Power Point Presentation Preference by Library and Information Science Undergraduates in Kwara State, Nigeria

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Abstract

Purpose: *This study examined library and information science (LIS) undergraduate students' preference for power point presentations. Through a survey approach, the study drew on 180 LIS undergraduate students from two universities in Kwara State, Nigeria.* ***Design/Methodology/Approach:*** *A self-designed questionnaire was used to gather data on the study. Data collected were analysed using percentages and frequency count.*

Findings: *The result generally indicated that the students prefer power point presentation and have strong preference and attitudes towards the use of power point presentation because they find visual element, sound from popular media very helpful and interesting. The use of PPT has positive effect on students' cumulative grade point. Based on gender, male students have a higher preference for the use of PPT than the female student in both institutions. The identified the perceived hindrances to the use of PPT as lack of skills to use PPT by most lecturers, epileptic power supply, fast pace instructional delivery by the instructors when using PPT etc.*

Implication: *Based on the findings of the study, education institution authorities should consider the alternatives for power supply such as the procurement of inverters and power generating machine to supplement the general power supply from the Power holding company. Furthermore, lecturers are encouraged to go through proper training to develop necessary skills that will help them in proper delivery of their instruction with PPT and also reduce the fast pace in which lectures are delivered.*

Originality/Value: *This study is unique because it's seems to be one of the pioneer studies that examined Power Point Presentation Preference particularly among the population of Nigerian LIS undergraduate students. Similarly, the contents are the sole idea of the authors and the paper has never been submitted to any other publication outlets.*

Keywords: *Educational Technology; Information Communication Technology (ICT); Library and Information Science (LIS); , Kwara State Nigeria; Power Point Presentation (PPT), Undergraduate Students*

Paper type: *Empirical*

Background

Technologies are effective tools useful for instructional delivery in Library and Information Science education just like in any other fields of study. The use of technology in education became considerably popular in recent years due to ICT revolution. Introduction of technology to the education environments enables effective learning environments through developing learning materials (Akkoyunlu and Yilmaz 2005:9). The usage of computers in education (Internet, simulations, animations, visual and audio presentations, etc.) ushers a new age In transmitting information and presenting education tools which potentially change some traditional and non-effective educational methods (Asan 2003). The development of education technology ushers in the concepts of "computer aided education", "computer based education" to mention a few. Computer aided education is the utilization of computers in educational activities such as presenting the course contents directly, repeating the courses and solving problems (Akcay et al.2003). Nowadays, one of the most widespread tools that are used in the computer aided education is PowerPoint Presentation (PPT) which is useful in transmitting the course contents visually to the students.

PPT is a program developed by Microsoft. The software allows user to create anything from

basic slide shows to complex presentations. PPT is often used for educational or informal presentations but can also be used in business presentations. The presentations comprised of slides which may contain text, images and other media such as clips and movies. PPT can be displayed using projectors, smart technologies (smart boards), mimeo boards, classroom PCs etc. PPT has become very popular presentation software used in business and educational contexts (Craig and Amernic, 2006; Szabo and Hastings, 2000). It has been observed and estimated that 1.25 million PowerPoint presentations take place every hour; and that PowerPoint is used for over 30 million presentations a day and the software is now on 250 million computers in the world (Savoy, Proctor, and Salvendy, 2009). According to the website TES connect (www. Tesconnect.com), 74% of users now regularly use presentation software such as power point for their classroom teaching.

Before PowerPoint came along, anyone who wanted a visual aid for his presentation would have to spend substantial amounts of time either scrawling on a board of some sort or in creating transparencies or slides to transmit information. PowerPoint has been criticized by some people on the ground that it encourages lazy speaking styles. However, it saves millions of hours every year that would otherwise be spent cleaning boards or switching slides.

In PowerPoint 2011, several key features have been added. Screen Capturing allows for taking a screen capture and adding it into the document. It is now possible to remove background images, and there are additional special effects that can be used with pictures, such as 'Pencil effects'. Additional transitions are also available. A presenter can add interactivities to the presentation which increase the audience involvement. While PowerPoint lectures become more prominent in the higher education institutions (Brown, 2007; Craig and Amernic, 2006; Den Beste, 2003; Gier and Kreiner, 2009), there has been a debate on the advantages, benefits, and the effectiveness of the software**.** Similarly, research on the effectiveness of PowerPoint in support of learning has been inconclusive. Studies have shown that students have positive attitudes toward PowerPoint (Apperson, Laws, and Scepansky, 2008; Can, 2010; Craig and Amernic, 2006; Kahraman, Çevik, and Kodan, 2011; Levasseur and Sawyer, 2006; Susskind, 2005; Uz, Orhan, and Bilgiç, 2010). In support of this, Apperson, Laws, and Scepansky (2008) investigated student preferences regarding the physical structure of PowerPoint. Students completed a 36- item 7-point Likert scale survey and four open-ended questions. The results indicated that respondents preferred the use of key phrase outlines, pictures and graphs, slides built line by line, sounds from popular media that support the pictures of graphics on the slide, color backgrounds, and dimmed lights. Other studies that have confirmed the positive attitude of students towards PPT include Nouri and Shahid (2005) who reported that PowerPoint presentation is perceived as being interesting and entertaining. It is on this note that Susskind (2005) pointed out that PowerPoint is considered to be better organized, if students feel that it is easier for them to follow with better understanding of the materials explained using PowerPoint which in turn, helps them to organize, understand, and use these notes for test preparation.

