers for instructional delivery, 77(25.7%) disagreed that Software tools are easy to use by teachers for instructional delivery while 44(14.7%) strongly disagreed that Software tools are easy to use by teachers for instructional delivery.

Using a cutoff mean score of 2.50 for the rating scale, only items 2, 7 and 10 had mean scores above the cutoff point. This implies that teachers are not positively disposed to using multimedia resources in teaching and learning in junior secondary schools in Ekiti State.

**Hypothesis:** There is no significant difference in teachers' attitude towards the use of multimedia resources and students' academic performance in Business Studies in Ekiti State Junior Secondary Schools.

**Table 3:** Result showing t-test showing teachers attitude in the use of multimedia resources in Junior Secondary Schools in Ekiti State

<i>Variables</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>T</i>	<i>P</i>
Teachers' Attitude	300	22.87	6.08	23.271*	0.000
Multimedia technology resources utilization	300	31.88	5.23		

\***p<0.05**

Table 3 shows that Teachers' attitude has significant effect in the use of multimedia resources in Business studies in junior secondary schools in Ekiti State.

( $t=23.271$ ,  $p<0.05$ ). The null hypothesis is not rejected.

### **Discussion of findings**

The study showed that projectors, computers, internet facilities and audio-visual materials were types of multimedia technology resources available for teaching and learning in junior secondary schools in Ekiti State.

The study showed that teachers were not positively disposed to using multimedia resources in teaching and learning in junior secondary schools in Ekiti State. The finding supports the finding of Omwenga (2001) who posited that while many teachers complained about lack of multimedia resources, they were guilty of not using what was available.

### **Conclusion**

The findings of this study have led to the conclusion that increasing utilization of available multimedia resources stimulate students' interest in teaching and learning and subsequently enhance their academic performance in Business studies. However, the extent of utilization of multimedia for teaching and learning in junior secondary schools in Ekiti State are very low. The academic performance of Junior Secondary School students in internal/public examinations hinges largely on the teachers' disposition to increasing utilization of multimedia technology resources in teaching and learning process.

The finding revealed that multimedia technology resources had significant effect on the academic performance of in junior secondary schools in Ekiti State. The finding agrees with the submission of Adeosun (2002) and Babalola (2010) that multimedia use and other allied teaching materials will enhance students' competence and help students' performance because they make learning exciting and motivating.

### **Recommendations**

Sequel to the findings of the study, the following recommendations were made; Since the performance of Junior Secondary School students in Business studies depends on increasing utilization of multimedia technology resources, hence the design and implementation of multimedia-driven curriculum should be enshrined and teachers should enhance the instructional process by deliberate use of multimedia technology resources in the learning process in order to facilitate the high level of student's performance.

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