Attitude of Upper Basic Education Teachers Towards the use of Multimedia Instructional Resources for Enhancing Learning in Calabar Education Zone of Cross River State, Nigeria

David O. Edu[1,] Grace Onya Edu[2,] Godwin D. Achu[3]

[1]*Department of Curriculum & Instructional Technology Faculty of Education Cross River University of Technology Calabar, Cross River State, Nigeria*
[2]*Deppartment of Curriculum & Teaching University of Calabar, Calabar, Cross River State, Nigeria*
[3]*Department of Curriculum & Instructional Technology Faculty of Education Cross River University of Technology Calabar, Cross River State, Nigeria*

Abstract: *Multimedia instructional resources have been found to be effective in enhancing learning among students.This study explored the attitude of Upper Basic Education teachers towards the use of multimedia instructional materials to enhance learning in Calabar Education Zone of Cross River State, Nigeria. The study used 146 Upper Basic Education teachers as sample from 7 Upper Basic Education Schools and 3 Upper Basic Technical Education schools in the study area. A 16-item researcher designed instrument of reliability coefficient of 0.84 was used to collect data from the respondents.Two null hypotheses were formulated and tested using t-test analysis technique.The teachers indicated positive attitude towards the use of multimedia for instructions. Gender was not a significant factor influencing the teachers' attitude towards the use of multi-media for instruction. The teachers' positive attitude towards the use of multimedia may imply that they would like to employ them in classroom instructions if available and accessible to them. Thus, the e researchers recommended that multimedia instructional resources should be made available and accessible to Upper Basic Education teachers for instruction to supplement the scarce instructional materials in the schools, reduce abstractions in class lessons and reduce dependence on teachers.*
Keywords: *Basic Education, teachers, Instructional resources, Utilization, multimedia, enhancing, learning*

I. Introduction

Among the problems that face a teacher, at any level of education, are the strategies that will enhance effective learning and improve learners' learning habits, skills, outcomes and achievement in school subjects. The impression of many educators today is that the pedagogical approach of imparting knowledge to learners is not adequate for their learning needs. According to Crow (2011), children are avid information seekers. Thus, hardly can teachers, peers and parents provide enough information that can adequately satisfy their learning needs and aspirations. They need various learning opportunities to get information and diversify learning. Diversified learning opportunities will provide students with varieties of concrete and realistic experiences that may change their wrong perception of some school subjects. Multimedia instructional resources can be used to enhance the teaching and learning of all subjects in all schools be it grammar or technical. Introducing and encouraging learners to exploit the potentials of multimedia instructional resources is one way that classroom learning can be supplemented and their learning opportunities diversified. Bianarosa and Snow (2004) observed that a full 70 percent of middle and high school students in United States of America require differentiated instruction, which is instruction targeted to their individual strengths and weaknesses. There is therefore need for educators to rethink their instructional practices. Effective use of multimedia instructional resources is one of such innovations to reach out to different learners at their different points of need.

Multimedia instructional resources are information multipliers. They play a prevailing role in the learning process. They can shape personalities, change the way children see and understand the world and immediate reality (Ptaka, 2010). The Print Media like Newspapers, Journals and Magazines are the basic oldest channels of communication between one source and another. Okwo (1998) asserted that multimedia not only bring outside learning experiences to the classroom but also provide learners with opportunities to learn beyond the teachers' capabilities. Multimedia instructional resources can be used to enhance learning, both in class, and also for other out of class assignments, reinforce concepts and spark discussions (Willingham's, 2009). Students' poor performances in school subjects, especially in the sciences and technology, had been attributed to, among other factors, inadequacy or non availability and utilization of instructional and resource materials (Alao, 1990), and teachers' non-motivation of students (Ozoro, 1973; Balogun, 1985; Okebukola, 1986; Adeyegbe, 1989; and Bann, 1992;Yamauch, 2008 & Nwike & Onyejegbu,2013). With the large Upper Basic Education school population in Cross River State, Nigeria and the prevailing inadequate instructional materials and resources, the

traditional chalkboard and verbalization techniques mainly employed in teaching-learning processes appear inadequate for the all round education of children. Learners need more guided learning opportunities like the multimedia used to supplement materials for classroom instructions.