However, there are other studies that reported negative attitudes of students towards PPT. For instance, Mattar and Khoury (2012) showed that PPT negatively affects students' performance. Similarly, students claimed they did not feel bad missing PowerPoint lectures. These results imply that the result on the preference of PPT among students is mixed. While studies (e.g. Nouri and Shahid, 2005) showed that student have positive attitudes toward PowerPoint even when their achievement is not positively affected. Other studies merely focused on comparisons of students' attitudes towards PPT in terms of gender and department (Apperson, Laws, and Scepansky, 2008; Can, 2010; Craig and Amernic, 2006; Kahraman, Çevik, andKodan, 2011; Levasseur and Sawyer, 2006; Perry and Perry, 1998; Susskind, 2005; Uz, Orhan, andBilgiç, 2010). Moreover, the reason why students prefer PowerPoint presentations is also missed. In addition, studies on power point preference focusing on library and information science students and in the Nigeria universities context is limited. It is against these backdrops that this study examines the preference for power point presentations and the effect of using PPT on the perceived academic performance of Library and Information Science undergraduates.

Objectives of the Study

The main objective of this study is to examine the students' preference for power point

presentations. Thus, the specific objectives of this study are:

1. To examine LIS students reasons for PPT preference
2. To determine perceived effect of PPT on LIS student academic performance
3. To examine the preference for PPT based on gender
4. To identify perceived factors that hinders the use of PPT for teaching the undergraduate LIS students.

Research Questions

In order to achieve the above stated objectives the following research questions were generated.

1. Why do LIS student in Kwara State Universities prefer PowerPoint presentations?
2. What are the effects of PowerPoint presentation on the academic performance of LIS undergraduate students?
3. What is the preference for PPT among LIS UGs based on gender?
4. What factors are perceived by LIS UGs as hindering the use of PPT for teaching

Related Studies

Power Point Presentation in the classrooms has attracted many researches from different scientific areas and from several countries. There is considerable research in the literature concerning the effects and usage of PowerPoint. Some of these studies measured the effect of power point presentations on the attitudes and behaviors of the students, while others focused on the success differentials between the instructional delivery via PowerPoint presentations and black board. For instance, Mattar and Khoury (2012) investigated the impact of two teaching methodologies, PowerPoint and traditional, on materials' understandability, the teaching/learning process, the students' attitude towards and preference for them, as well as their impact on students' performance in the Financial Accounting II course at XYZ University, in Lebanon. A self-completion questionnaire was distributed to 428 students. SPSS was employed to code the data and the analysis was conducted using the factor analysis and the Independent T-test. Results reflected a greater material understandability and a more effective teaching/learning process for the lectures explained with the traditional methodology versus PPT. However, no difference was found in students' attitude towards the two teaching methodologies in terms of entertainment and dullness. Students stated their preference for the traditional methodology in accounting courses and an ordinary least regression with the students' grade as the dependent variable shows that PPT negatively affects students' performance. Overall, the results suggest a convergence between the students' subjective and objective performance. In determining students preference for PPT based on gender, Mattar and Khoury (2012) in their study reported 78.3% of the female respondents prefer traditional lectures compare to 65.6% of the males. The slight variation in the women's preference for traditional lectures over PowerPoint was concluded to be due to female preference for the lectures that require more attention, more effort, and more interaction and that which produce more learning effect.

In a study, Kahraman, Cevik, and Kodan (2011) investigated the students' attitudes towards the use of PPT in terms of gender and departments. They collected data through questionnaire titled "attitude towards the use of PowerPoint'' from 653 students in different colleges of the same university. The findings indicated that there was no significant difference in students' attitudes towards the use of PowerPoint in terms of gender but there was a significant difference in the attitude of students towards PPT based on colleges. Students enrolled in the Faculty of Engineering had more negative attitudes towards the use of PowerPoint compared to other students at different faculties (education, economics and administrative science, and vocational higher education). Some students believed that PowerPoint presentation increase the retention of information in the mind by featuring visuals thereby increasing their motivation and arousing attention and interest. Whereas, others believed that PowerPoint becomes less effective and more boring if used more frequently than necessary; if used carelessly and if sloppily prepared, it causes distraction.

Gardner and Aleksejuniene (2011) conducted a survey on 52 second year dental students to consider approaches for measuring the effectiveness of applying cognitive learning theories for teaching using technology. The objective of the study was to enhance the learning of millennial students' using their modes of communication preferences. The

Cognitive Load, Multimedia and Visual Learning Theories were employed, and student preference was tested to determine the importance of the three theories in PowerPoint presentations (PPP) with respect to millennial student preference. Results revealed that students did not value PPP slides containing text without images. Given the relatively small sample size and the selected group of students in the study, Gardner and Aleksejuniene (2011) recommended that future studies should consider students from other disciplines and from different generations before generalizations can be made. The current study is a response to this recommendation. The study included the Library and Information Science undergraduate in term of determining their preference for PPT. This is because studies focusing this set of students are currently lacking.

