

UNIVERSITY OF CAPE COAST

SENIOR HIGH SCHOOL TEACHERS' PERCEPTION ABOUT THE
INTEGRATION OF MULTIMEDIA INTO TEACHING OF BASIC
ECONOMIC CONCEPTS

BRIGHT OFORI ADADE

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ECONOMIC CONCEPTS

BY

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Information and Communication Technology of the College of Distance
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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

Candidate's Signature Date

Name: Bright Ofori Adade

Supervisors' Declaration

I hereby declare that the preparation and presentation of this dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature Date

Name: Dr. Emmanuel Arthur-Nyarko

ABSTRACT

Multimedia adoption in education can help teachers achieve their goals while preserving the quality of instruction through the use of technology. It is against this background that the study sought to investigate the perception of senior high schools' teachers about the integration of multimedia into teaching and learning of basic economic concepts. The study adopted the descriptive survey design. The sampling procedure employed for the study was census sampling. In all, 60 economics teachers in Cape Coast Metropolis were used. A questionnaire was utilized to collect data. In addition, the findings were reported using descriptive and inferential data. The findings of the study revealed that most of the senior high school economics teachers have a positive perception about the integration of multimedia into teaching and learning. The three major factors hindering the integration of multimedia application in teaching economics concepts are computers are not accessible in our schools, lack of time to integrate computers in my teaching and lack of training on educational multimedia use in teaching. It is recommended to the Ministry of Education that teachers should be encouraged to integrate multimedia in teaching so that they become familiar with more pedagogy approaches in multimedia usage.

ACKNOWLEDGEMENTS

I would like to express my gratitude to my supervisor, Dr. Emmanuel Arthur-Nyarko, whose careful supervision and constructive criticism have gone a long way to bring this work to completion.

DEDICATION

To my family, Mercy Abraham my wife as well as Abena Serwaa Adade, Paa

Kojo Adu Adade and Nana Yaa Oforiwaa Adade my children.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Research works have indicated that the traditional way of teaching without the use of technology can be improved by integrating multimedia technology to effectively fulfill the needs of students (Barfi, Bervell & Arkorful, 2021; De Sousa, Richter & Nel, 2017; Al-kaabi, 2016; Joshi, 2012). According to the research work of Sousa, Richter and Nel (2017), the end results of education depend on the appropriate use of multimedia in teaching using the appropriate educational methods.

Applying multimedia in classroom delivery can bring significant contribution to the teaching and learning processes. Barfi, Nyagorme and Duodo (2019) and Tudor-Locke, Lee, Morgan, Beighle and Pangrazi (2006) noted that multimedia adoption in the classroom enhanced students understanding of concepts. Tudor et al., (2006) further revealed that the integration of multimedia technology in education ensured promote technical and didactic understanding of learning gaps, in regards the lesson delivery.

The use of multimedia in classroom teaching is enhanced by the availability of technologies to enable teachers to use technology (Barfi, Arkorful & Abaidoo, 2021; Cerghit, 2014). Thus, the teaching of economics can be improved by not relying on the traditional teaching methods (Vasiliki, Panagiota & Maria, 2016). Multimedia adoption in education can help teachers achieve its goals while preserving the quality of instruction through the use of technology (De Sousa, Richter & Nel, 2017). In the view of Arkorful, Barfi and Aboagye (2021), Kwafoa, Barfi and Agyapong (2019) and

De Sousa, Richter and Nel (2017), when technology is adopted in classroom, it creates a personalized, diversified, and comprehensive teaching environment. Moreover, multimedia use in teaching have benefited students to process and digest study content (Barfi, Arkorful & Abaidoo, 2021; Cerghit, 2014).

Integrating multimedia in the teaching of economics has proven to be one of the useful approaches to deliver lessons to students (Dolor & Noll 2017). The use of multimedia technologies in the teaching of economic enhanced the presentations of teachers when they include texts-based deliveries, graphic based deliveries, animations and pictures (Al-Qassabi, & Al-Samarraie 2013; Aloraini, 2012). The integration of these multimedia forms in teaching has supported effective presentation of lesson notes to students, which in turn contributing to getting the attention of students (Edumadze, Barfi, Arkorful & Baffour, 2022; Kadaruddin, 2017; Aloraini, 2012).

Basically, the integration of multimedia technologies in teaching allows the teacher to control the instructional process (Dolor & Noll, 2017). According to research study by Wood et al., (2012), teachers who deliver instructional lessons using multimedia control classroom environment. The adoption of multimedia in teaching requires that the teachers make the lesson delivery contents interactive to students to enhance the learning process. The adoption or usage of multimedia technologies in teaching also enable students to enjoy the learning (Edumadze, Barfi, Arkorful, & Baffour, 2022; Barfi, 2020; UK Essays, 2018; Adekunmisi & Oshinaike, 2012).

From the above discussion, the integration of multimedia in teaching is bringing results in the education sector. The study aimed at determining the perception of senior high schools (SHSs) teachers about the integration of multimedia into teaching and learning of basic economic concepts in selected SHSs in Cape Coast Metropolis.

Statement of the Problem

Economics is one of the key subjects' business and arts students write in West Africa Secondary School Certificate Examinations (WASSCE) in Ghana. The learning of economics enhances the concepts of intellectuality among students (Fedler, Schutte & Kulicke, 2015). The use of multimedia in teaching economics allow students to be able to assimilate abstract contents, and easy to make inferences on past, present, and future events (Dolor & Noll, 2017). According to Mateer (2011), using multimedia in economics help engage students, and aids student's retention of knowledge in classroom settings. Also, a study conducted by Olori and Igboanu (2016) and Adekunmisi and Oshinaike (2012) concluded that using multimedia in teaching makes students concentrate in class and makes the lesson enjoyable for them.

Economics concepts include the teaching of opportunity cost, scale of preference, choice and scarcity (Clayton, 2014). Students taught with multimedia can absorb more knowledge from demonstrations they see than using the traditional method (Owusu, 2009). Students assimilate or understand what they are taught better when they see with their eyes than where teachers use lecture methods in abstract manner (Muttappallymyalil, Mendis, John, Shanthakumari, Sreedharan & Shaikh 2016; Fedler, Schutte & Kulicke, 2015).

When you visit some senior high schools (SHSs) in Cape Coast Metropolis, you will see some Economics SHSs teachers in Cape Coast teaching using traditional methods without the support of technology or visual aids. It could be observed that this approach of lecture teaching method (“chalkboard and talk” method) makes students less motivated. Is it because there are no available multimedia tools to be used by teachers to integrate them into the teaching and learning of basic economic concept that is why they use this approach. Therefore, the absence of visuals makes it difficult for assimilation of knowledge to other domains in life. The researchers wanted to know the perception of the Economics teachers on the views on the integration of multimedia in teaching.

Also, the fact that Economics is a subject which is largely based on facts, evidence and trends makes it imperative to teach using multimedia technologies. If this trend is not addressed, some Economics students in the SHSs might not perform well in the subject and there might be a policy implication or negative effects on teaching and learning if this study is not conducted. This is the research gap the researcher wants to fill. Against this backdrop, the study intends to evaluate senior high school teachers' attitudes toward the use of multimedia into the teaching and learning of basic economic concepts.

Purpose of the Study

This research aimed at investigating the perception of senior high schools Economics teachers about the integration of multimedia into teaching and learning of basic economic concepts in selected SHSs in Cape Coast Metropolis.

Objectives of the Study

The specific objectives for the study are to:

1. Examine the perception of senior high schools' teachers about the integration of multimedia into teaching and learning.
2. Determine forms of multimedia tools use in teaching and learning of basic economic concept at senior high schools in Ghana.
3. Determine the self-reported frequency of teachers' integration of multimedia tools use in teaching and learning of basic economic concepts.
4. Determine the influence of multimedia application in teaching economics concepts.
5. Determine the barriers hindering the integration of multimedia application in teaching economics concepts.

Research Questions

The study is guided by the following research questions:

1. What are the perception of senior high school teachers about the integration of multimedia into teaching and learning?
2. What forms of multimedia tools are integrated into the teaching and learning of basic economic concept at senior high schools in Ghana?
3. What is self-reported frequency of economics teachers' integration of multimedia tools into classroom instruction?
4. What are the influences of multimedia application in teaching economics concepts?
5. What are the barriers hindering the integration of multimedia application in teaching economics concepts?

