PowerPoint-Media Projector and Interactive Whiteboards as Correlates of Job Performance of Business Education Lecturers in Tertiary Institutions in Bayelsa State

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ABSTRACT

This research studied the PowerPoint-media Projector and Interactive Whiteboards as correlates of job performance of business education lecturers in tertiary institutions in Bayelsa State. The study was led by two (2) distinct goals, research questions, and null hypotheses. Utilizing a descriptive research approach, the investigation was conducted. The population of the research comprised of 52 business education professors from three Bayelsa State colleges and universities. The sample comprised of 52 professors in business education. No sampling method was utilised to pick the study's participants. The tool for data collection was the Digitalization of Instructional Delivery and Job Performance Questionnaire (DIDJPQ) created by the researcher. The instrument was verified by the researcher's supervisor, two specialists from the Business Education department, and one measurement and evaluation expert. The 0.825% reliability index was calculated using the Pearson Product Moment Correlation and the test-retest method. 50 of the 52 administered copies of the questionnaire were successfully recovered for additional study. The study questions were answered using the mean and standard deviation, and the null hypotheses were checked using an independent t-test at a significance level of 0.05. PowerPoint-media projector and Interactive whiteboard enhanced the job performance of business education lecturers in tertiary institutions in Bayelsa State. One of the recommendations from the study stated that the management of tertiary institutions in Bayelsa State should provide the needed infrastructure that will enable business education lecturers to make full use of this new communication medium, like the PowerPoint media projector.

KEYWORDS: Job Performance, Business Education and Digitalization of Instructional Delivery

Introduction

The twenty-first century is an era of global use of digital technologies by institutions and business organizations to gain a competitive advantage over their competitors in the labour market (Amie-Ogan, 2012), a move that has positively impacted the productivity levels of such institutions and businesses organizations in the countries in which they operate. Thus, a worldwide paradigm shift is under way, from the monotony of traditional job-performance formats to the excitement of new technologies that entice workers with their unique three-dimensional structure and facilitate effective job facilitation and efficient achievement of institutional goals (vision, hearing, and touch). Computers, multimedia, postcards, flashcards, and online digital learning are all tools available to modern educators. There is a high degree of obsolescence in

old knowledge, skills, and tastes as new knowledge and skills are introduced into the world, requiring constant updating and upgrading (Okoro & Agholor, 2014).

The lecturer's effectiveness is measured by the degree to which their responsibilities are met. Therefore, the performance of a lecturer is measured by how successfully he or she carries out the responsibilities of his or her position (Imeokparia & Ediagbonya, 2012). The performance of the professor is high when all tasks are accomplished to or above expectations, and it is poor when tasks are not completed at all or are completed just partially. The business education programme at Nigeria's universities aims, among other things, to churn out graduates with the skills and knowledge necessary to thrive in the dynamic, fast-paced, and technologically advanced business world of today. Students are better prepared for a career in business and other fields because of the business education program's emphasis on teaching workplace-relevant knowledge in addition to vocational skills and business know-how (Osuala, 2017). According to Edokpolor and Egbri (2017), cited by Adizu et al. (2020), the objectives of business education include: preparing students for specific careers in office occupations; equipping students with the necessary skills for job creation and entrepreneurship; and exposing students to business knowledge, including a good blend of computer technology, which includes Information and Communication Technology (ICT).

Statement of Problem

As a result of the adaptability afforded by digital technology, they may be used to assist a broad variety of learning activities and to meet the requirements of individual students, while also potentially enhancing the performance of lecturers. Educators should take advantage of the digitalization of instructional delivery because it is likely to improve educators' job performance and, in turn, increase learners' motivation to learn because students at tertiary institutions use the internet and digital technologies for personal purposes every day.

Objective of the Study

1. To determine the extent to which PowerPoint-media projector improves job performance of business education lecturers in tertiary institutions in Bayelsa State.

2. To determine the extent to which interactive whiteboards enhance the job performance of business education lecturers in tertiary institutions in Bayelsa State.