In another study, Uz, Orhan and Bilgic (2010) collected data using Likert type survey developed by the researchers in order to examine pre-service teachers' opinions on the PowerPoint presentations. Data were collected from 684 pre-service teachers studying at different departments in colleges of education from four universities in Turkey. Participants in this study expressed partially positive opinions on the designs of PowerPoint slides and the effects on their learning. Students studying at department of computer education and instructional technologies expressed less positive attitudes while students from department of education religion and ethics had more positive opinions on the use of PowerPoint. The results also indicated that students agreed that PowerPoint makes courses more interesting and easy to follow. The report added that students found PowerPoint lectures extremely helpful to take notes for exams and that student have positive attitudes toward PowerPoint even when their achievement is not positively affected.

A study by Babb and Ross (2009) focused on the effect of PowerPoint slides. They found that, contrary to the expectations of most lecturers, attendance at lectures where the slides were made available prior to the lecture increased, rather than decreased. A similar study by Singh et al. (2009) conducted on first year undergraduate medical student's response towards the effectiveness of Animation-based Lectures (ABL) in Physiology and its comparison with other existing teaching modalities was carried out. A questionnaire with a five-point Likert scale rating ABL effectiveness on various aspects was administered and its comparison with other teaching methodologies was done. **The report had it that** students had overall positive attitude towards ABL and it was perceived as more useful than equivalent static learning material of PowerPoint or transparency which provided a passive unsuitable learning environment. This study suggests that educators should encourage use of ABL to sustain interest and try to strike a balance between old form of board teaching and the new innovative world of animations without too reliance on PowerPoint to sustain interest and promote student engagement in lectures which may have a stimulatory effect on student learning methods. In another context, Gier and Kreiner (2009) conducted a study on Power Points featuring 73 undergraduate psychology students. The results showed that when the students were actively engaged in the class using PPT in presenting the content, the information retention was increased.

Daniels et al. (2007) examined the impact of PowerPoint on student performance, course evaluations, and student preferences in economics courses. Professors from six different colleges taught two sections of a course. PowerPoint was used in one of the two sections and a more traditional "chalk and talk" method was used in the other. Using regression analysis, the results showed that PowerPoint did not have an impact on grades when controlling for absences, hours of study, previous high school and college economics courses, and math SAT scores, learning styles, and gender. Although there was no impact on performance, the majority of students indicated that they prefer courses taught with PowerPoint. This preference is contradicted by the lower course evaluations at three of the six institutions in the sections taught with PowerPoint. Overall, the results suggest that the use of PowerPoint can be based on professor's preference since there is no impact on performance, but professors should compare their own evaluations in sections taught with and without PowerPoint. Sugahara and Boland (2006) carried out a study in Hiroshima University covering 132 students taking accounting courses. The study focused on the relation between the use of PowerPoint presentations and student performance. It was concluded that PPT has negative effect on student performance in the accounting courses. Also, Ramsdell and Muffo (2006) found that PowerPoint slides displaying key assertions in

sentence headlines, as opposed to phrasal headings, significantly improved students' recall. Susskind (2005) experimented with two "Introduction to Psychology" courses. Half of the materials were taught with PowerPoint and half without PowerPoint in a counterbalanced order across classes. The results showed no significant difference in student performance measured by grades. Nouri and Shahid (2005) report that students in the PowerPoint section perceived the instructor was more prepared than did students in the traditional section. They further find no significant differences on the students' attitudes toward the instructor on measures of informativeness, effectiveness, time efficiencies, and overall performance.

While studies (e.g. Nouri and Shahid, 2005) showed that student have positive attitudes toward PowerPoint even when their achievement is not positively affected. Other studies merely focused on comparisons of students' attitudes towards PPT in terms of gender and department (e.g. Apperson, Laws, and Scepansky, 2008; Can, 2010; Craig and Amernic, 2006; Kahraman, Çevik, andKodan, 2011; Levasseur and Sawyer, 2006; Perry and Perry, 1998; Susskind, 2005; Uz, Orhan, and Bilgiç, 2010). On the other hand, the effects of visuals, photos, videos presented on the PowerPoint presentations on student academic performance and the reasons why they prefer PowerPoint presentation are still in question. It is evident from the above that the preference for PPT by the undergraduate students is mixed. In addition, students of other discipline excluding library and information science have been involved in related studies that determine preference for PPT. It is in the light of this that the present study was conceived.

