

Advantages, challenges encountered and attitude of teachers in utilizing multimedia in the classroom

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Abstract:

The main objective of the study is to determine the advantages, challenges encountered and attitudes of UPHSL College Faculty in utilizing multimedia in the classroom. Descriptive correlational method was used to see whether there is a link or association between the variables of interest. The study found out that utilizing multimedia in the classroom is a great way to improve student learning, because it allows them to engage with text in a very visual way and it helps different learners meet their learning needs. Technological resources, both hardware and software needed in preparing lessons, funds and ample time allocated in preparing the lessons were some of the problems encountered by the respondents in utilizing multimedia in the classroom. The respondents had a very positive attitude in utilizing multimedia in the classroom. The respondents' attitude in utilizing social media in the classroom has no bearing on the advantages of utilizing multimedia in the classroom. The respondents' attitude in utilizing social media in the classroom has no bearing on the challenges they encountered in utilizing multimedia in the classroom.

Keywords:

Multimedia, advantages, challenges, attitudes

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The quality of education depends on the proficiencies of the teachers. At present, it is expected that teachers are updated with almost everything. They usually desire to give the best that they can give for their students to learn. It is also a must that a teacher devise not only teaching methodology/ strategy but also make every lesson exciting. Multimedia is becoming widespread, influencing many aspects of one's social and work life. For instance, multimedia constitutes a major part of educational programs in some other countries. In many developed countries, nearly all schools are equipped with the infrastructure to conduct multimedia mediated teaching and learning (Abedalaziz , 2013).

Multimedia means using more than one medium of communication. This could be in the form of digitalmedia like texts, pictures, sounds and videos. Integration of multi- sensory interactive exhibition to transfer knowledge to a particular audience. Using multimedia in classroom helps educators engage students and provide them with valuable learning opportunities. It's easy to remember a picture than a paragraph, an animated video of a concept worth more of a lecture and a video demonstration of a process (or an instrument) by a scientist gives more real time knowledge than a theoretical explanation. There is no doubt educators consider multimedia as a great tool to improve student learning. Multimedia empowers students to create and design rather than absorb representations created by others. It improves reflective thinking. It also provides students with suitable learning resources according to their learning styles and abilities. (Santos, 2013)

Technology in and of itself will not directly change student learning and attitudes but how technology is incorporated into instruction will. Research has shown that effective technology integration can impact student motivation, engagement, and interest in learning. Integrating audio, video, and other media tools has been shown to increase student motivation. How the teacher puts technology to use in the classroom is the critical factor. It's important to remember the teacher's methodology and level of engagement in the classroom is as important as simply the use of a technology in determining student attitudes towards the technology. Students show greater interest in a learning activity that uses technology than in the traditional approach to class because students today are intrinsically motivated to use computers--they don't know any different. (Pat Reiners , 2013)

Multimedia classroom provide the students chances for interacting with diverse texts that give them a solid background in the tasks and content of mainstream college courses. Utilizing technology in the classroom gives positive point to improving the quality of teaching and giving more various techniques in teaching. There are some advantages in teaching using multimedia as a technique in teaching in the classroom. Through the multimedia, the teacher could give more opportunity to students to express their opinions and enjoy during the course. The highly presence and motivation also bring positive aspects to students so that they can improve their skills.(Joshi, 2012)

This study aimed to determine the advantages in utilizing multimedia in the classroom. It also determined the challenges experienced by the respondents as well as the respondents' attitude in utilizing multimedia in the classroom. This study looked into the relationship between the advantages of utilizing multimedia in the classroom and the respondents' attitude utilizing multimedia in the classroom. It also determined the relationship between the challenges encountered by the respondents in utilizing multimedia in the classroom and the respondents' attitude in utilizing social media in the classroom.

METHODS

Respondents of the Study

The respondents of the study were 37 college faculty of the University of Perpetual Help System Laguna.

Instrumentation

The researcher used a questionnaire for the purpose of collecting the needed data. The instrument was validated by the panel of expert composed of a senior researcher, an expert in the field, and a statistician. It was divided into three parts. Part I focused on the advantages in utilizing multimedia in the classroom. Part II focused the challenges encountered by the respondents in utilizing multimedia in the classroom and Part III focused on the respondents' attitude in utilizing multimedia in the classroom.