Research Question

1. To what extent does the PowerPoint media projector improve the job performance of business education lecturers in tertiary institutions in Bayelsa State?

2. To what extent do interactive whiteboards enhance the job performance of business education lecturers in tertiary institutions in Bayelsa State?

Hypothesis

1. There is no significant difference in the mean response of male and female business education lecturers in the extent to which PowerPoint media projector improves their job performance.

2. There is no significant difference in the mean response of male and female business education lecturers in the extent to which interactive whiteboard enhance their job performance.

Concept of Business Education

Over time, the basic definition of "business education" has shifted. The many attempts by authors and academics to pin down the meaning of business education provide enough evidence of this. Atakpa (2011) argues that graduates with a business degree have the practical expertise to succeed in a wide range of business-related careers, from entry to executive levels. When people speak to "business education," they mean the sort of schooling or training that is applicable in business contexts such as executive offices, secretarial professions, and the examination of company policies. According to Okoye (2013), business education encompasses a wide range of subjects, including but not limited to: marketing, typing, shorthand, stenography, account clerking, office information systems, management, and service delivery.

The federal government of Nigeria incorporated business education as part of the larger educational curriculum in its National Policy on Education with an eye on the country's long-term success. The following aims for technical education were outlined in the National Policy on Education (2004), and they all have a direct bearing on the significance of business education courses in attaining sustainable national development. the provision of trained manpower in applied science, technology, and commerce, particularly at the subprofessional grade; the provision of the technical knowledge and vocational skills necessary for agricultural, industrial, commercial, and economic development; the provision of people who can apply scientific knowledge to environmental problems for the use and convenience of man; the provision of trained manpower in applied science, technology, and commerce, particularly at the subprofessional grade.

Concept of Job Performance

Performance may be defined at the level of each employee or at the organisational level. The term refers to an awareness of the link between actions and their consequences. The behavioural aspect looks at how a person behaves in a professional setting. It covers a wide range of professions, from engine assembly to selling computers to teaching reading to heart surgery. The concept of performance does not include all possible actions, but rather zeroes in on those which are crucial to the accomplishment of the organization's goals. As the saying goes, "you get paid to do what the company wants you to do, and do it well" (Campbell et al., 2013).

Job performance is defined as action that is effective in producing the desired outcomes by Armstrong and Taylor (2014), as cited in Alromaihi et al. (2017). Llham (2009) offered a similar definition of job performance: the successful application of knowledge, as opposed to its mere possession. Job performance, as defined by Mei-ying and Lee (2011), entails carrying out one's duties with the desired level of quality and in accordance with the organization's established policies and deadlines. To rephrase, an employee's job performance is the sum total of how well they do their job. A worker's level of satisfaction with his or her work and his or her contribution to the company's success can be gauged by how well they do it, say Ahmad and Shahzad (2011). The definition of job performance offered by Khan et al. (2019) focuses on the factors and HR practises that have an immediate effect on this connection. The human resources department offers this explanation.

Dimensions of Digitalization of Instructional Delivery

According to Hornby's (2015) 8th edition of the Oxford Advanced Learner's Dictionary, the adjective "instructional" describes a situation in which one person imparts knowledge to another. The term "instruction" refers to the ultimate stage of putting a curriculum into practise. This signifies that the curriculum is being implemented when such teaching is provided. It's been described as everything a teacher does to encourage students to alter their behaviour in response to instruction. Because of this, lessons should help students modify their behaviour in the ways teachers hope they will. The term "instructional delivery" is used to describe the means through which a teacher imparts knowledge to their pupils during a class. It depicts the structure in which a lesson is going to be delivered (Nwafor, 2017).