Instructional materials according to Nwike & Onyejegbu (2013) are the different teaching aids or apparatus which a classroom teacher employs to facilitate his or her teaching for the achievement of the stated objectives. Multimedia instructional resources could therefore supplement available materials to enrich classroom learning and as well as motivate students to learn. Often times, learners decide what and when to learn and according to their interest, needs, abilities and personalities. Multimedia instructional resources may not always need the teachers' presence or guidance for their use and yet can stimulate learners' conceptual thinking, self-development learning, care, and values among other merits. According to Yamauch (2008) Multimedia instructional resources 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. Multimedia instructional resources permit the demonstration of complicated processes in a highly interactive, animated fashion.

Hornby, Turnbull, Lea, & Parkinson (2010) define attitude as a way of feeling, thinking or behaving. Ones' attitude toward something (a stimulus) is the person's mental disposition that will determine his/her response towards the stimulus to which the attitude is directed. Attitude therefore, can be positive or negative towards the stimulus. In the classroom setting, instructional strategies are potent factors to learning and learning outcomes. Therefore, the assessment of teachers' attitude towards adopting a particular instructional strategy becomes imperative in an effort towards improving learning, learning habits and achievement in school subjects. Furthermore, attitude had been reported to be positively related to achievement in school subjects (Leake, 1982 & Alao, 1990). Long & Benton (1985) found that teachers attitude toward the use of the computer, as a multimedia, is determined by teachers' decision to make use of the media.

The Advantages of using media can be enormous. Multimedia resources have high production quality capable of showcasing complex ideas in a short period of time thus, developing quantitative reasoning. It offers both cognitive and affective experiences, connects learners with events that are culturally relevant and connect theories taught in classroom with real world events and policies. Multimedia gains attention and maintain student interest, hone their analytical skills, enables students to see concepts and new examples and experience worlds beyond their own. It is thus, the responsibility of the teacher to keep these materials up to date and have a comprehensive knowledge of their effective use. A positive attitude is therefore, required if these must be achieved.The teacher is the chief curriculum implementer and occupies the centre-stage of the learning process. The teachers' attitude, actions and innovation determines largely the success or otherwise of the educational programme.Multimedia instructional resources are not largely employed in our classroom teaching and learning though their proper use had been found to facilitate learning. Thus, the attitude of Upper Basic Education teachers towards involvement of multimedia to enrich teaching-learning processes was sought and that was the purpose of this study.

Hypotheses
H_1:Upper Basic Education teachers' attitude towards the use of multi-media
resources for classroom instruction is not significantly positive.
H_2:There is no significant difference between male and female Upper Basic Education teachers' attitude towards the use of multimedia instructional resources for enhancing learning.

II. Methodology

The researchers used the survey research design for the study. All Upper Basic Education teachers in Cross River State made up the population for the study. Seven(7) Upper Basic Education schools and three (3) Upper Basic Technical schools randomly selected from Calabar Education Zone of Cross River State, participated in the study. One hundred and forty six (146) respondents were randomly selected from the ten Upper Basic Schools for the study. This consisted of a total number of 65 male and 81 female students.The instrument for the study was a 16-item questionnaire to discern the attitude of Upper Basic Education teachers towards the use of multi-media in teaching/learning processes. Each item was placed beside a 4-point likert type scale of strongly agree (SD), Agree (A), Disagree (D), and Strongly Disagree (SD). The instrument was administered on the subjects in their respective schools by the researchers. One hundred and forty six (146) copies of the questionnaire properly filled by the respondents were used for the data analysis.

III. Data Analysis

Data analysis was done hypothesis-by-hypothesis at 0.05 level of significance and with 144 degrees of freedom.

Hypothesis one

Upper Basic Education teachers' attitude towards the use of multimedia resources for classroom instruction is not significantly positive. To test the hypothesis, independent t-test analysis was used. The result is presented in Table 1.

