

Effectiveness of Microsoft Power Point on the Academic Achievement of Students in FCT, Nigeria

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Abstract: *This work is set to look into the effectiveness of Microsoft Power point on the academic achievement of students. The study used experimental design, with a sample of thirty- five students per group which were randomly selected for the Experimental & Control groups. A twelve item multiple-choice test consisting of four options was used for the Pre-test – Post-test on the groups. The t- test statistic was used to determine significant differences in mean scores of the two groups. The findings showed that there was statistically significant difference in the achievement of experimental and control groups when taught with Microsoft Power point. Based on the finding of this study, the following recommendations were made: Curriculum planners should include computers and other gadgets that will go with it in the curriculum and government should make provisions for the supply of these gadgets to schools. Also teachers should be encouraged and trained in the use of these gadgets.*

Keywords: Effect, Materials, Teaching, Learning, Achievement

1. Introduction

Education is the major tool for tackling the problems and challenges of a rapidly changing and complex global society, [1]. Learning is the act or experience of one that learns or knowledge or skill acquired by instruction. [2]. While teaching is to impact knowledge of or skill in: give instruction in: to inform, enlighten, [3]. The importance of teaching and learning cannot be overemphasized this is because it is seen as a tool used for national development. Education is indispensable for a successful living in the modern science world. The important role of teaching and learning in the society can never be adequately described. The increasing use of computer has led to modification of learning and teaching curricula.

The present era being called “The Computer Age” Microsoft Power point could be used to teach any topic this will reduce abstractness and motivates students thereby enhancing better understanding on the part of learners, [4]. Information Technology (I.T.) is concerned with the handling of information. The technology employed in modern systems makes full use of the digital computer and the microprocessor. This is an electronic form of presenting learning materials through teaching of some topics, where the student can view all that is embedded in the topic and they learn and fast when see with interest. With the computer system gradually replacing man in his day to day activities, the steps carried out using Microsoft Power point application in this regard is being highlighted in this write up.

Power point special effects and features can be used to make an outline presentation exciting and complete. Such things as slide transitions, timings, movies, sounds animation and

hyperlinks can be used for this purpose. This presentation can be made to self-run.

2. Literature Survey

In the recent years there have been several studies carried out to determine the use of computer technology in teaching and learning. Computer has made the world to be a global village; man has been able to ‘put the world in his pocket’. Computer-Aided Instruction (CAI) is a way of individualizing instruction by using the capabilities of the computer system to provide interactive experiences and also a diverse that is rapidly expanding spectrum of computer technologies that assist the teaching and learning process. It is also known as computer-assisted instruction because it includes guided drill and practice exercises, computer visualization of complex objects, and computer-facilitated communication between students and teachers.

Computer is known as an electronic machine or device that is capable of incommoding data as input, process it and release result (output) as information It is an automatic electronic machine capable of calculating; an electronic mechanical device that accept input, process them and produces out at a fantastic speed and accuracy.

Technology can be defined as the application of scientific knowledge, skills, work attributes, tools and equipment to evaluate new process and the adaptation of those processes to the production of goods and services for the benefit of mankind.

Individualization is more feasible when computers can facilitate the development of a completely new type of school where and when differential duties of the teacher in

an individualized instructional system represent the synthesis of the great education movements of the day with non-graded continuous progress school, [5].

Teachers in the primary and secondary schools should be given adequate training and be exposed to the importance and use of computer in educational process, [6]. Computer based instruction is used to facilitate learning in Nigeria schools is of great value to learning. Computer Aided Instruction (CAI) motivates the learners to learn than the ordinary lecture method, [7].

Keeping of records and analytical power enables the use of computer to monitor student's progress through instructional devices and generate reports that can be useful for individual or peer group assessment.

According to [8] advantages of CAI should include the following:

- (i) Learners work at their rate with ease.
- (ii) It assists in modifying and improving the old method of teaching.
- (iii) It gives appropriate learning materials.
- (iv) It gives correct and adequate assessment.