Data Collection Procedure

The questionnaire was considered as the most appropriate data gathering for this descriptive research study. The researcher requested for the collaboration of college faculty of the University of Perpetual Help System who were present the time that the researcher floated the questionnaire. After the distribution, the researcher retrieved the questionnaires. Data were then tallied, statistically treated, analyzed and interpreted.

Data Analysis

To measure the advantages in utilizing multimedia and the challenges encountered by the teachers in utilizing multimedia in the classroom the evaluation and scoring tools used were the following: 3.51-4.0 Strongly Agree, 2.51-3.5 Agree, 1.51-2.50 Disagree, 1.00-1.50 Strongly Disagree.

To measure the attitude of teachers in utilizing multimedia in the classroom the evaluation and scoring tools used were the following: 3.51-4.0 Very favorably, 2.51-3.5 favorable, 1.51-2.50 Quite favorable, 1.00-1.50 not favorable.

Ethical Consideration

Adequate ethical consideration was observed as the researcher first sought the consent of the participants verbally and this was granted and utmost confidentiality was observed by the researcher.

Statistical Analysis

Weighted Mean was used to determine the (a) advantages of utilizing multimedia in the classroom, (b) challenges/problems encountered by the respondents in utilizing multimedia in the classroom, and (c) attitude of the respondents in utilizing multimedia in the classroom. Pearson r, was used to determine if there is significant relationship between the advantages of utilizing multimedia in the classroom and the respondents' attitude in utilizing multimedia in the classroom, as well as the relationship between the challenges encountered by the respondents and the respondents' attitude in utilizing multimedia in the classroom.

RESULTS AND DISCUSSIONS

Advantages of Utilizing Multimedia in the Classroom

Table 1
Advantages of Utilizing Multimedia in the Classroom

<i>Advantages of Utilizing Multimedia in the Classroom</i>	<i>Weighted Mean</i>	<i>Interpretation</i>	<i>Rank</i>
<i>1.It is a great way to improve student learning, because it allows them to engage with text in a very visual way.</i>	<i>3.83</i>	<i>Strongly Agree</i>	<i>1.5</i>
<i>2.It permits students to work together in learning a particular concept.</i>	<i>3.72</i>	<i>Strongly Agree</i>	<i>5</i>
<i>3.It helps different learners meet their learning needs.</i>	<i>3.83</i>	<i>Strongly Agree</i>	<i>1.5</i>
<i>4. It provides learners with valuable learning opportunities.</i>	<i>3.78</i>	<i>Strongly Agree</i>	<i>3</i>
<i>5. Wide range of collection of texts in different disciplines are readily available.</i>	<i>3.61</i>	<i>Strongly Agree</i>	<i>7</i>
<i>6. Allows students to create and design rather than copy the representations created by others.</i>	<i>3.72</i>	<i>Strongly Agree</i>	<i>5</i>
<i>7. It recognizes the importance of research, planning, and organization skills</i>	<i>3.72</i>	<i>Strongly Agree</i>	<i>5</i>
<i>Average Weighted Mean</i>	<i>3.75</i>	<i>Strongly Agree</i>	

Table 1 presents the advantages in utilizing multimedia in the classroom. Indicator 1 which states that “a great way to improve student learning, because it allows them to engage with text in a very visual way” and indicator 3 which states that “It helps different learners meet their learning needs.” Obtained a weighted mean of 3.83, verbally interpreted as strongly agree ranked 1.5. This is followed by indicator 4 which states that “It provides students with valuable learning opportunities” obtained a weighted mean of

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3.78, verbally interpreted as strongly agree ranked 3rd. Indicators 2, 6, and 7 which states that “It enables students to work together in learning a particular concept”, “Empower students to create and design rather than “absorbing” representations created by others” and “ It recognizes the importance of research, planning, and organization skills” obtained weighted mean of 3.72, verbally interpreted as strongly agree ranked 5th. Advantages in utilizing multimedia in the classroom obtained an average weighted mean of 3.75 verbally interpreted as Strongly agree. This means that utilizing multimedia in the classroom is a great way to improve student learning, because it allows them to engage with text in a very visual way and it helps different learners meet their learning needs.