Significance of the Study

This study is expedient to encourage or motivate SHSs Economics teachers to apply multimedia in the teaching of economics and create cognizance among teachers in the proper use of multimedia technology for educational purposes. Because of this study, policymakers at MoE can better understand how instructors may use multimedia technology to improve economics instruction. It is believed that the study would be useful to a number of experts such as researchers, students, teachers, the government and curriculum planners in the area of using multimedia technology for teaching economics, and general curriculum planning.

Delimitations of the Study

Cape Coast was selected because the researcher teaches there and having access to participations information was easy. Thus, the use of multimedia technology, requisite skills and challenges economics teachers encounter when using multimedia in teaching were the delimitation to some teachers.

Limitations of the Study

Issues like holidays, getting access to economics teachers to respondent to the questionnaire were some of the uncontrollable constraints that can affected the study. Also, due to the same size of sample selected for the study, care was taken when generalizing the results.

Definition of Terms

Perception: Perception is the means of recognizing, organizing and interpreting information for understanding (Robbins, 2005).

Economics: This is the study of the human method to getting things done in order to meet what appear to be endless and competing demands while using limited available resources (Clayton, 2014).

Economic Concepts: This involves the teaching of opportunity cost, scale of preference, choice and scarcity (Clayton, 2014).

Multimedia: The use of multimedia forms like text, graphics, audio and video tools to navigate, interact, create and communicate with users on a platform (Habgood & Ainsworth, 2011).

Organization of the Study

The study was organized into five chapters. The Chapter One presented information on the background of study, statement problem of the study, purpose and significance of the study. It also described the limitations and delimitations of the study and provide operational definitions of some of the terms used in the work.

The second chapter examined the available research on the subject. Chapter 3 covers the research design, sample and sampling technique as well as the instrumentation. It also covers the pilot testing and the method of collecting data as well as the data analysis.

The fourth chapter dealt with the presentation and analysis of the data collected. Chapter five consisted of summary of the major findings of the study, conclusions, recommendations and areas for further research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This study will consider issues in the area of multimedia, including the forms of multimedia, perceptions of teachers towards multimedia, rationale for multimedia use, effective multimedia modules, applying multimedia in teaching and learning are examined, skills requirement and challenges in using multimedia to teach the basic economic concepts. These areas have been selected for the review because of their relevance to the study.

Theoretical Review

The uses and gratifications theory (UGT) were used in this investigation. According to Haridakis and Hanson (2009), the UGT demonstrated why the audience or user uses the media. Similarly, according to McQuail (2010), audiences use media for specific purposes. Furthermore, audiences use media to meet a variety of societal requirements. This implies that users or audiences use media for a variety of goals, including personal direction, relaxation, adjustment, information, and identity development.

The UGT recognizes and maintains that audiences have a variety of demands that drive them to consume media. As a result, the UGT argues that the audience or users anticipate specific benefits from whatever media to which they are exposed. When a medium fails to offer the purposes, requirements, or benefits that people expect from it, they (the audience) are likely to abandon the content that does not meet their expectations. The point is that the media user is not a passive observer who accepts what his team

does, and that a medium's failure to satisfy the audience's basic want often leads them to seek for another medium (Livingstone, 2003).

As a result, the focus of this research is on determining the consequences and benefits that multimedia services have on its users, in order to ensure that they continue to use them. It assumes that multimedia gives certain benefits to students without which their use would fade. As a result, the fact that multimedia has been there for years indicates that they do indeed bring real enjoyment to individuals who utilize them. This research will look into the perception of teachers towards the integration of multimedia in teaching.

The UGT emphasizes that the user or audience has a significant influence on multimedia content and that this is determined by the (gratifications) that the content or media provides. The theoretical significance of UGT of multimedia adoption to this study has been demonstrated by the reasoning above. Given that all multimedia adoption in teaching, a knowledge of why people use them in teaching appears to be essential.

Concepts of Multimedia

Multimedia can be a computer-facilitator to information presented using different mediums but occurs at the same time (Adekunmisi & Oshinaike, 2012). In turn, Al-Qassabi and Al-Samarraie (2013) indicated that some of the multimedia used for teaching are text, graphic, graphics, animations, hypermedia, video and audio. In the view of Aloraini (2012), multimedia use in teaching enhanced interactive application of information to people in lesson deliveries. The use multimedia helps teachers to achieve their instructional goals. Using multimedia in teaching helps teachers to engage

students, aids student's retention of processing knowledge, and promote the relevance of explaining concepts better (Mateer, 2011; Kemp & McBeath, 1994).

There is the need for teachers to make decision on the type of multimedia forms to use to catch the attention of students (Wood et al., 2012). According to Wood et al., (2012), the available multimedia forms enhanced students learning, however, if the multimedia forms are not available, the learning process can still be lively and effective by the use of improvised teaching and learning materials.

The use of multimedia in teaching is beneficial for both instructors and students (Mateer, 2011). The use of multimedia is a key component for effective classroom management (Bransford, Browning & Cocking, 2000). The integration of multimedia helps in explaining complex ideas to students (Mateer, 2011).

The adoption of multimedia in teaching requires that the teachers make the lesson delivery contents interactive to students to enhance the learning process. Applying multimedia in classroom delivery can bring significant contribution to the teaching and learning processes. According to Al-Qassabi and Al-Samarraie (2013), using multimedia in classroom helps teachers to achieve the following:

- i. gaining attention of students in the classroom during the teaching and learning process.
- ii. developing effective analytical skills by using known and easy to use media in classroom.

- iii. helping students to understanding difficult concepts using known examples.

Perceptions of Teachers towards Multimedia

The use of multimedia technologies in the teaching of economic enhanced the presentations of teachers. According to Slaughter (2005), multimedia involves the use of pictures, sound, color, animation and video which enhance students learning. Similarly, Valmont and Blanco (1995) revealed that teacher's use of multimedia technology in teaching helps them to transform their teaching approach. Grandgenett, Ziebarth, Koneck, Farnham, McQuillan and Larson (2012) also revealed that multimedia use in teaching enabled them to achieve their classroom targets.

The use of multimedia technologies in the teaching of economic enhanced the presentations of teachers. In the view of Lewis and Hosie (1994), multimedia is used by teachers to improve their teaching in class to help students to understand concepts better. In addition, Kemp and McBeath (1994) claimed that multimedia technologies are used in class to make concepts more visible and make teaching more interactive which the support of simulation. Studies conducted by Olivier and Buckley (1994) and Choo (1994) revealed that most teachers view multimedia as an effective tool instructor use to address varied learning styles of students. Dickinson (1994) argued that multimedia use in teaching process not only sustain students' interest but also move them enjoy or appreciate the lesson. According to Laszlo and Castro (1995) multimedia used in teaching by teachers enhanced classroom delivering using known and less difficult tasks. Thus, the current study will

investigate the perception of SHSs teachers about the integration of media into teaching and learning of Economics in the Ghanaian context.

Forms of Multimedia

A multimedia involves several elements to integrate into the teaching process. In the view of Dixit (2005) and Kemp and McBeath (1994), multimedia learning integrates five types of media into the learning environment. Text, video, sound, graphics, and animation are examples of this type of media, as well. This gives students more freedom to express their creativity and to exchange ideas.

Text

The use of text in teaching provides the important facts to the learners (Al-Qassabi & Al-Samarraie, 2013). Text usage in the teaching process acts as trying to teach using known words other than the media elements alone (Kemp & McBeath, 1994). According to Kemp and McBeath (1994), using known and simple text is a skill instructor must learn to use in the teaching process. Kemp and McBeath (1994) further revealed that if teachers are able to present the information well using text is often easy to recall by students.

The integration of multimedia technology in education can promote didactic understanding of learning gaps, in regard to lesson delivery (Barfi, 2022). Tudor-Locke, Lee, Morgan, Beighle and Pangrazi (2006) revealed that the integration of texts in education ensured promote technical and didactic understanding of learning gaps, in regards the lesson delivery. This confirms the notion that text use in the teaching process enhance lesson delivery to all category of students.