Digitization refers to the procedure of transforming analogue data into digital form. Since digitization has been introduced in the school system, the usage of digital instructional materials has helped the education sector. In the context of education, "digital instructional materials" refer to resources that may be accessed online. Internet-connected computers, scanners, laptops, tablets, exam scoring machines, printers, multimedia classrooms (audio-visual), multimedia projectors, televisions, closed circuit television (CCTV), video players and tapes/CD, audio players and tapes/CD, digital cameras, video games, webcams, digital library, talking calculators, interactive whiteboards, optical fibres, CD-RO, and more. "(Coates, et al., 2014)" Digitalization refers to the delivery of instructional, instructional, or learning content via electronic device (like a computer or mobile phone) (Stockley, 2006). Online education refers to any type of course that is delivered over the Internet. One may also argue that digitalization is simply the next logical step for distant learning, which has always taken advantage of the most cutting-edge resources available within the context of developing technology to structure instruction (Albert et al., 2012).

In order to maximise the efficiency and efficacy of curriculum implementation, there is an immediate need to incorporate new technologies in the delivery of business education. There are a number of different ways in which instruction is being digitalized today, which includes

Multi-media Projectors

New technology and equipment created to make teaching and learning more diverse and interactive have had a profound impact on classrooms over the past decade. The use of multimedia projectors by educators is on the rise. The days of students cramming around a single computer screen to read lectures, websites, and tutorials are over (Al-Mamum, 2014). Classrooms are increasingly turning to multimedia projectors as a central piece of technology to increase student engagement and the overall effectiveness of instruction. Amin, Azim, and colleagues (2018) discovered that using a multimedia projector to show a film in class motivates students to put up more effort.

Just like a film or slide projector, an overhead projector uses light to project an enlarged image on a screen, allowing a small document or picture to be shared with a big audience. The image for an overhead projector comes from a sheet of translucent plastic film (sometimes called "foils" or "transparencies") the size of a page, on which the content to be projected has been printed or produced by hand. These go on the projector's glass plate, which sits in between the light source and the projecting mirror and lens (hence, "overhead"). Before video projectors became commonplace, they were frequently utilised in classrooms and boardrooms (Kavita, Shashikala, & Sreevidyalata, 2015).

Similar to a slide projector, an overhead projector uses a focusing lens to direct light from an illuminated slide onto a projection screen, creating a real-world image. Nonetheless, there are a few key distinctions due to the somewhat greater size of the transparencies used (often the size of a printed page) and the requirement that the transparency be positioned face up (and readable to the presenter). To accomplish the latter, a mirror is placed either before or after the focusing lens in the projector. This causes the entire optical system to be folded toward the horizontal plane. This mirror also reverses the image so that the projected image on the screen is the same as what the presenter sees when looking down at the slide, rather than the other way around. Since a 35mm slide projector or film projector does not have a mirror, the picture on the side of the slide opposite the focusing lens must be non-reversed, hence the transparency must be placed face up (toward the mirror and focusing lens). Before the introduction of computer-based projection, overhead projectors were routinely utilised in both academic and professional settings.

The overhead projector allows teachers to create an engaging classroom setting with minimal effort and expense. Pre-printed plastic sheets allow teachers to annotate lessons with washable, non-permanent coloured marking pens. Because the transparency may be pre-printed and reused, preparing materials for each class is no longer necessary (Young, 2013).

The standard placement of the overhead is at the teacher's eye level, which lets them to face the students and improves their ability to communicate with them. Teachers can use the projector's magnification functions to write in a more natural, relaxed position, using smaller font sizes than they would on a traditional chalkboard, without straining their shoulders or arms (Young, 2013). Instead of wasting time in class erasing and rewriting instructional materials on a chalkboard, teachers can simply replace the sheet of transparency when it is full of written or drawn material. After class, just wash the transparencies with soap and water to return them to their pristine condition (Young, 2013).

Students are more likely to grasp the ideas and obtain the real concept of a topic when they watch content-related films. In addition, students can pay attention to the films' use of contextual language and non-verbal features of language, both of which can help them get a deeper comprehension of the material and increase their enjoyment of the lesson. Students are encouraged to collaborate, to use a variety of modes to convey their knowledge, to solve problems, to review their own work, and to develop their own knowledge through the use of multimedia. According to Shah and Khan (2015), there are numerous benefits of incorporating multimedia into the classroom. Students can benefit from engaging in multimedia activities in a number of ways, including: developing technological literacy; learning the importance of teamwork and effective collaboration; learning to present information in compelling ways; learning to synthesise and analyse complex content; learning to research, plan, and present information effectively; learning to accept and provide constructive feedback; and learning to express their ideas clearly and concisely.

