

Mathematics Teachers Attitude Towards The Use of Multichoice Resource Centre For Instruction In Ogun State

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Abstract

The purpose of the study was to determine the attitude of Mathematics teachers towards the use of Multi-choice Resource Centres in Ogun State. A researcher designed questionnaire was administered to 35 Mathematics teachers in 20 secondary schools. Data obtained were analysed using percentage and mean. The study revealed that Mathematics teachers always use the technology tools provided at the Multi choice resource centre. Mathematics teachers also showed a positive attitude towards the use of the technology tools at the Multi- choice Resource Centres. The study concluded that the attitude of Mathematics teachers towards the use of the Multi- choice Resource Centres in Ogun State helps the usage. The study recommended among others that Multi- choice Resource Centres should be put in place in other schools and continuous training should be organized for the teachers.

Keywords: Attitude, Resource Centre, Multi Choice, Mathematics

1. Introduction

The use of Education Resource Centres (ERC) in the education sector cannot be underestimated because it is used to facilitate teaching and learning processes in schools. Developing countries like Nigeria has good policies on Education that linked with the establishment of policies Education Resource Centres in every State of the Federation (Ekaneim, 2015). Based on the above, Ekanem reviewed the definition of ERC by Ekpo (1988) as a department that facilitates education training and promotion through the design and production of media and materials and the delivery of support services to the centre system where it is situated.

Educational Resource Centers go a long way in teaching and learning if and when established in the schools. One of the educational resources to be provided by government is the educational resources centre. Educational resources centres have face drastic changes due to innovations that bring about Information and Communication Technology (ICT) into education.

The National Policy on Education (FRN, 2013) recognizes the prominent role of Information and

Communication Technology (ICT) in knowledge and skills necessary for effective functioning in a knowledge driven world and recommended that the government shall provide adequate infrastructure and develop capacity for effective use of ICT to enhance delivery of Education in Nigeria which are done in most resource centres but the government alone cannot facilitate but both government and private partnership can help in making necessary provision. In response to the call for partnership, Multichoice in their bid to carry out part of their social responsibilities, embarked on School ConNet project referred as Multi-Choice Resource Centre.

The Multichoice Resource Centre is an established centres in the schools “to transform learning in the classroom and improve learner performance through equipping educators with equipment and required knowledge infrastructure and skills to use video based technologies to improve teaching and learning, the use of specific educational channels provided in the Multichoice Education Bouquet to support teaching and learning in the Nigerian curriculum, the creation of mapped learning objects library from selected videos of Multichoice education bouquet programming, and developing the understanding of integrating the education bouquet into teaching and learning” (<http://www.schoolnetng.net/projects/multichoice/>).

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The implementation in Ogun state stated with the fifth phase in 2008 with 10 schools.

Despite the place of mathematics in a child's development, its applications in every day activity is still very poor. This is because learners begin very early to complain about mathematics, right from the primary school. Just as pupils find it very hard to understand the lessons, teachers equally have difficulties in teaching many topics. This has created challenges for parents, pupils, teachers and educationists (Amazigo, 2000).

Yusuf et.al (2012) believed that one important measure of the success of any educational reform is the extent to which it is adopted by teachers. If there is resistance to the adoption of technology then the potential will not be realised. Yusuf and Balogun (2011) stated that having ICT in schools will not guarantee their effective use. A teacher must have a positive attitude towards the use of technology for its usage effectively. Therefore, the attitude of Mathematics teachers towards the use of ICT related tools like the Multi-choice Resource Centre which is a project aimed at integrating audio-visual learning technologies in schools via digital satellite television and other equipment such as DStv High Definition decoder and educational content. It was conceived to ensure that beneficiary schools have access to the Multi-Choice Education Bouquet, integrating the programmes into their curriculum in order to enhance the teaching process and learning experience. This study has therefore investigated Mathematics teachers' attitude towards the use of multi-choice resource centre for teaching in Abeokuta Ogun state.

The problem and difficulties experienced by students in mathematics has been traced to inadequate knowledge of the basic knowledge of concepts like plane shapes which translates to geometry in secondary school (Gambari & Adegbenro, 2008). This worrisome trend has led many researchers to search for solution(s) to poor performance in mathematics. Many researches point to the abstract nature of mathematics in classroom teaching as one of the causes of poor performance in mathematics (Emuhohwo, 2009) and the National Council of Teachers of Mathematics (NCTM, 2008) concluded that technology is an essential tool for teaching and learning mathematics in the 21st century, and all schools from primary to the tertiary institutions must ensure that their pupils and students have access to technological innovations such as the Multi-choice Resource Centre. Efficient teaching maximizes the potential of multimedia technology to develop students' understanding, stimulate their interest, and increase their proficiency in mathematics. Though the use of technology will help reduce failure in Mathematic but the attitude of the teachers towards

the use of technological tools like the Multi-choice Resource Centre will go a long way to sustain the success rate of students in Mathematics. The formation of attitudes can provide an understanding of teachers' decisions and perceptions. Attitude may serve to explain the decisions educators apply in teaching and how they prepare to teach with ICT. Based on the above background this study examined Mathematics teachers readiness and attitude towards the use of Multichoice Resource Centre in Ogun State, Nigeria.