Graphics

Graphics are one of the forms of multimedia teachers use in their teaching. According to Al-Qassabi and Al-Samarraie (2013) and Sponder and Hilgenfeld (1994), this becomes effective when teachers are able to use arrows to indicate the next and previous feature. Similarly, Rieber (1994) indicated that when users are able to use the hooked arrows in their lesson delivering to indicate a return to a previous menu, a directional arrow may offer users the chance to download graphic for classroom teaching.

Graphic can enhance illustrating menu choices to users effectively in the teaching process. Instructional approaches in teaching using graphics offer students opportunities to view images they have not seen before (Kensworthy, 1993; Rieber, 1994). Caution should be exercised when using graphics with high picture effects in the teaching process, especially for students with sight problems.

Pictorial Illustrations

Curtin (2005) and Opoku (2018) points out that, pictorials should be introduced in the teaching process slowly to catch the attention of students. In using them, the teachers should always alert students of their use (Opoku, 2018). Illustrations generally carry more information than line drawings and are probably easy to comprehend by matured students (Al-Qassabi & Al-Samarraie, 2013).

The adoption of multimedia pictorial illustrations in education is based on the availability of the technical know-how to enable teachers to use them in the lesson delivery (Cerghit, 2014). Thus, the teaching of economics can be improved by not relying on the traditional teaching methods but rather using

pictorial illustrations will enhance their teaching delivery (Vasiliki, Panagiota & Maria, 2016). It is hope that the use of pictorial illustrations in teaching Economics will make concepts more visible and make teaching more interactive.

Audio

Many multimedia such as audio is a critical instructional component which enhance teaching and learning (Al-Qassabi & Al-Samarraie, 2013). Audio usage in teaching help teachers to present simple material to students who have reading problems (Nugent, 2012). The usage of audio delivers information in an easily understood format to every type of students irrespective of their learning disabilities.

According to Orr, Golas and Yao (1994), audio can be used to explain concepts to students. Poor readers can use audio to listen to text passage for further explanations (Kensworthy, 1993; Wright, 1993). According to Al-Qassabi and Al-Samarraie (2013), teachers must first listen to the audio recordings before using them in class.

Multimedia Use in Teaching and Learning

The concept of multimedia came into existence in early 1990s. Multimedia also refers to computer media (Al-Qassabi & Al-Samarraie, 2013). According to Al-Qassabi and Al-Samarraie (2013), given that information is delivered to students in numerous formats, multimedia increases and speeds up students' understanding of what they are being taught and studying. In both classrooms and at home, the use of multimedia tools to learn can open up new possibilities for learning.

In the view of Kamii and Rummelsburg (2012), multimedia use in teaching enhances the development of student's knowledge. Lach and Sakshaug (2016) revealed that teachers use of multimedia in teaching and that students were enthused during the lesson delivery. Additionally, Nisbet and Williams (2014) observed that students who were taught using multimedia had a more positive attitude about the subject.

Teaching economics with multimedia is more effective since it exposes pupils to more challenges each day than basic worksheets could (Lee, 2004). When students upped the difficulty of their games without being instructed to do so, Lee (2004) discovered that this indicated that multimedia use in teaching and learning prompted students to take risks when mastering economics concepts.

The use of multimedia in teaching Economics can influence students positively. According to Proserpio and Gioia (2007), the use of multimedia forms in teaching has drawn a lot of students' interest in participating in the learning process. Proserpio and Gioia (2007) further revealed that the use of multimedia in economics teaching has reduced tension effect some students encounter during the teaching process.

Jabr (2017) investigated the effect of integrating multimedia in classroom. The sample size encompassed ninety-four students from various departments. There were 47 students in the experimental group that studied solely through the use of multimedia. There were 47 students in the control group who studied using traditional ways without the use of multimedia. According to the results of the research, students who used both methods (multimedia and traditional) had significantly different average achievement

scores, favoring those who used the multimedia method. Additionally, students recruited for this study had good opinions toward the use of multimedia in the classroom.

The findings of Al Ibrahim (2015) are in line with earlier studies, which found that the use of multimedia in economics instruction had an impact on students' attitudes regarding the employment of teaching methods backed by multimedia. Furthermore, the results showed that there was a statistically significant difference in student achievement between teaching approaches and gender, favoring males who used multimedia in the economics classroom.

Challenges in Using Multimedia

Multimedia use in Ghanaian classrooms is hampered by a number of factors. Some of the challenges are explained below:

Cost

Cost can be one of the challenges on the integration of multimedia in teaching. According to Rieber (1994), the price of multimedia technologies will continue to reduce in some countries who are well to do, but in less developing countries, such as Ghana, the cost of multimedia technologies items is going up. In a similar vein, Otoo (2013) revealed that multimedia technologies costs are reducing while the cost of multimedia technologies are going up in Ghana making it difficult for institutions to purchase some.

In the view of Aduwa-Ogiegbaen and Iyamu (2005), aside basic computers for use in schools, other costs associated with multimedia forms are beyond the reach of most schools. They lamented that most schools cannot afford to buy these multimedia forms continuously to support teaching. In

turn, Aduwa-Ogiegbaen and Iyamu (2005) further revealed that most schools cannot afford basic computer tools to support teaching using technology.

Lack of basic computing skills

Lack of basic computing skills is one of the several impediments to the successful use of multimedia technologies in schools. According to Owusu (2009), some Ghanaian teachers lacked the human skills and knowledge to adopt multimedia technologies in the classroom teaching. According to Opoku (2018), teachers in most secondary schools in Ghana have not receive adequate training in multimedia technologies.

Conceptual Framework

After, reviewing the literature, the researcher developed this model presented in Figure 1 to support the study. Multimedia integration in teaching economics is the dependent variable. The independent variables are: (a) skills, (b) availability of multimedia forms or elements and (c) challenges.

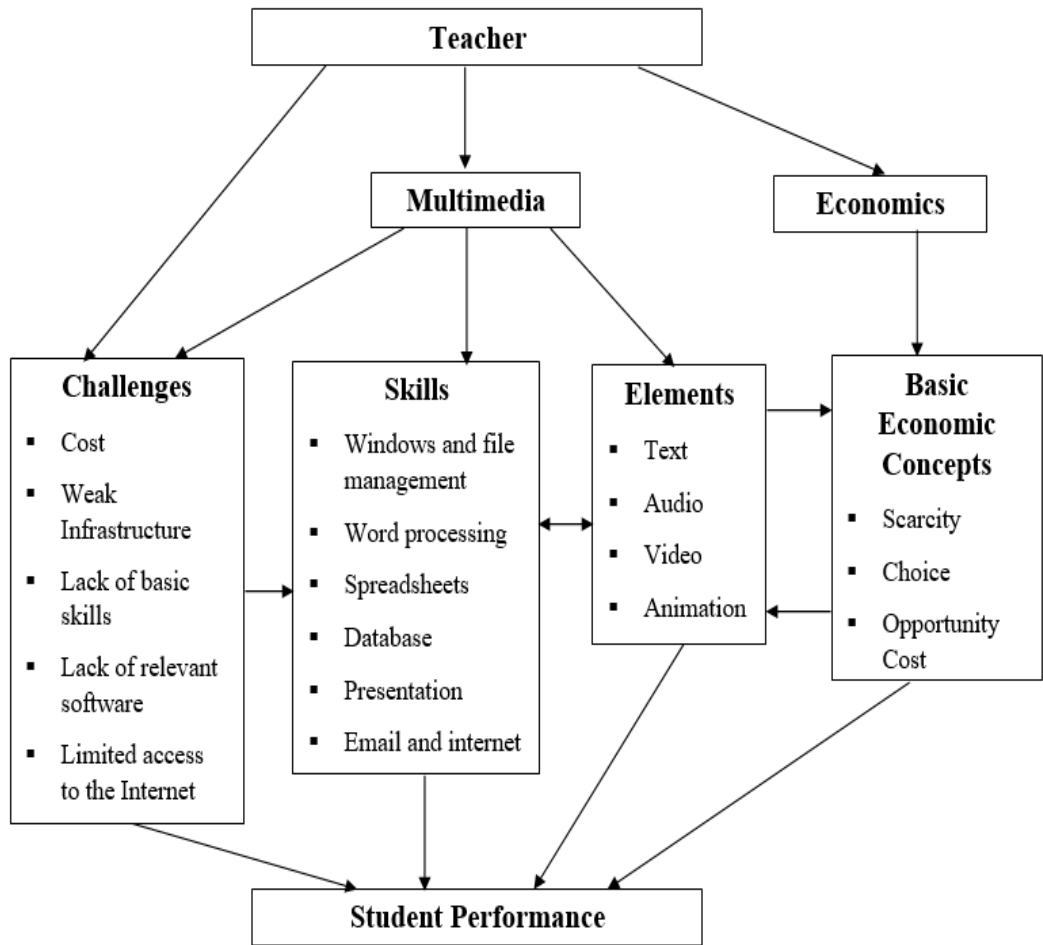


Figure 1: Conceptual framework

Summary of the Literature

The review of above literature reveals that effective multimedia in teaching basic economic concepts is central. There are some research works on the use on multimedia in teaching, some literature gap still exists. The adoption of multimedia in teaching and learning will improve the academic performance of most Economics students. Multimedia elements or forms such as text, video, audio etc will helps students to analyse concepts in economics as critical thinkers and to progress throughout the academic year journey.