Interactive Whiteboard

Using a computer and a projector, an Interactive Whiteboard (IWB) displays a colourful image that can be manipulated by erasing, colouring, and saving text. It also allows users to combine images, programmes, web sites, and more. Increased adoption of the interactive whiteboard (IWB) in classrooms across the globe and growing support from educators have contributed to its rising profile (Murcia, 2014). The IWB has been adopted by the most schools in England out of any country in the globe. With government backing, it was mostly implemented in elementary

schools with the goal of improving students' reading and math skills. In 2004, Mexico was one of many countries to start using IWBs into its classrooms, following in the footsteps of England and many others.

Students are more invested in their education and exhibit better behaviour when teachers use interactive whiteboards (IWB) in the classroom. There is widespread agreement among educators and students that interactive whiteboards have a positive effect on classroom engagement (Yanez & Coyle, 2011; Xu & Moloney, 2011). The usage of IWBs has allowed an already significant increase in instructors' use of new technologies in the classroom. Interactive whiteboards, as stated by Gambari et al. (2014), allow educators to make better use of instructional time by presenting digital materials such as websites and documents. Because what's shown on the board can be saved and printed, note-taking isn't as necessary. Teachers can record and print what's on the board, including notes taken during the session, saving time and easing the process of reviewing previously covered material. Students gain confidence and the ability to think outside the box while using an interactive whiteboard to present their work to the class. Teachers can save time by using IWBs to share and reuse materials with one another.

Putting this technology to use can be beneficial for any educational institution by simplifying processes that have historically been difficult. In addition to boosting education, this whiteboard will help you save money on instructional resources and motivate you to do your best (Hutt, 2017). A wall or floor stand is used to support the board (Nwokocha & Onwuchekwa, 2014). The interactive whiteboard, as pointed out by Sabrinah (2008), is not only a cutting-edge teaching aid that accommodates a variety of students' learning styles and intelligences simultaneously. According to her, many educators have been motivated to improve their own teaching practises as a result of this new technology.

Nwokocha & Onwuchekwa (2014) state that in recent years, most Nigerian tertiary institutions have demonstrated a rising tendency toward incorporating IT into educational programmes. Educators, they argued, are shifting their focus from the traditional "chalk and talk" mode of teaching to one that leverages multimedia as an educational medium and platform in teaching and learning, so turning the chalk board into an interactive whiteboard. Roberts (2009) argues that interactive whiteboards benefit both students and teachers by encouraging and facilitating discussion and the dissemination of new information in the classroom.

According to Nwokocha and Onwuchekwa (2014), the incorporation of multimedia elements into a presentation enhances both the message and the delivery, resulting in increased retention of information. Multimedia's strength rests in the fact that it is multi-sensory, engaging the audience's many senses to foster greater growth in interactivity, involving the audience in the communication process and the navigation of the content. Lindstrom further noted that studies have demonstrated how much more effective interactive learning can be. Similarly, Bransford, Brown, and Corking (2000) found that contemporary technological products can serve a number of purposes in the classroom because of their potential to improve students' performance in the classroom.

Today, interactive whiteboards (IWBs) may be found in over 90% of English classrooms, and in 60%-70% of classrooms in the Netherlands, Denmark, and Australia. About 50% of classrooms in the United States, Canada, and Spain use interactive whiteboards (IWBs), while in other countries like Germany, Korea, China, Italy, and Israel, that number is closer to 20%-30%. (Hennessy & London, 2013). Despite the fact that computers have been available in classrooms

for more than 30 years, many educators still choose not to incorporate them into their everyday lessons. However, every classroom requires a board, and the interactive whiteboard (IWB) could be the tool that finally bridges the gap between traditional classroom instruction and the online world. That is to say, the IWB may serve as an enticing stepping stone for many educators toward the more substantial employment of digital technologies in the classroom (Betcher & Lee, 2009). Investments in bringing IWB to classrooms, both in terms of time and money, have been lauded as evidence of the technology's purportedly great pedagogical potential. The name of the board, "interactive whiteboard," alludes to the fact that student participation is crucial to the board's effectiveness as a teaching tool. More than a decade has passed since interactive whiteboards (IWBs) were first implemented in classrooms around the world, yet only a small number of empirical research have investigated the IWB's direct impact on education. Even fewer research have been conducted on the topic of interaction.