All that is needed for a smooth and efficient management and curriculum planning style can be supported and made available by the computer. The use of computer based instruction to facilitate and learning in Nigeria schools is also a prime of importance, [9].

3. Objective of the Study

This work is set to look into the effectiveness of Microsoft power point on the academic achievement of students.

4. Purpose of the Study

The purpose of this study is to find out if there will be differences in the academic achievement of students taught with the package (Microsoft Power point) and those taught with traditional method in the posttest.

4.1 Research Question

The following questions were raised in this study:

- Is there any difference between students taught with Microsoft Power point and those taught with Traditional Method?

4.2 Research Hypotheses

There is no statistically significant difference between students taught with Microsoft Power point and those taught with Traditional Method

5. Methodology

The study used experimental design, the Pre-test – Post-test Control Group Design was seen as adequate. The population of this study was made up of all Junior Secondary Schools Students in FCT Nigeria and random sampling technique was adopted in selecting the school and thirty-five students picked for each group. Two different lesson notes were used tagged Lesson Plan for the Experimental group & Lesson Plan for the Control group. The only difference is that Microsoft Power point was not used by either the teacher or the students when they were taught the same topic which was living and non- living things. After, the teacher exposed the two groups to a twelve item multiple-choice test consisting of four options. The test items were limited to the topic used for the study.

6. Result and Discussion

t-test comparison of the post-test means scores of the experimental and control groups

Variable	Number of paired sample	Df	Mean	S.D	T-value calculated	T-value critical	Significant level
Experimental group	35	19	15.10	3.40	5.53	1.99	0.05
Control group	35	19	9.85	2.55			

The table above revealed that there is a statistically significant difference in the means of the experimental and control group which is 5.53 and 1.99 at 0.05 confidence level. This could be concluded that the experimental group significantly performed better than the control group due to exposition into the use of Microsoft Power point. Therefore, there is a statistical significant difference in the treatment of students in post-test achievement between experimental and control group.

7. Conclusion

That there is a statistically significant difference in the means of the experimental and control groups. Those students taught with Microsoft Power point performed better than those taught with traditional method, [10]. The findings of this study might assist curriculum planners in including computers and other gadgets that will go with it in the curriculum and government should make provisions for the supply of these gadgets to schools. Also teachers should be encouraged and trained in the use of these gadgets.

The aim of this study was to look into the effectiveness of Microsoft Power Point on the achievement of students in Nigeria. The hypothesis was formulated and a t-test statistical method was used to analyze the achievement scores on the achievement test.

The hypothesis stated that there is no significant difference between the mean scores of students taught with Microsoft Power point and those taught with traditional method in the posttest. From the scores there was statistically significant difference in the post-test performance of the students taught with the Microsoft Power point and those taught without it. Those students taught with Microsoft Power point performed better than those taught with traditional method, [11].

8. Future Scope

The study was limited to a Junior Secondary School in Kuje Area Council, Abuja. This work could be carried out in other schools- Junior, Senior Secondary Schools and extended to tertiary institutions in the country in a gradual process, if there would be financial backing.

The finding of this study might assist education planners in recommending and government to supply these gadgets to schools. Also teachers encouraged and sent for re-training to enable them use the gadgets appropriately.

9. Recommendations

Based on the finding of this study, the following recommendations were made:

- Curriculum planners should include computers and other gadgets that will go with it in the curriculum.
- Government should make provisions for the supply of these gadgets to schools in good conditions.
- Power supply should be made available in schools & in regular supply.
- Seminars, workshops and up-dating and up-grading of teachers and qualifications should be made available to teachers to encourage and train them in the use of these gadgets.

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Dahunsi, T. O. PhD lectures at FCT College of Education, Zuba – Abuja, Nigeria in Primary Education Studies Department. Dahunsi is a seasoned teacher of many years, with many scholarly articles published in reputable national & international journals as well as chapter contributions and author of text books in Basic Science & Technology in Primary Education. She has attended a number of national & international conferences, workshops and seminars. She is married with children.