CHAPTER THREE

RESEARCH METHODS

Overview

This study's goal is to investigate the perception of senior high school teachers in Cape Coast Metropolis idea about incorporating multimedia into the teaching and learning of basic economic concepts. It's important to note that headings covered in Chapter 3 include: research design, population, sample and sampling techniques, instrumentation, administration of instrumentation and procedures for data processing.

Research Approach

The quantitative research method was used in this investigation. This was thought vital since it enables for the quantification of data. Furthermore, the approach enables for the quantitative analysis of questionnaires using statistical tools, making it easier to generalize findings. The quantitative technique was chosen once again since it covers such a broad range of scenarios. The technique was deemed necessary due to the large quantity of responders. Numbers, logic, and an objective viewpoint are all part of the quantitative approach.

Quantitative research emphasizes mathematical and static data, as well as convergent rather than divergent reasoning (Baturay, 2015). This method was chosen because of its qualities, which are relevant to this investigation. It thrives on data obtained through questionnaires, as is typical of the technique.

Research Design

The research design that was used in this study is the descriptive survey. The reason for using descriptive survey design was the nature of the

topic which required descriptions to explain the topic. The purpose of descriptive survey design helped the researcher to investigate the perception of SHSs teachers about the integration of multimedia technologies into teaching as it naturally occurs.

Descriptive research is one of the research designs. According to Creswell (2014), descriptive research is concerned with the relationships that exist in human actions, such as explaining human practices, perceptions, behavior and attitudes. The purpose of using descriptive design in a study is to help researchers to observe, and describe situation as it occurs (Ary, Jacobs & Razavieh, 1990).

Population

Population is a defined category of elements such as individuals' or items of interest under consideration in a study (Ary, Jacobs & Razavieh, 1990). The population for the study is made up of all SHS Economics teachers in Cape Coast Metropolis.

The total number of SHSs in the metropolis is eleven (11). They are Oguaa Senior High/Technical School, St. Augustine's College, Wesley Girls SHS, Mfantipim SHS, Adisadel College, Academy of Christ the King SHS, Aggrey Memorial A.M.E. Zion SHS, Efutu Senior High/Technical School, Ghana National College, University Practice SHS and Holy Child SHS (MoE, 2019). In all, there are about One hundred and twenty economics teachers in these SHSs.

Table 1: Breakdown of the Economics Teachers in the Various Schools

Name of School	Economics teachers available
Oguaa Senior High/Technical School	4
St. Augustine's College	5
Wesley Girls Senior High School	7
Mfantsipim School	7
Adisadel College	7
Academy of Christ King Senior High School	6
Aggrey Memorial A.M.E. Zion Senior High School	6
Efutu Senior High/Technical School	6
Ghana National College	6
Holy Child School	7
University Practice Senior High School	6
Total	60

Source: Cape Coast District Education Directorate (2019).

Sample and Sampling Procedure

Sampling, according to Awanta and Asiedi-Addo (2008), is a technique for selecting a subset of a population from whom research or study can be undertaken. The procedure of sampling itself is not a method of gathering data, nevertheless, it did facilitate the availability of methods for doing so (Teye, 2012). To sample is to pick a suitable smaller population of a representative part of a population in order to determine parameters for the study.

The study's sample technique was purposeful sampling. According to Teddie and Tashakkori (2011), purposeful sampling is the process of selecting certain units or cases rather than doing it at random. Due to the fact that all members under consideration have an equal probability of being

selected, this sampling strategy was employed. The purposive sampling technique was used to select the Economics teachers in the Metropolis.

The population of this study comprises of all Economics senior high school teachers in Cape Coast Metropolis. The study adopted a census approach. The census method usually eliminates sampling errors (Bui, 2009). It allows researchers to elicit information from all the categories of staff. In other words, all Economics senior high school teachers in the Cape Coast Metropolis were included in the study. Currently, Cape Coast Metropolis Economics senior high school teachers has a total of 60 teachers. Thus, the sample for the study is sixty (60) Economics teachers.

Instrument for Data Collection

The instrument used in collecting data was questionnaire. The reason behind using the questionnaire was that it helps researchers in getting participants responses early. The research literature (Robson, 2002) indicate that the use of the questionnaire assists in getting quick responses from participants. However, Robson (2002) further indicated that the questionnaire is usually associated with getting low return rate.

The researcher developed the research questionnaire. The questionnaire consisted of four sections. The first section (A) seeks to find out the bio-data of the participants gender, qualification, age, number of years of teaching etc. Section B contained items on the perception of teachers towards multimedia, Section C contained items on the forms of multimedia tools use in teaching and learning of basic economic concepts at senior high schools. Respondents were asked to rate their understanding of ICT abilities such as

word processing, e-mailing, the Internet, Excel, and PowerPoint in this section.

Section D elicited information on self-reported frequency of teachers' integration of multimedia into teaching and learning of basic economic concepts. Respondents were required to indicate the frequency they use multimedia in teaching. Section E contained items on the influence of multimedia application in teaching basic economics concepts like opportunity cost, scale of preference, choice and scarcity. This was achieved by using the 5-points Likert scale. Finally, section F solicits responses on barriers hindering the integration of multimedia application in teaching economics concepts in SHSs.

Data Collection Procedure

Before the administration of the final questionnaire, a pilot study was conducted to ascertain any challenges likely to hinder the smooth conduct of the study. The instrument was first be given to technocrats with adequate expertise on the usage of multimedia application in teaching and learning and on research in general to peruse and critique the questionnaire.

The pilot study was carried out at Komenda Edina Eguafo Abrem (KEEA) district. The KEEA district was selected because the respondents had similar challenges to that of Cape Coast Metropolis. In all, 10 economics teachers were used for the pilot study which was based on simple random selection. Pilot study is important in that it served the purpose of enhancing the content validity and reliability of the instrument and also to improve the question format and the scales.

Reliability was assessed using the IBM Statistical Package for Social Sciences (SPSS) version 21.0. This test yielded a reliability score of 0.70 value. This value means the data was reliable for the study. The items were carefully analyzed based on the comments made by respondents about the questionnaires' weaknesses, clarity, and ambiguity in all areas.

Before selecting the teachers, permission was sought from the district director of education in KEEA. This enabled planning to determine the suitable time and day to administer the final questionnaire. The Coordinator of the Master of Education (Information Technology) at College of Distance Education, University of Cape Coast (UCC) were contacted for a written letter of permission to conduct the study in the selected senior high schools in Cape Coast Metropolis. The instruments were hand delivered to all the participants selected for the study.

Data Analysis Procedure

Data analysis helps to manipulate the data collected from the participants. The analysis was carried out using SPSS version 21.0, a statistical package for social sciences. For quantitative analysis, SPSS was used to code the full questionnaire. Errors in the data were corrected to make the data fit for analysis.

Frequency tables, means, and standard deviation were also used in presenting the data. Research question one was answered using rank descriptive statistics, research question two was answered using frequency distribution. Research question three was answered using inferential statistics (mean and standard deviation). Finally, research question four was answered

using description statistics and research question five was answered using mean and standard deviation.