The following research questions were answered

What is the frequency of use of the technological tools available at the Multi-choice resource centres in schools in Ogun State for instruction?

What are the attitudes of Mathematics teachers' towards the use of Multi-choice resource centres in schools in Ogun State for instruction?

2. Method

This is a descriptive research. A total of 35 Mathematics teachers from 20 purposively selected secondary schools that are provided with the Multi choice resource centre in Ogun State are sampled purposively for the study. A research designed questionnaire was used to determine the level of use, attitude towards, ease of use and credibility of the Multi-choice resource centres in Ogun State for instruction were examined in the study. Percentage was used to answer research question one and bench mark of 50% was used to determine the frequency of use of technology tools made available at the resource centres in their schools while mean was used to answer research question two with a bench mark of 2.50.

3. Results and Discussion

RQ1: What is the frequency of use of the technological tools available at the Multi-choice resource centres in schools in Ogun State for instruction?

Table 1: Frequency of Use of the Technological Tools Available at the Multi-Choice Resource Centres

	Tools at the Centre	Always	Often	Seldom	Not Used
1	Computer	42.3	30.8	19.2	7.7
2	Video Recorder	80.8	7.7	11.5	0.0
3	Speaker	57.7	15.4	19.2	7.7
4	Projector	46.2	38.5	15.4	0.0
5	Interactive White Board	53.8	46.2	0.0	0.0
6	Television Set	50.0	42.3	7.7	0.0
7	DSTV	50.0	46.2	3.8	0.0

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	Tools at the Centre	Always	Often	Seldom	Not Used
8	Explora Decoder Power Generating Set	53.8	19.2	26.9	0.0
9	Satellite Dish	53.8	30.8	11.5	3.8
10	Uninterrupted Power System	65.4	15.4	11.5	7.7
11	Audio Cassette	76.9	7.7	11.5	3.8
12	Video Cassette	76.9	11.5	3.8	7.7
13	DVD Player	73.1	11.5	7.7	7.7

The table revealed that Mathematics teachers do not make use of the computer and projector always with a percentage of 42.3% and 46.2% which are less than 50% but make use of the Video recorder, speaker, Interactive White Board, Television Set, DSTV Explora Decoder, Power Generating Set, Satellite Dish, Uninterrupted Power System, Audio and Video Cassette and DVD player with percentages of 57.7%, 53.8%, 50.0%, 50.0%, 53.8%, 53.8%, 65.4%, 76.9%, 76.9%, and 73.1% respectively. This implies that Mathematics teachers are making use of most of the technology tools made available at the Multi choice resource centres in their schools.

RQ 2: What are the attitudes of Mathematics teachers' towards the use of Multi-choice resource centres in schools in Ogun State for instruction?

Table 2: Attitudes of Mathematics Teachers' Towards the use of Multi-choice resource centres

S/N	Statements	SA
1	I have confidence in the use of Multi-Choice Resource Centre for teaching	2.58
2	I use Multi-Choice Resource Centre to control my class while teaching.	2.88
3	The school administrator do not see Multi-Choice Resource Centre as priority	2.42
4	Insufficient time to prepare Multi-Choice Resource Centre for class use	2.54
5	I Can get help and advice from colleagues when using Multi-Choice Resource Centre for teaching.	2.81
	Average Mean	2.65

Table 2 revealed that Mathematics teachers have confidence in the use of Multi-Choice Resource Centre for teaching has a mean score of 2.58, the use Multi-Choice Resource Centre help Mathematics teachers to control my class while teaching has a mean score of 2.88, school administrator do not see Multi-Choice Resource Centre as priority has a mean score of 2.42, Insufficient time to prepare Multi-Choice Resource Centre for class use has a mean score of 2.54 while Mathematics teachers can get help and advice from colleagues when using Multi-Choice Resource Centre for teaching has a mean score of 2.81. This implies that mathematics teachers are having a positive attitude towards the use of Multi choice resource centre with an average mean score of 2.65.

The result of the findings revealed that Mathematics teachers make use of most of the technology tools available except for computer and projector. The report of Adeyanju (2012) that the use of technologies in enhances either individual or institutional productivity because of inadequate training in new skills and frequency of use by teachers for instructional purpose. The study also revealed that Mathematics teachers ad a positive attitude towards the use of the technology tools at the resource centres in their schools. The report of Player-koro (2012) that teachers who embrace ICT in their work with students/pupils will have positive attitudes about using ICT in education and will feel self-efficacious in using ICT supports the outcome of this study. Positive attitudes to the use of technology tools for instruction in schools ranges from a general positive attitude to the use for instruction to a more specific attitude to using in daily classroom activities with students (Player-koro, 2012). Furthermore, Dawes (2001) reported that new technologies have the potential to support education across the curriculum and provide opportunities for effective communication between teachers and students in ways that have not been possible before also helps in teaching of mathematics. This study therefore implies that Mathematics teachers in Ogun State make use of the technology tools provided at the Multi choice resource centres in their schools due to their attitude towards the tools which is positive.

4. Conclusion

The study concluded that the attitude of Mathematics teachers towards the use of the Multi-choice Resource Centres in Ogun State helps the frequency of use of the technology tools at the resource centres. The study recommended among others that Multi- choice Resource Centres should be put in place in other schools and continuous training should be organized for the teachers.

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