Methodology

The study adopts a survey design approach. This design was chosen in order to obtain information from a representative sample of respondents. The target population of the study consists of LIS undergraduate students in two universities that offer Library and Information Science as a discipline in Kwara State, Nigeria. The universities are: University of Ilorin and Kwara State University. According to the 2012/2013 annual report of the University of Ilorin, the total number of undergraduate students in the department of Library and Information Science stands at 199 while that of Kwara State University stands at 235. This gives the total target population of 434. This study adopts a simple random sampling technique. The sampling covers the four levels of academic programme in the bachelor degree in LIS department of both universities. A total of (100) hundred respondents were selected from the 235 students in Kwara State University while another (100) hundred respondents were also selected from the total of 199 from the University of Ilorin. These give a total of 200 respondents taken from 435 respondents in both universities. The selected 200 respondents represent the sample for the study. **A** self-designed questionnaire by the researcher titled "Students' PPT preference survey" was used to collect data. The instrument was divided into two sections, 1 and 2. Section 1 requires the biographical data of the respondents such as age, gender, level of study, name of institution while section 2 consist the items which cover the variables in the study. These range from reasons for PPT preference, attitudes towards PPT, perceived hindrance on the use of PPT, etc. In order to ensure the content and construct validity, the instrument was given to experts in education technology for scrutiny and expertise judgment with the view of checking the appropriateness of language to enable the survey to measure what it is expected to measure before its administration. The reliability of the instrument was ascertained using test re test method of two weeks interval. Responses obtained were subjected to Pearson Product Moment Correlation and correlation co-efficient returned an r= 0.85**.** The questionnaire was administered to the respondents by the researcher. The questionnaires were administered when students were in session because that was the time they could be easily reached. To ensure maximum response, the respondents were asked to fill and return the questionnaire immediately but arrangement was made with some that could not return the questionnaire immediately. Due to the difference in the number of students in each level, the number of questionnaire administered varied in each level. A total of two hundred copies of questionnaires were distributed in both institutions and one hundred and eighty respondents returned their responses completely filled. This indicates 90% return rate. Data collected from the field was analyzed using descriptive statistics including simple percentage and frequency count. The results obtained are presented as follows:

Data Analysis and Results

Table1: Bio-data of respondents

Variables	Frequency	Percentage
Gender		
Male	99	55.0%
Female	81	45.0%
Total	180	100.0
Level/Year of Study		
100	40	22.2%
200	60	33.3%
300	28	15.6%
400	52	28.9%
Total	180	100.0
Respondents' Age		
16-20 years	51	28.3%
21-25 years	112	62.2%
26 years and above	17	9.4%
Total	180	100.0
Universities		
UNILORIN	98	54.4%
KWASU	82	45.6%
Total	**180**	**100.0**

The table above represents the bio-data information of the respondents. The male gender was 99 (55.0%) while the female gender was 81 (45.0%). This implies the male respondents were more than the female respondents. On the level and year of study, the year 1 (100 level) students were 40 (22.2%), the year 2 (200 level) student were 60 (33.3%), the year 3 (300 level students) were 28 (15.6%) and the year 4 (400 level students) were 52 (28.3%). Respondents between the age brackets 16-20 were 51 (28.3%), 21-25 years 112 (62.2%) while respondents 26years and above were 17 (9.4%). Respondents from University of Ilorin were 98 (54.4 while those from Kwara State University, were 82 (45.6%).

Table 2: Students Reason for Power Point Presentation Preference

S/N	Items	SA	A	NS	SD	D
1.	I find it helpful for lecturers to use the PowerPoint slides as discussion points for the lectures	98 (54.4%)	66 (36.7%)	10 (5.6%)	3 (1.7%)	3 (1.7%)
2.	I generally find visual elements (e.g. pictures/charts/graphics/maps) helpful in PowerPoint	100 (55.6%)	64 (35.6%)	11 (6.1%)	2 (1.1%)	3 (1.7%)
3.	I like it when lecturers use sounds form popular media and movies in their presentation	(57) 31.7%	(78) 43.3%	(26) 14.4%	(8) 4.4%	(11) 6.1%
4.	I prefer bright colored backgrounds on PowerPoint slides	(82) 45.6%	(59) 32.4%	(27) 15%	(3) 1.7%	(9) 5%
5.	I find it helpful for lecturers to use computer-generated sounds with PowerPoint presentations	(59) 32.4%	(64) 35.6%	(45) 25%	(5) 2.8%	(7) 3.9%
6.	During lectures using power point, I prefer the lights to be dimmed, producing a sharper screen image.	(84) 46.7%	(49) 27.2%	(31) 17.2%	(11) 6.1%	(5) 2.8%
7.	During lectures using power point, I prefer the lights on full	(41) 22.8%	(48) 26.7%	(38) 21.1%	(30) 6.7%	(23) 12.8%
8.	During lectures using power point, I prefer the lights turned off, producing the sharpest screen image.	(45) 25%	(69) 38.3%	(33) 18.3%	(14) 7.8%	(19) 10.6%
9.	I concentrated better when classes are conducted using power point	(77) 42.8%	(63) 35%	(20) 11.1%	(10) 5.6%	(10) 5.6%
10	I absolutely need to take notes while in a class that conducted using power point.	(63) 35%	(77) 42.8%	(22) 12.2%	(5) 2.8%	(13) 7.2%
11	The use of PowerPoint makes the material more interesting.	(84) 46.7%	(68) 37.8%	(20) 11.1%	(3) 1.7%	(5) 2.8%