Challenges/Problems Encountered by the Respondents in Utilizing Multimedia in the Classroom

Table 2
Challenges/Problems Encountered by the Respondents in Utilizing Multimedia in the Classroom

Indicators	Weighted Mean	Interpretation	Rank
1. The time required to plan, design, and develop appropriate multimedia activities	3.86	Strongly Agree	2.5
2. Technological resources, both hardware and software needed in preparing lessons.	3.89	Strongly Agree	1
3. Technological skills needed for both the students and teacher	3.86	Strongly Agree	2.5
4. Fund allocation to provide audiovisual aids.	3.78	Strongly Agree	5
5. Proper / appropriate evaluation of audiovisual aids	3.81	Strongly Agree	4
Average Weighted Mean	3.84	Strongly Agree	

Table 2 presents the Challenges/Problems Encountered by the Respondents in Utilizing Multimedia in the Classroom. Indicator 2 which indicates that ‘Technological resources, both hardware and software needed in preparing lessons’ obtained a weighted mean of 3.89, verbally interpreted as strongly agree ranked 1st. Indicators 1 and 3 which state that ‘The time required to plan, design, develop, and evaluate multimedia activities’ and ‘Technological skills needed for both the students and teacher’ obtained a weighted mean of 3.86, verbally interpreted as strongly agree ranked 2.5. Indicator 5 which states that ‘Proper / appropriate evaluation of audiovisual aids’ obtained a weighted mean of 3.81, verbally interpreted as strongly agree ranked 4th. Indicator 4 which states that ‘Fund allocation to provide audiovisual aids’ obtained a weighted mean of 3.78, verbally interpreted as strongly agree ranked 5th. The Challenges/Problems Encountered by the Respondents in Utilizing Multimedia in the Classroom obtained an average weighted mean of 3.84, verbally interpreted as strongly agree. This means that the Challenges/Problems Encountered by the Respondents in Utilizing Multimedia in the Classroom is technological resources, both hardware and software needed in preparing lessons. Al-faki (2014) stated that Those difficulties are categorized into four groups. These are: teachers, school administrations, technical supports and students’ factors. Each

factor entails a number of challenges. The findings of the study have revealed that there are many challenges that teachers face when using the interactive whiteboard. Those challenges interact together to hinder IWB integration into teaching and learning.

Respondents’ Attitude in Utilizing Multimedia in the Classroom

Table 3
Respondents’ Attitude in Utilizing Multimedia in the Classroom

Indicators	Weighted Mean	Verbal Interpretation	Rank
1.I am encouraged to make use of multimedia in my teaching	3.75	Very Favorable	1
2.I am encouraged to be creative in preparing my presentations.	3.69	Very Favorable	2
3.I enjoy using multimedia in teaching	3.61	Very Favorable	6
4.I feel very confident when it comes to working with technology in the class	3.64	Very Favorable	3.5
5. The use of multimedia in teaching leads to greater student involvement in the teaching and learning process.	3.64	Very Favorable	3.5
6. I feel confident in working with my students in the digital environment	3.61	Very Favorable	6
7. I am encouraged to use e-mails in creation of more information between Iand my students	3.61	Very Favorable	6
Average Weighted Mean	3.65	Very Favorable	

Table 3 presents the Respondents’ Attitude in Utilizing Multimedia in the Classroom. Indicator 1 which states that “Iam encouraged to make use of multimedia in my teaching” obtained a weighted mean of 3.75, verbally interpreted as very favorable ranked 1st. Indicator 2 which states that “ I am encouraged to be creative in preparing my presentations” obtained a weighted mean of 3.69, verbally interpreted as very favorable ranked 2nd. Indicators 4 and 5 which state that “ I feel very confident when it comes to working with technology in the class” and “The use of multimedia in teaching leads to greater student involvement in the teaching and learning process” obtained weighted mean of 3.64, verbally interpreted as very favorable, ranked 3.5. Indicators 3, 6 and 7 which state that “I enjoy using multimedia in teaching”, “I feel confident in working with my students in the digital environment” and “I am encouraged to use e-mails in creation of more information between Iand my students” obtained weighted mean of 3.61, verbally interpreted as very favorable ranked 6. The Respondents’ Attitude in Utilizing Multimedia in the Classroom obtained an average weighted mean of 3.65, verbally interpreted as strongly agree. This means that the Respondents’ Attitude in Utilizing Multimedia in the Classroom is very favorable.