Methodology

The design of the study was the descriptive approach method. The population of the research comprised of 52 business education professors from three Bayelsa State colleges and universities. The sample comprised of 52 professors in business education. The tool for data collection was the Digitalization of Instructional Delivery and Job Performance Questionnaire (DIDJPQ) created by the researcher. The instrument was verified by the researcher's supervisor, two specialists from the Business Education department, and one measurement and evaluation expert. The 0.825% reliability index was calculated using the Pearson Product Moment Correlation and the test-retest method. 50 of the 52 administered copies of the questionnaire were successfully recovered for additional study. The study questions were answered using the mean and standard deviation, and the null hypotheses were checked using an independent t-test at a significance level of 0.05.

Research Question 1

To what extent does PowerPoint-media projector improve the job performance of business education lecturers in tertiary institutions in Bayelsa State?

Table 1: Mean score and standard deviation of the mean rating on the extent to which PowerPoint-media projector improves job performance of business education lecturers in tertiary institutions in Bayelsa State

Items	Respondents (n=50)		
	$\bar{x}$	SD	Decision
Enable lecturers to teach, motivate and encourage interaction with the students.	3.960	1.399	HE
Makes instructional delivery efficient	3.480	1.266	ME
Helps the lecturers with learning content organization	3.540	0.503	HE
Allows lecturers to reflect on a lesson and correct erroneous impressions.	3.980	1.097	HE
Influences a lecturer's ability to enhance their teaching reinforcement.	3.980	1.078	HE
Grand Mean	**3.788**		

(Criterion Mean = 3.0, Mean: 1.0-1.99 = VLE, 2.0-2.99=LE,3.0-3.49 = ME, 3.50-3.99=HE, 4.0-5.0 = VHE)

Business education professors at Bayelsa State universities were asked to rate the effectiveness of using Power Point media projectors in the classroom. The results are shown in Table 1. As can be seen from the results, the vast majority of respondents indicated a high extent to items 1, 3, and 5 with mean scores above the criteria mean (3.0) and within the mean score range of 3.50-3.99. In addition, the majority of respondents' mean scores on item 2 were between 3.0 and 3.49, indicating a moderate extent. With a mean score of 3.788, this study concludes that business education lecturers using PowerPoint-media projectors in Bayelsa State's higher learning institutions saw significant gains in student learning and instructor productivity.

Research Question 2

To what extent do interactive whiteboards enhance the job performance of business education lecturers in tertiary institutions in Bayelsa State?

Table 2: Mean score and standard deviation of the extent to which interactive whiteboard enhances job performance of business education lecturers in tertiary institutions in Bayelsa State

S/N	Items	Respondents (n=50)		
		$\bar{x}$	SD	Decision
1.	Makes lecturers teach interactive	4.060	0.978	VHE
2.	Provide an avenue for lecturers and students to interact effectively	3.980	1.040	HE
3.	Enhances lecturers' instructional presentations	4.180	1.004	VHE
4.	Make classroom communication easy	3.360	0.749	ME
5.	Makes students learn faster	3.920	0.986	VHE
	Grand Mean	**3.900**		

(Criterion Mean = 3.0, Mean: 1.0-1.99 = VLE, 2.0-2.99=LE,3.0-3.49 = ME, 3.50-3.99=HE, 4.0-5.0 = VHE)

Table 2 shows the mean rating of the extent to which interactive whiteboard enhances the job performance of business education lecturers in tertiary institutions in Bayelsa State. The result from the findings showed that the majority of the respondents indicated a very high extent to items 6, 8&10 with their mean scores greater than or equal to the criterion mean (3.0) and within the mean score of 4.0-5.0. Furthermore, the majority of the respondents indicated a high extent to items 7&9 with their mean scores greater than or equal to the criterion mean (3.0) and within the mean score of 3.50-3.99. Furthermore, the majority of the respondents indicated a moderate extent to items 9 with their mean scores greater than or equal to the criterion mean (3.0) and within the mean score of 3.0-3.49. The implication of the finding with a grand mean of 3.900 is that interactive whiteboard improves the job performance of business education lecturers in tertiary institutions in Bayelsa State to a high extent.