Table 2 above presents the results on the respondents' preference for PPT. A total of 164 (91.1%) respondents agreed that they find it helpful for lecturers to use the PowerPoint slides as discussion points for the lectures, 10 (5.6%) respondents were unsure and 6 (3.4%) respondents disagreed on this. Respondents totaling 164 (91.2%) agreed that they generally find visual elements (e.g. pictures/charts/graphics/maps) helpful in PowerPoint, 11 (6.1%) respondents were unsure and 5 (2.8%) respondents disagreed. Also, 135 (75%) respondents agreed that they are usually excited when lecturers use sounds from popular media and movies in their presentation, while on the contrary; 26 (14.4%) respondents were not sure and 19 (10.5%) respondents disagreed. Furthermore, 141 (78%) respondents agreed that they prefer bright colored backgrounds on PowerPoint slides; 27 (15%) respondents were unsure while 12 (6.7%) respondents disagreed. A total of 123 (68%) respondents agreed that they find it helpful when lecturers use computer-generated sounds with PowerPoint presentations, 45 (25%) respondents were unsure and 12 (6.7%) respondents disagreed. Respondents numbering 133 (73.9%) respondents agreed that during lectures using power point, they prefer the lights to be dimmed, producing a sharper screen image, 31 (17.2%) respondents were unsure and 13 (8.9%) respondents disagreed. A total of 89 (49.5%) respondents prefer the lights to be fully on, 38 (21.1%) respondents were unsure and 53 (29.5%) respondents disagreed while 114 (63.3%) prefer the lights turned off to produce the sharpest screen image, 33 (18.3%) respondents were unsure and 33 (18.4%) respondents disagreed. In addition, 140 (77.8%) respondents agreed that they concentrated better when classes are conducted using power point, 20 (11.1%) respondents were unsure and 20 (11.2%) respondents disagreed. Similarly, 140 (77.8%) respondents agreed that they need to take notes while in a class is conducted with power point, 22 (12.2%) respondents were unsure and 18 (10%) respondents disagreed that they need to take notes when a class is being conducted using PowerPoint. So also, 152 (84.5%) respondents agreed that the use of PowerPoint makes the material more interesting, 20 (11.1%) respondents were unsure and 8 (4.5%) respondents disagreed that the use of PowerPoint makes the material more interesting.

Table 3: Power Point Presentation and Perceived Academic Performance

S/N	Items	SA	A	NS	SD	D
1	The use of PowerPoint presentations in classroom has improved my Cumulative Grade point	50 (27.8%)	42 (23.3%)	48 (26.7%)	26 (14.4%)	14 (7.8%)
2	I have more interest in the course when PPT is used in lecturing	56 (31.1%)	90 (50.0%)	24 (13.3%)	8 (4.4%)	2 (1.1%)
3	I recall more facts and information when PowerPoint is used for a lecture	59 (32.8%)	71 (39.4%)	33 (18.3%)	7 (3.9%)	10 (5.6%)
4	I understand the lecture more when PowerPoint is used	60 (33.3%)	68 (37.8%)	28 (15.6%)	13 (7.2%)	11 (6.1%)
5	The use of key terms and definitions makes the course clearer	(79) 43.9%	(81) 45.0%	(11) 5%	(5) 2.8%	(4) 2.2%
6	The use of power point is helpful in increasing learning in the classroom.	(100) 55.6%	(62) 34.4%	(13) 7.2%	(3) 1.7%	(2) 1.1%
7	The use of power point has increased my interest in the class.	(69) 38.3%	(74) 41.1%	(22) 12.2%	(8) 4.4%	(7) 3.9%
8	The use of power point allows people to learn effort/in implicit way	(56) 31.1%	(68) 37.8%	(44) 24.4%	(7) 3.9%	(5) 2.8%

Table 3 above represents the effect of PPT on the perceived academic performance of the respondents. On this, 92 (51.1%) respondents agreed that the use of PowerPoint presentations in classroom has improved their Cumulative Grade point average while 48 (26.7%) respondents were unsure about this and 40 (22.2%) respondents disagreed with the statement. The table also reveals that 146 (81.1%) respondents agreed that they have more interest in the course when PPT is used for instructional, 24 (13.3%) respondents of were unsure and 10 (5.5%) respondents disagreed. Respondents numbering 130 (72.2%) agreed that they recall more facts and information when PowerPoint is used for a lecture, 33 (18.3%) respondents were unsure and 17 (9.5%) respondent disagreed. The results also show that 128 (71.1%) respondents agreed that they understand the lecture more when PowerPoint is used, 28 (15.6%) respondents were unsure while 24 (13.3%) respondents disagreed. In relation to this, 160 (88.9%) respondents agreed that the use of key terms and definitions makes the course clearer, 11 (5%) respondents were unsure and 9 (5%) respondents disagreed. In addition, 162 (90%) respondents agreed that the use of power point is helpful in increasing learning in the classroom, 13 (7.2%) respondents were unsure while 5 (2.8%) respondents disagreed. A total of 143 (79.4%) respondents agreed that the use of power point has increased their interest in the class, 22 (12.2%) were unsure and 15 (8.3%) respondents disagreed. So also, the results reveal that 124 (68.9%) respondents agreed that the use of PowerPoint allows them additional effort in an implicit way, 44 (24.4%) were unsure and 12 (6.7%) disagreed

Table 4: Students' Preference for Power Point Presentation

S/N	Items	SA	A	NS	SD	D
1	I prefer classes where the instructor spends the majority of class time lecturing.	50 (27.8%)	59 (32.8%)	23 (12.8%)	22 (12.2%)	26 14.4%)
2	I prefer classes where the instructor spends the majority of time facilitating discussion.	59 (32.8%)	69 (38.3%)	38 (21.1 %)	11 (6.1%)	3 (1.7%)
3	I prefer classes where the instructor follows an explicit outline so that I know where we are at all times.	88 (48.9%)	71 (39.4%)	12 (6.7%)	8 (4.4%)	1 (0.6%)
4	I prefer classes where the instructor presents material in class that is not in the textbook.	60 (33.3%)	57 (31.7%)	19 (10.6%)	30 (16.7%)	14 (7.8%)
5	An instructor should not feel obligated to cover material that is in the textbook unless student express that they do not understand the material.	49 (27.2%)	64 (35.6%)	30 (16.7%)	24 (13.3%)	13 (7.2%)
5	The lecture delivery is more interesting and engaging	74 (41.1%)	61 (33.9%)	31 (17.2%)	6 (3.3%)	8 (4.4%)