Ethical Considerations

Ethics refers to doing what is morally and legally right in conducting research (Lerner, 2007). Some of the ethical issues requiring consideration were the length of time the interview took, statement indicating what would happen to the information collected and statement about confidentiality and anonymity (Fouka & Mantzorou, 2011). The participants were informed that the data collected would be used for academic purposes. Also, the participants were asked to partake in the study voluntary and not compulsory. Finally, the participants were told that they can withdraw for the study at any time when they feel like.

Furthermore, the participants were informed that they that had no obligation to take part and that participants had the right not to answer any particular question. The researcher got ethical clearance from the UCC to conduct the study and adhered to the ethical principles.

CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

The study's findings were given in this chapter. Frequency tables are presented to provide statistical knowledge of the study's primary concerns. The main thrust of the study is to examine the perception of economics teachers about the integration of multimedia into teaching basic economic concepts in Cape Coast Metropolis.

Demographic Characteristics of the Respondents

Age, gender, highest educational level, number of years of teaching experience, and teaching rank are among the bio-data collected from participants. The demographics of the interviewees influenced how much the answers they supplied could be relied on. A total of 60 valid questionnaires were obtained and analyzed from the study's sample of 60 economics teachers.

Gender of Respondents

The study included 60 teachers, 32 of whom were men (54.0 percent) and 28 of whom were women (46.0 percent). There were more male economics teachers, based on the results of this investigation. Figure 2 depicts the specifics in further detail.

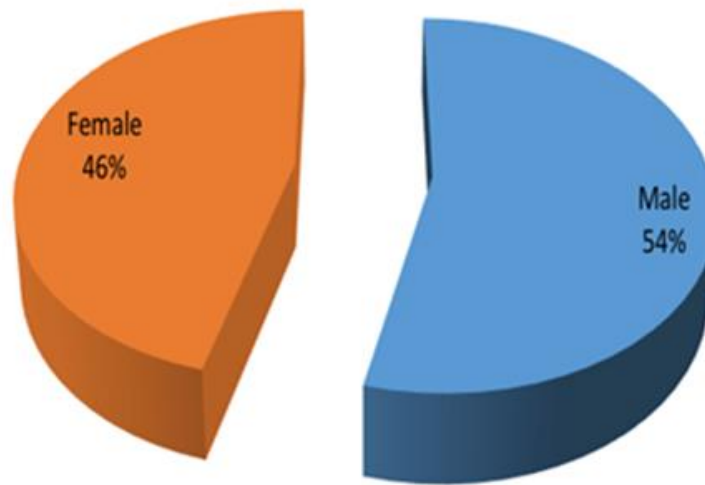


Figure 2: Respondents based on gender

Source: Field survey, Adade (2020).

Age Distribution of the Respondents

It was necessary to determine the ages of the teachers since this information would help to know how young or mature the respondents are. Figure 3 indicates that 12 (20.0%) of the respondents fell below 25 years brackets and 26 – 30 age brackets respectively. Nineteen (31.7%) and 15 (25.0%) of the respondents fell in the 31 – 35 and 40 – 49 age brackets respectively. The remaining 2 (3.3%) of the respondents fell in the above 50 age brackets. The details are provided in figure 3.

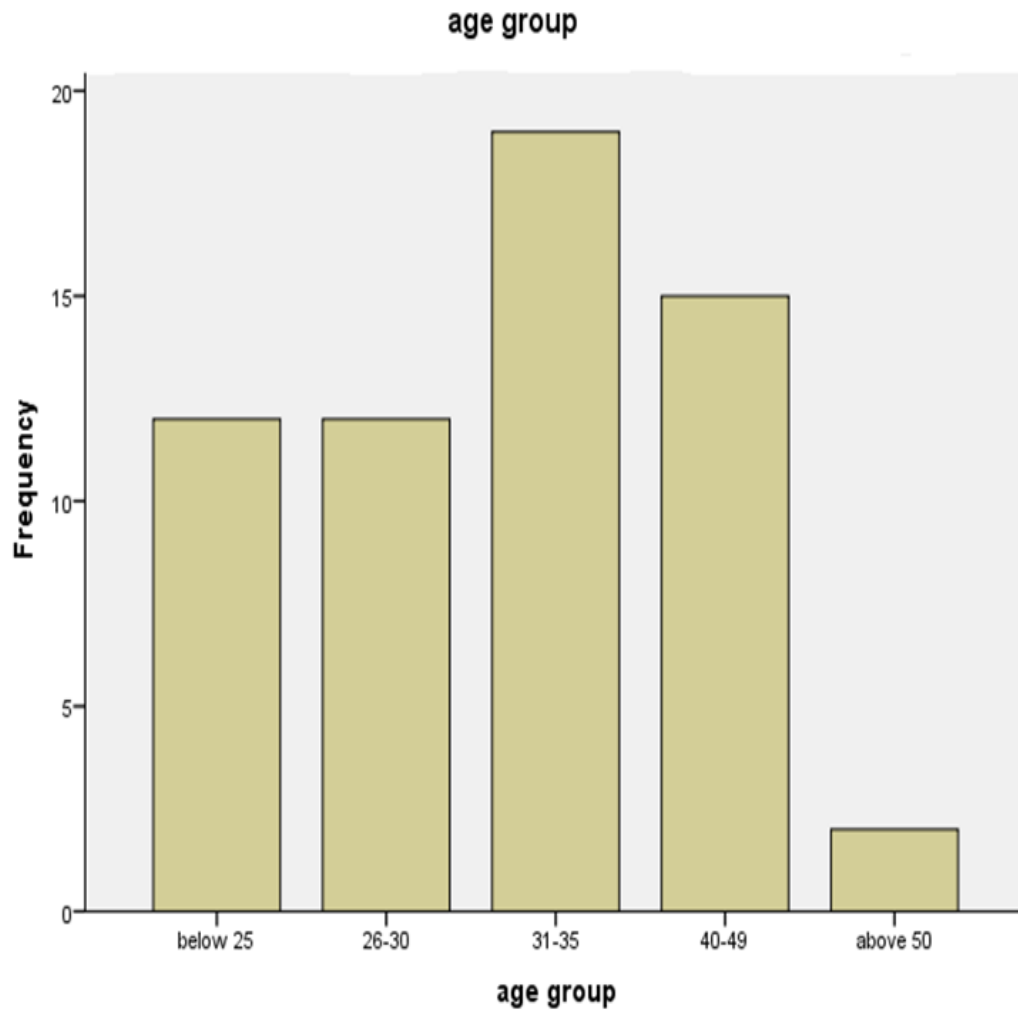


Figure 3: Age distribution of respondents

Source: Field survey, Adade (2020).

Highest Educational level of Respondents

The data reveals that as many as 27 (45.0%) of the respondents possessed First degree certificate as their highest level of education whilst 26 (43.3%) possessed a master's degree. The remaining 7 (11.7%) possessed Doctoral degree. The details are provided in Table 2.

Table 2: Educational level of the teachers

Educational level	Frequency	Percent
First degree	27	45.0
Master's degree	26	43.3
PhD	7	11.7
Total	60	100

Source: Field survey, Adade (2020).

A deduction from the above is that majority of the respondents are first degree holders. This shows that for someone to teach as an Economics teacher at the senior high school level, they should possess at least a first degree.

Teaching Experience of the Respondents

As shown in Table 3, 23.3% of the teachers had only up to five years of teaching experience. Indeed, 35.0% of them had 10 or less years' experience in teaching with only 20% with more than 15 years of teaching experience. The details are represented in Table 3.

Table 3: Distribution of Teaching Experience of the Respondents

Age	Frequency	Percent
1 – 5 years	14	23.3
6 – 10 years	21	35.0
11 – 15 years	13	21.7
Above 15 years	12	20.0
Total	60	100

Source: Field survey, Adade (2020).

Research Question 1: What are the perception of senior high school teachers about the integration of multimedia into teaching and learning of economics?

The study's goal was to find out how senior high school economics teachers felt about the use of multimedia in the classroom and in the classroom learning process. The mean and standard deviation were used to analyze the

data. Teachers who receive a mean score of 2.0 or above have a positive perception toward incorporating multimedia into economics teaching and learning, while teachers who receive a mean score of 1.99 or lower have a negative perception toward incorporating multimedia into economics teaching and learning Table 4 shows the outcome.