Table.1: Independent t-test analysis of the significance of teachers' attitude towards the use of multimedia resources for classroom instruction (N = 146)

Variables	N	X	SD	Df	t-cal	t-crit
Teachers with positive attitude towards the use of multimedia	70	22.07	7.06			
				144	6.31	1.96
Teachers with negative attitude towards the use of multimedia	76	16.91	5.11			

*Significant at 0.05

Results in Table 1 revealed that teachers with positive attitude towards the use of multimedia instructional resources have a higher mean score of 22.07 while their counterparts with a negative attitude towards the use of multimedia instructional resources had a mean score of 16.91. In comparing the means using the independent t-test analysis technique, the result showed a calculated t-value of 6.31 which is seen to be higher than the critical t-value of 1.96 at 0.05 level of significance with 144 degrees of freedom. Therefore, the null hypothesis which states that Upper Basic Education teachers' attitude towards the use of multimedia resources for classroom instruction is not significantly positive was rejected while the alternate was upheld.

Hypothesis two

The hypothesis states that there is no significant difference between male and female Upper Basic Education teachers' attitude towards the use of multimedia instructional resources for enhancing learning. To test the hypothesis, independent t-test analysis technique was used. The result of the analysis is presented in Table 2.

Table2: Independent t-test analysis of the significance of teachers' attitude towards the use of multimedia resources for classroom instruction based on gender (N = 146)

Variables	N	X	SD	Df	t-cal	t-crit
Male teachers attitude towards the use of multimedia	65	18.41	4.37			
				144	0.671*	1.96
Female teachers attitude towards the use of multimedia	81	17.22	3.81			

*Significant at 0.05

Result in Table 2 showed that male teachers with positive attitude towards the use of multi-media instructional resources have a higher mean score of 18.41 while their female counterparts had a mean score of 17.22. In comparing the means using the independent t-test analysis technique, the result showed a calculated t-value of 0.671 which is seen to be lower than the critical t-value of 1.96 at 0.05 level of significance with 144 degrees of freedom. Therefore, the null hypothesis which states that there is no significant difference between male and female Upper Basic Education teachers' attitude towards the use of multimedia instructional resources in enhancing learning was rejected while the alternate was upheld. This means that gender does not influence the attitude of teachers towards the use of multimedia in Upper Basic Education in Calabar Education Zone of Cross River State, Nigeria.

IV. Discussion of Results

Attitude of teachers towards the use of multimedia instructional resources

The result of hypothesis one showed that there is significant positive attitude of teachers towards the use of multimedia instructional resources for fostering learning. This posture is indicative that teachers have positive attitude towards employing the multi-media for instructional purposes at the Upper Basic level Education. The present result lends support to that of Long & Benton (1985) who found that teachers' attitude toward the use of the computer as a multi-media, is a factor in teachers' decision to make use of the media. The teachers appeared to be conscious of the fact that today's world is dynamic where knowledge, ideas,and techniques quickly change in content, method, and increase in scope at such a rate that teaching becomes more challenging. They must have perceived that the practical use of these materials in classrooms will conserve the

time and energy spent in too much of verbalization. Influence of gender on teachers' attitude towards the use of multimedia instructional resources for improving learning The result of the analysis of hypothesis two which states that there is no significant difference between male and female Upper Basic Education teachers' attitude towards the use of multimedia instructional resources in enhancing learning was rejected. This result is in line with

Implications
The results of the study have obvious implications that the indicated positive teachers' attitude towards the use of multimedia for instruction implies that:
1. They may like to use them for classroom instruction if available and accessible to them.
2. They are aware their potential use for instruction can boost learning.
3. They recognize the fact that multimedia can supplement the scarce learning resources in the school.
4. They are aware that with multimedia, learners can learn at their pace, what and when they need to.
5. They reduce dependence on teachers.
6. They are aware that multimedia will provide learners with a variety of learning opportunities.

V. Conclsuion

Multimedia instructional resources have been found to be effective in producing learning among students. They only provide a variety of learning opportunities but also improve learners' study habits, skills, outcomes and achievement. Multimedia are not significantly employed in our teaching/learning process, though they show positive attitude towards their use. This could be probably due to their non-availability in the schools and inaccessibility to teachers.

VI. Recommendations
1) Multimedia instructional resources should be made available and accessible to teachers as they have indicated positive attitude towards their use to complement instruction.
2) There should be special budgetary allocation by Government for the acquisition of multimedia facilities for use in schools.
3) Seminars, workshops and in-service training should be periodically organized for teachers on the technique of effective utilization of multimedia for instruction.

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