Table 4 above reveals the Preference for PPT by the students. The table shows that 109 (60.6%) respondents agree that they prefer classes where the instructor spends the majority of class time lecturing using PPT, 23 (12.8%) respondents were unsure and 48 (26.6%) respondents disagreed. The table also reveals that 128 (71.1%) respondents agree that they prefer classes where the instructor spends the majority of time facilitating discussion, 38 (21.1%) were unsure and 15 (7.8%) respondents disagreed. A total of 159 (88.3%) respondents prefer classes where the instructor follows an explicit outline, 12 (6.7%) respondents were unsure and 9 (5%) respondents disagreed. 117 (65%) respondents agreed that they prefer classes where the instructor presents material in class that is not in the textbook, 19 (10.6%) respondents were unsure and 44 (24.5%) respondents disagreed. It was also shown that 113 (62.8%) agreed that an instructor should not feel obligated to cover material that is in the textbook unless student express that they do not understand the material, 30 (16.7%) were unsure and 37 (20.5%) respondents disagreed. In addition, it was revealed that 135 (75%) respondents agree that the lecture delivery is more interesting and engaging with PPT, 31 (17.2%) were unsure and 14 (7.7%) disagreed.

Table 5: Attitude towards Power Point Presentation

	Attitudes towards PPT	**SA**	**A**	**NS**	**SD**	**D**
1	All text on slides should be provided electronically or hard copy but with the pictures removed	58 (32.2%)	41 (22.8%)	29 (16.1%)	28 (15.6%)	24 (13.3%)
2	I find it boring when the professors say the same things the PowerPoint slides say	58 (32.2%)	41 (22.8%)	33 (18.3%)	29 (16.1%)	19 (10.6%)
3	I find it helpful for lecturers to read the PowerPoint slides as they are presented	62 (34.4)	68 (37.8)	27 (15%)	10 (5.6%)	13 (7.2%)
4	When I have a copy of the presentation before class, I find it easier for my mind to wander since I have already seen	87 (48.3%)	52 (28.9%)	25 (13.9%)	7 (3.9%)	9 (5.0%)
5	When I have a copy of the presentation, I am less likely to attend class I already have the material	41 (22.8%)	36 (20.0%)	42 (23.3%)	37 (20.6%)	24 (13.3%)
6	I find it helpful when each slides is revealed all at once even if it is ahead of the lecture	50 (27.8%)	47 (26.1%)	24 (13.3%)	37 (20.6%)	22 (12.2%)
7	Lecturers should post slides electronically for students to access and print before class	98 (54.4%)	43 (23.9%)	25 (13.9%)	6 (3.3%)	8 (4.4%)
8	Everything that is on slides should be provided to the students electronically or as a hardcopy	92 (51.1%)	67 (37.2%)	15 (8.3%)	4 (2.2%)	2 (1.1%)

On the attitude towards PPT, 99 (55%) respondents agreed that all text on slides should be provided electronically, 29 (16.1%) respondents were unsure, 52 (28.9%) disagreed. The table reveals that 99 (55%) respondents agreed that they find it boring when professors say the same thing the PowerPoint slide says, 33(18.3%) were unsure 48 (26.7%) disagreed. It was revealed that 130 (72.2%) respondents agreed that they find it helpful when lecturers read the PowerPoint slides as they were presented, 27 (15%) respondents were unsure and 23 (12.8%) respondents disagreed. The results also reveals that 139 (77.2%) respondents agreed that having a copy of the presentation in advance guide their mind against wander, 25 (13.9%) respondents were unsure and 16 (8.9%) respondent disagreed. It was agreed by 77(42.8%) that when they have a copy of the presentation, they are less likely to attend class since they already have the material, 42 (23.3%) respondents were unsure, 61 (33.9%) disagreed. Respondents numbering 141 (78.3%) agreed that lecturers should post slides to the students in advance so as to print before class, 25 (13.9%) respondents were unsure and 14 (7.7%) respondents disagreed. It is also revealed that 159 (88.3%) respondents agreed that everything that is on slides should be provided to the students either electronically or as a hardcopy, 15 (8.3%) respondents were unsure and 6 (3.3%) respondents disagreed.