Table 4: Teachers Perceptions towards the Integration of Multimedia in Teaching

Statements	Mean	St. Dev.
Multimedia provides better learning experiences	3.35	.547
I could work harder if I could use multimedia	3.35	.732
Multimedia is useful for the dissemination of information	3.50	.567
Multimedia use makes teaching more interesting	3.47	.566
I do not want to have anything to do with Multimedia use in teaching and learning	1.82	.792
Multimedia can't address the teaching needs of teachers	2.08	.869
I enjoy lessons using multimedia	3.40	.616
Knowing how to use multimedia in teaching and learning is a worthwhile skill	3.35	.685
Total Mean	24.32	5.374
Mean of Means/Std. Deviation	3.04	0.671

Source: Field survey, Adade (2020).

As shown in Table 4, most of the economics teachers (M=3.35; SD=.547) agreed that multimedia provides better learning experiences. Again, it was found that majority of the teachers agreed to the statement “I could work harder if I could use multimedia” (M=3.35; SD=.732). Similarly, it was found that majority of the economics teachers agree (M=3.50; SD=.567) that multimedia is useful for the dissemination of information. Also, it was found that majority of the teachers agreed (M=3.47; SD=.566) to the statement that multimedia use makes teaching more interesting. Furthermore, majority of the

teachers agreed that they enjoy lessons using multimedia (M=3.40; SD=.616). Finally, to the statement “knowing how to use multimedia in teaching and learning is a worthwhile skill”, it was found that majority of the teachers agreed (M=3.35; SD=.685) to the statement. On the contrary, majority of the economics teachers disagreed (M=1.82; SD=.792) that they do not want to have anything to do with multimedia use in teaching and learning. In turn, most of the economics teachers disagreed (M=2.08; SD=.869) that multimedia cannot address the teaching needs of teachers.

Based on Table 4, it is clear that most economics teachers favor incorporating multimedia into economics teaching and learning because the mean of means scores of (M=3.04; SD=.671) show that a significant number of teachers agree with the statement, while the standard deviation reveals that most teachers gave thoughtful answers to the items under consideration. Researchers found that economics teachers in the city of Cape Coast see the use of multimedia in economics instruction favorably.

Research Question 2: What forms of multimedia tools are integrated into the teaching and learning of basic economic concept at senior high schools in Ghana?

This research question was to find the forms of multimedia tools are integrated into the teaching of basic economic concept at the SHSs. The details of their responses are represented in Table 5.

Table 5: Forms of Multimedia Tools Integrated into Teaching and Learning

Forms of Multimedia	Frequency	Percent
Using course management tools	33	55.9
Animoto	49	83.1
Projector	50	84.7
Digital posters	17	28.8
Pictorial illustrations device	43	72.9
Television screencast	42	71.2
Imaging Devices	31	52.5
Content specific Software/ CD-ROM	23	39.7
Desktop video conferencing/chat sessions	34	57.6
Web publishing/authoring tools	29	49.2

Source: Field survey, Adade (2020).

Data in Table 5 shows that 55.9% of the teachers indicated that they use course management tools in their teaching and learning, 83.1.0% of the teachers use animoto and 84.7% use projectors in their teaching. Again, 28.8% of the teachers use digital posters, 72.9% use Internet or Web environment, 71.2% use television screencast and 52.5% use imaging devices in their teaching and learning. Similarly, 39.7% of the teachers revealed that they use content specific software/CD-ROM in their teaching and learning, 57.6% of the teachers use desktop video conferencing/chat sessions and 49.2% of the teachers also use Web publishing/authoring tools in their teaching and learning. Thus, majority of the Economics teachers use course management tools, Web browsers, computer projection device, Internet/Web environment, television, imaging devices, and desktop video conferencing/chat sessions in their teaching and learning.

Research Question 3: What is self-reported frequency of economics teachers’ integration of multimedia tools into classroom instruction?

This question sought to establish the extent of economics teacher’s integration of multimedia tools into classroom instruction. The details are provided in Table 6.

Table 6: Frequency of Teachers Integration of Multimedia Tools into Classroom Instruction

	Never		Sometimes		Often		Very often	
	F	%	F	%	F	%	F	%
I use course management tools in teaching	12	21.4	21	37.5	20	35.7	3	5.4
I use web browsers in teaching	9	15.8	28	49.1	11	19.3	8	14.0
I Email for feedback/communication	19	33.3	27	47.4	8	14.0	3	5.3
I use computer projection device for teaching	21	35.6	26	44.1	6	10.2	6	10.2
I use imaging devices in teaching	18	31.0	22	37.9	10	17.2	8	13.8
I use content specific software/CD-ROM in my teaching	36	62.1	15	25.9	4	6.9	3	5.2
I use desktop video conferencing /chat sessions	29	50.0	19	32.8	8	13.8	2	3.4
I use web publishing/authoring tools	26	44.8	24	41.4	6	10.3	2	3.4

Source: Field survey, Adade (2020).

The results in Table 6 revealed that the multimedia tools that teachers used are course management tools with 37.5% who sometimes use it and 35.7% often use it. Besides, 49.1% teachers also prefer to use web browsers in teaching sometimes and 19.3% often used them in their teaching. Referring to Email use for getting feedback/communication, the two most frequent used by teachers (47.4% sometimes used) and computer projection device for teaching

(44.1% sometimes used them). Furthermore, 37.9% of the teachers sometimes used imaging devices in their teaching. On the contrary, 62.1% of the teachers have never used content specific software/CD-ROM in their teaching, 50.0% of them have never used desktop video conferencing/chat sessions in their teaching and 44.8% of the teachers have never used web publishing/authoring tools in their teaching. This implies that most of the economics teachers sometimes use course management tools in teaching, use web browsers in teaching, Email for feedback/communication, and use computer projection device for teaching.

Research Question 4: What are the influences of multimedia application in teaching economics concepts?

This question was to investigate the influences of integrating multimedia application in teaching economics concepts. The data were analyzed and discussed with the support of the values from the mean and standard deviation. A mean score of 2.0 and above indicates positive influences on the use of multimedia applications in teaching economics concepts and mean score of 1.99 and below show negative influences towards the integration of multimedia into teaching economics concepts. The result is presented in Table 7.

Table 7: Influences of Multimedia Application in Teaching Economics Concepts

Statements	Mean	St. Dev.
Teaching with multimedia applications makes learning of economics more interesting for me	3.34	.690
Teaching with multimedia applications makes economics less difficult	3.31	6.847
Using multimedia applications in teaching economics makes lessons more diverse	3.43	4.048
I find it easier to teach by using multimedia forms	3.49	4.058
I think the use of multimedia improves the quality of my teaching	3.28	.643
Teaching with multimedia applications in class limits my teaching style	1.98	1.000
Teaching using multimedia applications makes the lessons more fun	3.21	.767
The use of multimedia enables the students' to be more active and engaging in the lesson	3.35	.813
Total Mean	25.39	18.866
Mean of Means/Std. Deviation	3.17	2.35

Source: Field survey, Adade (2020).

As shown in Table 7, it was found that most of the economics teachers agreed (M=3.34; SD=.690) that teaching with multimedia applications makes learning of economics more interesting for them. Again, it was found that majority of the teachers agreed to the statement “Teaching with multimedia applications makes economics less difficult” (M=3.31; SD=6.847). Similarly, it was found that majority of the economics teachers agreed (M=3.43; SD=4.048) that using multimedia applications in teaching economics makes lessons more diverse. Also, it was found that majority of the teachers agreed (M=3.49; SD=4.058) to the statement that they find it easier to teach by using multimedia forms. Furthermore, majority of the teachers agreed that the use of

multimedia improves the quality of their teaching ($M=3.28$; $SD=.643$). Finally, to the statement “Teaching using multimedia applications makes the lessons more fun”, it was found that majority of the teachers agreed ($M=3.21$; $SD=.767$) to the statement. Moreover, majority of the teachers agreed that the use of multimedia enables their students’ to be more active and engaging in the lesson ($M=3.35$; $SD=.813$) On the contrary, majority of the economics teachers disagreed ($M=1.98$; $SD=1.000$) that teaching with multimedia applications in class limits their teaching style.