Hypothesis 1

There is no significant difference in the mean response of male and female business education lecturers in the extent to which PowerPoint media projector improves their job performance.

Table 3: Summary of independent t-test analysis on the difference in the mean response of male and female business education lecturers in the extent to which PowerPoint media projector improves their job performance

Gender	n	$\bar{x}$	SD	df	t_{cal}	t_{tab}	Sig.	Decision
Male	23	18.570	2.842	48	-0.980	2.009	0.332	Retain: H_{01}
Female	27	19.260	2.159					

Table 3 indicates that t_{cal} = -0.980, df = 48, and t_{tab} = 2.009. Therefore, since $t_{cal} < t_{tab}$ and P>0.05, then there is no significant difference in the mean response of male and female business education lecturers in the extent to which PowerPoint media projector improves their job performance. Hence, the null hypothesis one is retained at the 0.05 level of significance. This finding is in agreement with the research that was carried out by Nnajiofor and Ejikeme (2020), which found that there was no significant difference in the mean responses of business studies teachers regarding the extent to which they utilise multimedia projectors and interactive whiteboards based on gender. This research found that there was no significant difference in the mean responses of business studies teachers regarding the extent to which they utilise multimedia projectors and interactive whiteboards.

Hypothesis 2

There is no significant difference in the mean response of male and female business education lecturers in the extent to which interactive whiteboard enhance their job performance.

Table 4: Summary of independent t-test analysis on the difference in the mean response of male and female business education lecturers in the extent to which interactive whiteboard enhance their job performance

Gender	n	$\bar{x}$	SD	df	t_{cal}	t_{tab}	Sig.	Decision
Male	23	19.740	2.632	48	0.510	2.009	0.613	Retain: H_{02}
Female	27	19.300	3.383					

Table 4 indicates that t_{cal} = 0.510, df = 48, and t_{tab} = 2.009. Therefore, since $t_{cal} < t_{tab}$ and P>0.05, then there is no significant difference in the mean response of male and female business education lecturers in the extent to which interactive whiteboard enhance their job performance. Hence, null hypothesis two is retained at the 0.05 level of significance. This finding is in agreement with the research that was carried out by Owenvbugie and Egbri (2021). Because of this, the usage of an interactive whiteboard not only helps business education lecturers in the tertiary institutions located in Bayelsa State improve their job performance, but it also boosts the lecturers' capacity to successfully teach their students.

Conclusion

The study comes to the conclusion that the digitalization of instructional delivery provides methods that are efficient as well as versatile, making them appropriate for all different kinds of learning needs, particularly in business education. The findings of the research questions, on the other hand, indicated that the utilisation of a PowerPoint media projector and an interactive

whiteboard contributes significantly to an improvement in the job performance of business education lecturers working in tertiary institutions located in the state of Bayelsa. These findings point to the fact that digitalization of instructional delivery has not only made it easier for lecturers in tertiary institutions to do their jobs better, but it has also encouraged lecturers to embrace digitalization of instructional delivery in the 21st century, where the traditional talk-and-chalk approach to teaching is gradually becoming obsolete.

Recommendations

The study therefore recommended that:

1. The management of tertiary institutions in Bayelsa State should provide the needed infrastructure that will enable business education lecturers to make full use of this new communication medium, like the PowerPoint media projector.

2. Lecturers of tertiary institutions in Bayelsa State should be trained to use interactive whiteboards during their lectures to maximize the performance of the lecturers in class.

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