Table 6: Students' Preference for Power Point Presentation based on Gender

S/N	Items	Gender	SA	A	NS	SD	D
1	I prefer classes where the instructor Spends the majority of class time lecturing through PPT.	Male	30(16.7%)	39(21.7%)	10(5.6%)	10(5.6)	10(5.6%)
		Female	20(11.1%)	20(11.1%)	13(7.2%)	12(6.7%)	16(8.9%)
2	I prefer classes where the instructor facilitates class discussion through PPT.	Male	40(22.2%)	40(22.2%)	13(7.2%)	5(2.8%)	1(0.6%)
		Female	33(18.3%)	29(16.1%)	18(10.0%)	6(3.3%)	2(1.1%)
3	I prefer classes where the instructor follows an explicit outline as appear in his PPT slides so that I know where we are at all times.	Male	46(25.6%)	43(23.9%)	6(3.3%)	4(2.2%)	0(0.0%)
		Female	39(21.7%)	31(17.2%)	6(3.3%)	4(2.2%)	1(0.6%)
4	I prefer classes where the instructor presents pictorial information and illustration on PPT rather than what is seen in the textbooks.	Male	40(22.2%)	36(20.0%)	9(5%)	10(5.6%)	4(2.2%)
		Female	24(13.3%)	17(9.4%)	10(5.6%)	20(11.1%)	10(5.6%)
5	The lecture delivery through PPT is mor	Male	50 (27.8%)	34(18.9%)	11(6.1%)	2(1.1%)	2(1.1%)
	interesting and engaging	Female	34(18.9%)	27(15.0%)	10(5.6%)	4(2.2%)	6(3.3%)

The results in table 6 above reveal the respondents preference for PPT based on gender. From the data it is evident that the male respondents' preference for PPT is higher than that of the female. For instance 69 male (38.4%) strongly agree and agree that they prefer classes where often time the instructor lecture using PPT against 20 male (11.2%) that strongly disagree and disagree compare to the female 40 (22.2%) of whom strongly agree and agree to the same statement and 18 (15.6%) of the female who strongly disagree and disagree to the statement. On preference for classes where class discussion is being facilitated through PPT; 80 male (44.4%) strongly agree and agree, 13 (7.2%) was neutral and 6 (3.2%) strongly disagree and disagree respectively; compare to their female counterpart of whom 62 (34.4%) agree and strongly agree, 18 (10.0%) neutral while 8 (4.4%) strongly disagree and disagree. Regarding preference for classes where the instructor follows an explicit outline as appear in his PPT slides so that they know where they are at all times; a total of 89 male (49%) strongly agree and agree, 6 (3.3%) was neutral and 5 (2.8%) strongly disagree and disagree respectively; while for their female counterpart 70 (38.9%) agree and strongly agree, 6 (3.3%) neutral and 4 (2.2%) strongly disagree and disagree. In addition, the results on preference for classes where the instructor presents pictorial information and illustration on PPT rather than what is seen in the textbooks by the respondents, the results indicate that 76 male (42.2%) strongly agree and agree, 9 (5.0%) was neutral and 14 (7.8%) strongly disagree and disagree respectively; compare to the female 41 (22.7%) who agree and strongly agree, 10 (5.6%) neutral while 30 (16.7%) strongly disagree and disagree respectively. On whether or not PPT is more interesting and engaging, 84 male (46.7%) strongly agree and agree, 11 (6.1%) was neutral and 3 (2.2%) strongly disagree and disagree respectively; while for their female counterpart, 61 (33.9%) agree and strongly agree, 10 (5.6%) neutral while 10 (5.6%) strongly disagree and disagree.

Table 6: Hindrances to Power Point Presentation

S/N	Items	SA	A	NS	SD	D
1	Most lecturers don't have the skills to use PPT	92 (51.1%)	55 (30.6%)	21 (11.7%)	5 (2.8%)	7 (3.9%)
2	Epileptic power supply for efficient use of PPT	86 (47.8%)	52 (28.9%)	20 (11.1%)	13 (7.2%)	9 (5.0%)
3	PPT makes the lecture more boring	26 (14.4%)	28 (15.6%)	33 (18.3%)	59 (32.8%)	34 (18.9%)
4	Lecturers and Professors prefer to use the chalk-talk method	55 (30.6%)	42 (23.3%)	36 (20.0%)	24 (13.3%)	23 (12.8%)
5	Images displayed are always complicated or irrelevant	28 (15.6%)	35 (19.4%)	40 (22.2%)	52 (28.9%)	25 (13.9%)
6	The lectures are delivered too quickly when PPT is used	61 (33.9%)	49 (27.2%)	28 (15.6%)	25 (13.9%)	17 (9.4%)

Table 7 above reveals the perceived factors that hinder the use of PPT. The first factor revealed that 147 (81.7%) respondent agree that most lecturers don't have the skills to use PPT, 21 (11.7%) respondents were unsure and 12 (6.7%) respondents disagreed. 138 (76.7%) respondents agreed that epileptic power supply was an hindrance for the effective use of PPT, 20 (11.1%) were unsure and 22 (12.2%) disagreed. The table also reveals that 54 (30%) agreed that PPT makes the lecture boring, 33 (18.3%) respondents were unsure and 93(51.7%) disagreed. Other results on this issue reveal that 97 (53.9%) respondents agreed that Lecturers and Professors prefer to use the chalk-talk method, 36 (20%) respondents were unsure and 47(26.1%) disagreed; 63 (35%) respondents agreed that images displayed are always complicated or irrelevant, 40 (22.2%) were unsure while 77 (42.8%); 110 (61.1%) agreed that the lectures are delivered too quickly when PPT is used, 28 (15.6%) were unsure and 42(23.3%) disagreed. In summary, items in the table above show that LIS undergraduate students have strong perception toward preference for power point presentation.