From Table 7, most of the economics teachers have positive influences on the use of multimedia applications in teaching economics concepts because the results of the mean of means scores ($M=3.17$; $SD=2.35$) indicate that a cluster of the responses from the teachers agree to the statement. The results indicated that the economics teachers in the Cape Coast Metropolis have positive influences towards the use of multimedia applications in teaching economics concepts. According to the findings, economics teachers in Cape Coast Metropolis have a positive influence about multimedia applications in the classroom.

Research Question 5: What are the barriers hindering the integration of multimedia application in teaching economics concepts?

In trying to answer this research question, respondents were asked what was preventing them from integrating multimedia application in teaching economics concepts. Their responses are presented in Table 8.

Table 8: Factors Preventing Teachers from Integrating Multimedia Application in Teaching Economics Concepts

Responses	Frequency	Percent	M	SD
Lack of time to integrate computers in my teaching	36	61.0	.61	.492
Fear	11	18.6	.19	.393
Lack of knowledge about computers	28	47.5	.47	.504
Age	10	16.9	.17	.378
Lack of confidence	11	18.6	.19	.393
Lack of training	32	54.2	.54	.502
Computers are not accessible in our school	48	81.4	.18	.393
Little experience	24	40.7	.41	.494
Computers are not reliable	35	89.3	.41	.495

Source: Field survey, Adade (2020).

The results in Table 8 reveals that 36 (61.0%) of the respondents indicated that lack of time to use computers affect their decision not to use it in their teaching, 11 (18.6%) associated theirs to fear, 28 (47.5%) also associated theirs to lack of knowledge about computers, 10 (16.9%) related their reason to age, 11 (18.6%) also related their reason to lack of confidence. Again, 32 (54.2%) indicated that lack of training affects their decision not to integrate multimedia into their teaching and learning, 48 (81.4%) associated theirs to the reason that computers are not accessible in our school and 24 (40.7%) also associated their reason to little experience on the use of multimedia for teaching. Furthermore, 35 (59.3%) of the teachers indicated that computers are not reliable which affect their decision not to integrate multimedia into their teaching and learning.

The major issues that preventing teachers from integrating multimedia application in teaching economics concepts are lack of time to use computers, lack of training, computers are not accessible, and computers are not reliable.

Discussion of Results

The purpose of the study was to investigate the perception about the integration of multimedia into teaching basic economic concepts in Cape Coast Metropolis. The study particularly sought to:

1. Investigate the perception of SHSs teachers about the integration of multimedia into teaching and learning.
2. Determine forms of multimedia tools use in teaching and learning of basic economic concept at senior high schools in Ghana.
3. Determine the self-reported frequency of teachers' integration of multimedia tools use in teaching and learning of basic economic concepts.
4. Investigate the influence of multimedia application in teaching economics concepts.
5. Determine the barriers hindering the integration of multimedia application in teaching economics concepts.

In this study, majority (54.0%) of the respondents were males. This suggests that most of the economics teachers used in the study were males. Most studies allege that teaching in the senior high school is a male dominated area while others think otherwise. For instance, some research studies revealed that there are more male teachers teaching at the SHSs than their female counterparts (Ahiatogah & Barfi, 2016; Yusuf, 2011). However, in Western US schools Breisser (2006) found that female teachers were more than male

teachers. Even though this was not the focus of the research, males were in a greater proportion compared to females at the SHSs sampled.

Majority of the respondents possessing first degree certificate. This further supports the Ghana Education Service's requirement to have senior high teachers have at least an undergraduate degree.

It's reassuring to see that 76% of instructors have been in the profession for at least five years. It could signify that the chosen educators have a variety of instructional methods under their belt. While it's possible that experience doesn't always yield the best results, it almost always yields the most long-lasting ones.

The results of this study show that the selected SHSs economics teachers have positive perception on integrating multimedia into teaching which is more effective compared to using the traditional methods for teaching. As a result, teachers will have a more enjoyable and productive teaching environment by utilizing multimedia tools and technology. Using multimedia tools in education has been shown to improve student learning, according to studies by Barfi, Arkorful and Abaidoo (2021) and Mateer (2011). In this study, the majority of teachers agreed that incorporating multimedia into the classroom made learning more engaging. Furthermore, the results of this research show that students learn better when multimedia is used to construct lessons that are more exciting and engaging. In other words, participants agree that include multimedia in economics classes can help students learn more quickly and effectively. On the contrary, a study conducted by Gulzar (2014) revealed that the use of multimedia in teaching does not have positive effects on students. The implication is that the use of

multimedia in teaching Economics can have a positive effect on students based on the findings of the study.

The study revealed that the forms of multimedia tools available for teaching are course management tools, Web browsers, computer projection device, Internet/Web environment, television/videos, imaging devices, and desktop video conferencing/chat sessions. From the multimedia tools that are available for teachers to use in their teaching, teachers can use the electronic tools to show pictorial evidence to students when teaching. This conclusion is similar to the results of Ghavifekr, Razak, Ghani, Ran, Meixi and Tengyue (2012), who revealed that similar multimedia tools are used by teachers of Klang Valley in Malaysia. Also, a study conducted by Olori and Igbosanu (2016) and Adekunmisi and Oshinaike (2012) concluded that using multimedia forms in teaching makes students concentrate in class and makes the lesson enjoyable.

The study revealed that majority of the teachers sometimes used course management tools, web browsers, Email use for getting feedback / communication, computer projection device and imaging devices in their teaching. The findings of this study revealed that most of the selected SHSs teachers in Cape Coast Metropolis are more likely to use multimedia tools for educational purposes, such as the course management tools, web browsers, multimedia computer, projector system, word processor programs during the teaching and learning process. The findings of this study support the work of Arkorful, Barfi and Aboagye (2021), Opoku (2018) and Ghavifekr, Razak, Ghani, Ran, Meixi and Tengyue (2012). This means that the teachers know how to use these multimedia tools in their teaching. On the other hand, the

video camera, content specific software and web publishing or authoring tools are less used compared to other multimedia tools. It might be because those multimedia tools are no longer effective for teaching in the selected SHSs and have been replaced with other user-friendly multimedia tools. It can also be that some of the selected SHSs teachers do not know how to use these multimedia tools in their teaching.

The results of this study cannot be applied to all Ghanaian secondary schools, but they do provide information on the conditions and chances for taking the initial steps in the integration of multimedia tools in senior high school education, which we believe is very valuable. Teachers in Ghana were found to have poor levels of multimedia integration due to their low levels of ICT competency and technology access in a similar study (Agyei & Voogt, 2012).

Furthermore, majority of the economics teachers have positive influences on the use of multimedia applications in teaching economics concepts. This is because, using multimedia applications makes learning of economics more interesting. The results are in line with research finding by Kemp and McBeath (1994) that concluded using multimedia applications in teaching makes learning of economics more interesting. These findings are in accordance with those of Lewis and Hosie (2004), who discovered that instructors had a positive attitude toward multimedia integration as a required requirement for their participation and as a predictor of future classroom integration in an ICT-related program.

The four major factors hindering the integration of multimedia application in teaching economics concepts are computers are not accessible,

lack of time to use computers, computers are not reliable and lack of training on educational multimedia use in teaching. These barriers were similar to the reasons given by Kebritchi (2010), who revealed that most experienced! teachers feel reluctant to adopt new technology, so they feel uncomfortable using educational games in their teaching. Similarly, studies conducted by Aduwa-Ogiegbaen and Iyamu (2005), Hsu and Chiou (2011) and Opoku (2018) revealed that lack of training on educational multimedia tools use in teaching and lack of pedagogical model on how to use multimedia for teaching affect teacher's decision not to use technological support in their teaching.

Senior high school's economics teachers would benefit from using multimedia in their classes if the findings presented here are taken into consideration. To help teachers of economics in secondary schools learn how to incorporate multimedia resources into their lessons, create a professional development scenario.

Chapter Summary

This study investigated the perception about the integration of multimedia into teaching basic economic concepts in Cape Coast Metropolis. Specifically, the findings of the study revealed that majority of the economics teachers have positive perception towards the integration of multimedia into teaching and learning of economics. Similarly, the findings of the study revealed that the forms of multimedia tools available for teaching are course management tools, Web browsers, computer projection device, Internet/Web environment, television/videos, imaging devices, and desktop video conferencing/chat sessions.