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Relationship Between the Advantages of Utilizing Multimedia in the Classroom and the Respondents' Attitude in Utilizing Social Media in the Classroom

Table 4
Relationship Between the Advantages of Utilizing Multimedia in the Classroom and the Respondents' Attitude in Utilizing Social Media in the Classroom

Variables	Pearson r	p value	Interpretation
Advantages of Utilizing Multimedia in the Classroom and the Respondents' Attitude in Utilizing Social Media in the Classroom	0.276	0.103	Not Significant

0.05 level of significance

Table 4 presents the relationship between the advantages of utilizing multimedia in the classroom and the respondents' attitude in utilizing social media in the classroom. As seen, the computed p value of 0.103 is higher than 0.05 level of significance, thus there is no significant relationship between the advantages of utilizing multimedia in the classroom and the respondents' attitude in utilizing social media in the classroom. This means that the respondents' attitude in utilizing social media in the classroom has no bearing on the advantages of utilizing multimedia in the classroom. As Sammons (2013) in her study mentioned that attitudes toward the team model of multimedia development had no significant relationship to any of the teacher characteristics. Areas on the teachers' perception, and teachers' attitudes toward the integration of self-authored multimedia into their classroom curriculum correlated positively and significantly with self-reported level of computer skills. Teachers reporting their computer skill levels as High or Advanced tended to be more positive in their perceptions of the multimedia development process and in their attitudes toward integrating multimedia development into their classroom instruction.

Relationship Between the Challenges Encountered by the Respondents in Utilizing Multimedia in the Classroom and the Respondents' Attitude in Utilizing Social Media in the Classroom

Table 5
Relationship Between the Challenges Encountered by the Respondents in Utilizing Multimedia in the Classroom and the Respondents' Attitude in Utilizing Social Media in the Classroom

Variables	Pearson r	p value	Interpretation
Challenges Encountered in Utilizing Multimedia in the Classroom and the Respondents' Attitude in Utilizing Social Media in the Classroom	0.141	0.411	Not Significant

0.05 level of significance

Table 5 presents the relationship between the relationship between the challenges encountered by the respondents in utilizing multimedia in the classroom and the

respondents' attitude in utilizing social media in the classroom. As indicated in the table, the computed p value of 0.411 is higher than 0.05 level of significance, thus there is no significant relationship between the challenges encountered by the respondents in utilizing multimedia in the classroom and the respondents' attitude in utilizing social media in the classroom. This means that the respondents' attitude in utilizing social media in the classroom has no bearing on the challenges they encountered in utilizing multimedia in the classroom.

Conclusions:

Based on the foregoing findings, the following conclusions were drawn: Utilizing multimedia in the classroom is a great way to improve student learning, because it allows them to engage with text in a very visual way and it helps different learners meet their learning needs. The Challenges/Problems Encountered by the Respondents in Utilizing Multimedia in the Classroom is technological resources, both hardware and software needed in preparing lessons. The Respondents' Attitude in Utilizing Multimedia in the Classroom is highly favorable that they are encouraged to make use of multimedia in their teaching. The respondents' attitude in utilizing social media in the classroom has no bearing on the advantages of utilizing multimedia in the classroom. The respondents' attitude in utilizing social media in the classroom has no bearing on the challenges they encountered in utilizing multimedia in the classroom.

Future Directions

In the light of the findings and conclusions, the following are offered as recommendations for possible actions: The respondents must be able to value the wide range of collection of texts in many discipline departments. It is also recommended that funds be allocated for the preparation of the necessary / needed form of multimedia. Teachers must also be given training not only to equip them with the multimedia "know-how" but as well as to keep them abreast with what is new in the field of technology. Respondents are also encouraged to equip themselves with knowledge on multimedia as well as its preparation.

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