Discussion of Findings

The aim of this study was to examine the LIS undergraduate students' preference for power point presentations. The specific objectives of the study are: to examine reasons for PPT preference, perceived effect of PPT on LIS student academic performance, preference based on gender, preference based on level/year of study, and the perceived factors that hinders the use of PPT for teaching LIS undergraduate students.

The first findings shows that majority of respondents have strong reasons for PPT preference. This is supported by Blokzijl and Naeff's (2004) who examined students' perceptions of PPT presentations and reported that several slide design elements are usually appreciated by the students and that good layout/legibility and use of diagrams, pictures, and graphs were two design elements that students appreciated most. In contrast, students rated poor layout/wrong color combination as the second-most annoying design characteristic… (p. 75).

The second findings showed that majority of the respondents have the perception that PPT has positive effect on their academic performance. This is in agreement with what obtained in the literature that students learn and perform better when technology is integrated into the teaching and learning (e.g. Redmann et al.2005). However, the result contradicts Daniels et.al (2007) who reported that PowerPoint did not have a significant effect on student grades. The variation in the two reports might be based on the variation in the methods used to carry out the two studies. This study used test re-tests method for reliability authentication different from the former. Similarly, the difference in the results might be connected with the difference in the parametric tools used. For instance, Daniels et.al (2007) used regression analysis; the results showed that PowerPoint did not have impact on grades when controlling for absence, hours of study, previous high school and college economics, courses, and math SAT scores, learning styles, and gender whereas such parametric was not carried out in the current study.

The result on the preference for power point presentation in this study is in favour of the male respondents. It was revealed that male prefer PPT better than the female. This counteracts the findings by Khoury and Mattar (2012) who revealed that 78.3% of the female respondents in their study prefer traditional lectures face to face manual methods of teaching compare to 65.6% of the males who prefer PPT. Preference for PPT by male respondents revealed in this study might be because the male are now found following the trend and development on emerging technologies than their female counterpart. On the other hand, the variation in the result of this study and that Khoury and Matter (2012) might be due to the fact that female like the lectures that require more attention, more effort, more interaction and thus require more participation similar to the report by (Brunner & Bennett, 1997, 1998) that females' interest increases if the computer is used as a tool to create something like a multimedia presentation, but not if the focus is on learning how to program computers

Six factors were identified as hindrances to the use of PPT with lack of skills to use PPT as the highest perceived hindrance follow by epileptic power supply and lecturers' speedy style of instructional delivery when PPT is used. No doubt, there is not technology that does not have side effect. Power Point Presentation is no exception. It should be noted that Africa has peculiar hindrances when it come to the use of

technology. The issue about erratic power supply is most paramount in Africa than any other region of the world. Worst still, African is still struggle to overcome the issue of digital divide. The lack of skill to use PPT is not unexpected. This is in relation to the late adopter category as reflected in Rogers' diffusion theory.

Conclusion

This study has examined the reasons why LIS undergraduate students in Kwara State Universities prefer power point presentations. So far, the result generally has indicated that the students prefer power point presentation. Students have strong preference and attitudes towards the use of power point presentation because they find visual element helpful with sound from popular media. The use of PPT has a positive effect on their cumulative grade point average of the respondents. Male student have a higher preference for the use of PPT than the female student in both institutions. Students in their second year of study have higher preference followed by students in their final year. The perceived hindrances to the use of PPT identified include lack of skills to use PPT by most of the lecturers, epileptic power supply, the perception that lecturers and professors prefer to use the chalk-talk method than the fast delivery of instruction by lecturers when PPT is used.

Limitations of the study

Despite covering a large number of respondents, this study has some shortcomings. These include limited number of respondents that participated in the study. This study was conducted when students were receiving lecture. This made many of them to be indifferent to filling the questionnaire. As a result of this, some of respondents did not fill the questionnaire correctly. Secondly, this study was conducted in Kwara State of Nigeria where only two universities are offering Library and Information Science as a course of study. It was from these two universities that the respondents were drawn since the focus was undergraduate students of Library and Information Science. This in part, limits the sample for the study.

Recommendations

Based on the findings, conclusions, and implications of this study, the following recommendations are suggested for future practice:

Lecturers should acquire more skills to assist the students in acquiring knowledge that will have a positive effect on their cumulative grade point; and that they should get acquainted with current and latest improvement in the software (e.g. the latest version of Microsoft PowerPoint 2013). To overcome the problem of epileptic power supply, the lecturers should consult the institution authority to provide alternatives for power supply such as inverters and power generating machine.

Additional research should be conducted to better understand the dynamics of student preferences for technology related topics, activities, and pedagogical approaches. It is particularly important to pay attention to the understanding of the factors that are most important for female students.

Lecturers and professors should move with the new trends especially in the use of educational technology for facilitating instructional delivery. Lecturers should go through proper training and skills in the use of PPT for instructional delivery. This will help them to have better knowledge of how lessons are delivered using technological tools such PPT. Through this, they will have an understanding of the need to reduce the pace in which lectures are delivered.

Curriculum developers in technology education need to be informed by research and theory designed to comprehend "women's ways of knowing" if they hope to effectively recruit and retain women and girls into the study of technology

Future relevant study should consider extending the scope to cover more states and more universities in Nigeria so as to provide a general overview of the undergraduate preference for PPT and its impact on academic performance generally.

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