Furthermore, the major barriers hindering the integration of multimedia tools in the teaching of economics concepts are that computers are not accessible, lack of time to use computers, computers are not reliable and lack of training on educational multimedia use in teaching.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents a summary of the findings, conclusion and outlines recommendations including areas for further research.

Summary

The study investigated the perception about the integration of multimedia into teaching basic economic concepts in Cape Coast Metropolis. The sampling procedure employed for the study was census sampling. In all, 60 economics teachers in Cape Coast Metropolis were selected for the study. Self-administered questionnaire was used as an instrument for the study. IBM SPSS Statistics version 21.0 was the software used for the data analysis. Frequency tables, pie charts and bar charts were also used in presenting & the data. Conclusions were made to either support or reject the findings with the support from other literatures. The summary of the findings is presented as follows:

1. The findings of the study revealed that majority of the economics teachers have positive perception towards the integration of multimedia into teaching and learning of economics.
2. The forms of multimedia tools that are integrated into the teaching and learning of basic economic concept are course management tools, Web browsers, computer projection device, Internet/Web environment, television/videos, imaging devices, and desktop video conferencing/chat sessions in their teaching and learning.

3. The study revealed that majority of the teachers sometimes used course management tools, web browsers, Email use for getting feedback/communication, computer projection device and imaging devices in their teaching.
4. The findings of the study revealed that most of the SHSs economics teachers have positive influences on the use of multimedia applications in teaching economics concepts.
5. The four major factors hindering the integration of multimedia application in teaching economics concepts are computers are not accessible, lack of time to use computers, computers are not reliable and lack of training on educational multimedia use in teaching.

Conclusions

The following conclusions were drawn based on the research questions that were set:

According to the results, many secondary school economics teachers believe that incorporating multimedia into teaching and learning is more beneficial than using a traditional classroom. As a result, teachers will have a more enjoyable and productive teaching environment by utilizing multimedia tools and technology. This suggests that economics professors are ready to include multimedia into their lectures and are more willing to use multimedia in their classrooms.

Furthermore, the results of the study revealed that the forms of multimedia tools available for teaching are course management tools, Web browsers, computer projection device, Internet/Web environment, television/videos, imaging devices, and desktop video conferencing/chat

sessions. From the multimedia forms that are available for the SHSs economics teachers to use in their teaching. In addition, the economics teachers also employed multimedia tools, such as PowerPoint slides or Internet content, to show specific items prepared in PowerPoint slides or projected on a screen.

There is evidence to suggest that economics teachers are more likely to use multimedia tools including course management systems, web browsers, multimedia computers and word processors throughout the teaching and learning process than previously thought.

On the contrary, the major barriers hindering the integration of multimedia tools in the teaching of economics concepts are that computers are not accessible, of time to use computers, computers are not reliable and lack of training on educational multimedia use in teaching.

Recommendations

From the summary of the major findings of this study, it is recommended that:

1. It is recommended to the Ghana Education Service (GES) and the Ministry of Education (MoE) to structure the courses and programmes at the various tertiary institutions to encourage teachers to adopt the integration of multimedia technologies in teaching.
2. The use of multimedia in economics instruction is an excellent way to reinforce the course material. Since multimedia technologies can enhance learning experiences, it is recommended that the Curriculum Research & Development Division, in partnership with the Ministry of

Education, integrate them as an activity alongside other activities and resources, in the GES.

3. It is recommended to the MoE that teachers should be given training on how to integrate multimedia in teaching so that they become familiar with more pedagogy approaches in multimedia usage.
4. It is recommended that schools, Parent-Teacher Associations, Non-Governmental Organizations and GES to support in the provision of multimedia forms to facilitate the integration of technology in teaching.

Suggestions for Further Research

It is necessary for more research to be investigated about the integration of multimedia technologies in teaching economics in other education levels like technical universities, colleges for educations, together with other high learning institutions. Further research should also look at the relationship between integrating multimedia in teaching economics and student's performance.

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APPENDIX A
UNIVERSITY OF CAPE COAST
COLLEGE OF DISTANCE EDUCATION
QUESTIONNAIRE FOR ECONOMICS TEACHERS

The questionnaire is intended to investigate Senior high schools' teachers' perception about the integration of multimedia into teaching basic economic concepts in Cape Coast Metropolis. This is purely an academic study and you are assured of the confidentiality of your responses. Kindly answer the following questions as candid as possible.

Section A: Demographic Characteristics

1. Sex: Male [] Female []

2. Which age group do you belong?
 - Below 25 years [] 26-30 years []
 - 31-35 years [] 40-49 years []
 - Above 50 years []

3. What is your highest level of education?
 - 1st Degree []
 - Masters []
 - Ph. D []

4. What is the name of your school?

5. How long have you been teaching?
 - 1-5 years [] 6-10 years []
 - 11-15years [] Above 15years []

Section B: Perception of Teachers towards Multimedia.

SN	ITEM	Strongly Agree	Agree	Strongly Disagree	Disagree
6.	Multimedia provides better learning experiences.	[]	[]	[]	[]
7.	I could work harder if I could use multimedia.	[]	[]	[]	[]
8.	Multimedia is useful for the dissemination of information	[]	[]	[]	[]
9.	Multimedia use makes teaching more interesting.	[]	[]	[]	[]
10.	I do not want to have anything to do with multimedia	[]	[]	[]	[]
11.	Multimedia can't address the teaching needs of teachers	[]	[]	[]	[]
12.	I enjoy lessons using multimedia.	[]	[]	[]	[]
13.	Knowing how to use the multimedia is a worthwhile skill.	[]	[]	[]	[]

Section C: Forms of Multimedia Tools Integrated into the Teaching and Learning of Basic Economic Concept

14. Tick all that apply

- Using course management tools []
- Web browsers []
- Computer projection device []
- Document Camera []
- Internet/Web Environment []
- Television/Video []
- Imaging Devices []

Content specific Software/ CD-ROM []

Desktop video conferencing/ chat sessions []

Web publishing/authoring tools []

**Section D: Frequency of Teachers Integration of Computer Technology
into Classroom Instruction**

SN	ITEM	Never	Sometimes	Often	Very often
15.	I use course management tools in my teaching	[]	[]	[]	[]
16.	I use Web browsers in my teaching	[]	[]	[]	[]
17.	I Email for feedback/communication.	[]	[]	[]	[]
18.	I use computer projection device for my teaching	[]	[]	[]	[]
19.	I use imaging devices in my teaching	[]	[]	[]	[]
20.	I use content specific Software/ CD-ROM in my teaching	[]	[]	[]	[]
21.	I use desktop video conferencing/ chat sessions	[]	[]	[]	[]
22.	I use Web publishing/authoring tools.	[]	[]	[]	[]

Section E: Influence of multimedia application in teaching economics concepts

SN	ITEM	Strongly Agree	Agree	Strongly Disagree	Disagree
23.	Teaching with multimedia applications makes learning of economics more interesting for me.	[]	[]	[]	[]
24.	Teaching with multimedia applications makes economics more difficult.	[]	[]	[]	[]
25.	Using multimedia applications in teaching economics makes lessons more diverse.	[]	[]	[]	[]
26.	I find it easier to teach by using multimedia forms	[]	[]	[]	[]
27.	I think the use of multimedia improves the quality of my teaching.	[]	[]	[]	[]
28.	Teaching with multimedia applications in class limits my teaching style.	[]	[]	[]	[]
29.	Teaching using multimedia applications makes the lessons more fun.	[]	[]	[]	[]
30.	The use of multimedia enables the students' to be more active and engaging in the lesson.	[]	[]	[]	[]

**Section F: Barriers hindering the Integration of Multimedia Application
in Teaching Economics Concepts**

31. What factors affect your non-use of multimedia ICT tools in the classroom? (Tick all that apply).

- (i) Lack of time to use computers []
- (ii) Fear []
- (iii) Lack of knowledge about computers []
- (iv) My age []
- (v) Lack of confidence []
- (vi) Lack of training []
- (vii) Computers not accessible []
- (viii) Little experience []
- (ix) Computers are not reliable []