
Students' Perception on Power Point Use in Classroom

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ABSTRACT

This paper presents students' perception on PowerPoint use in the classroom in Balkumari College. This study aimed at finding out students' perception on PowerPoint use in the classroom and to determine association of students' perception on PowerPoint use and variable (of faculty). This paper was a cross-sectional survey based on self-administered 180 sets of questionnaire, 20 sets for each faculty incorporating demographic and five Likert scale questions through purposive sampling method covering nine faculties of Balkumari College. This study concluded student's memory enhancement and overall students' perception on PowerPoint use in the classroom was statistically significant ($r = 0.362$, $P < 0.001$). The study showed if students memory was enhanced their overall perception remained positive on PowerPoint use.

Keywords: Students' Perception, PowerPoint, Classroom, Memory Enhancement

Introduction

The use of technology in classes has developed new ways of teaching and learning. It enhances learning by providing a better understanding of the topic as well as motivating students (Lari, 2014). Similarly, PowerPoint presentation aids to meet students' needs, as well as the professor's needs, by shifting from a passive, teacher-centered classroom to an interactive, student-centered classroom (Smith, 2015). At the same time, the use of PowerPoint in the classroom gives the impression to be comprised by instructors at institutions nationwide. Instructors are spending hours in the preparation of PowerPoint presentations to go with lecture material. Similarly, textbook companies are approaching instructors to design textbook-specific slide shows to enhance the marketability of their textbooks (Vyas & Sharma, 2014). As one of the Microsoft Office applications, Microsoft PowerPoint was technologically advanced by Microsoft since 1990 and has been used widely for disseminating information and presenting reports. Power Points are generally produced in slides to be projected on the screen or whiteboard for teaching learning purposes (Osman, Noor, & Rouyan, 2022).

Moreover, along with the adaptation of new modern tools in teaching learning activities even the covid-19 pandemic also makes the urgency of virtual learning. (Khanal, 2021). Use of PowerPoint either in virtual or in physical class Teachers however, should carefully plan and create presentation that are visually stimulating and grab the attention of the students in order to convey knowledge to the students (Ismail & et.al, 2017).

In this context, PowerPoint slides have been most whereas, inefficiency of PowerPoint slides can result from their improper usage by instructors, based on a lack of basic technical skills in using the software, or a lack of information on how to prepare effective course materials rooted with multimedia etc. (Uzun & Kilis, 2019). PowerPoint presentation is an excellent instructional medium for facilitating effective teaching and learning.

The research article entitled 'Undergraduate Students' Perception and Attitude towards the Use of PowerPoint for Lecture Delivery in Tertiary Institution' revealed that undergraduate students in tertiary institutions, especially at Nnamdi Azikiwe University Awka have positive perceptions toward using PowerPoint in lecture delivery. PowerPoint can increase students' engagement and bridge the gap between abstract and concrete concepts. Also, it was exposed that PowerPoint has no relationship with students' genders (Igwe & et.al., 2022).

As an innovative tool the PowerPoint has been one of the growing trends of teaching and learning in the sector of

education. The application of technology in education has overcome the traditional methods of teaching. In this regard, for the effective educational process, making good use of the technology in preparing students, teachers, curriculum development and the diversity of teaching methods is essential. Therefore, this study aimed to find out students' perceptions on the PowerPoint use in classroom for teaching learning activities and determine the co-relation between students' perception and their faculty in bachelor and master level of Balkumari College. Specifically, the following research questions will be addressed: How do students perceive their teachers' practice and behavior in the use of PowerPoint in the class? In what way does PowerPoint presentation assist to student-centered teaching learning activities? This study will be supportive for the students who are using PowerPoint to study and for their presentation as a scaffolding tool to make concept clear by integrating graphs, pictures, diagrams easily. It can be also equally fruitful for those who want to study further in this field in future.

Research Methods

This study was quantitative in design. It was a cross-sectional survey based on self-administered 180 sets of questionnaire, 20 sets for each faculty incorporating demographic and five Likert scale questions through purposive sampling method covering all the faculties of Balkumari College: BBS, BBA, BSC, BHM, BIM, BICTE, MBA, MBS, and B.Ed. The data were analyzed in frequency table and cross table using statistical tool like mean, standard deviation, and co-relation.

Result and Discussion

A. Demographic Presentation

Table no. 1: Demographic presentation of gender, age and faculty of students

Gender	Number	Percentage
Male	73	40.6
Female	107	59.44
Age		
18-20	49	27.2
21-24	107	59.4
25 and above	24	13.3

In table no.1 demonstrates among 180 respondents 73(59.44%) are female. It projects age group of 21-24 is highest in number 107(59.4%). The age group of 18-20 is 49(27.2%). This shows majority of students were from bachelor degree. There is increment in the number of female students due to changes in Nepalese society (Shankar & et.al., 2012). Purposively sampled 20(11.1%) students from each nine faculties were there.

B. Students' Perception on the use of PowerPoint

Table no: 2 Presentation of students' perception on PowerPoint

Variables	Yes Number (Percentage)	No Number (Percentage)
All teachers use PowerPoint in the class	59(32.8)	121(67.2)
Prefer decorative background in PowerPoint	49(27.2)	131(72.8)
Prefer light-colored background in PowerPoint.	140(77.8)	40(22.2)
Teachers show slides in bullet	74(41.1)	106(58.9)
Teachers show long-text slides	135(75)	45(25)

The above table no. reflects out of 180 respondents, majority of students 121(67.2%) respond all teachers do not use PowerPoint in the class. In the same way, 131(72%) students do not prefer decorative back-

ground whereas, majority of students 140(77.8%) prefer light colored background. Likewise, 106(58.9%) students says no on the point teachers show slides in bullet and even majority 135(75%) says teachers show long text-slides not shorter one.

C. PowerPoint enhances memory of students

Table no: 3 Presentation of students' responses

Attitude Scale	Strongly agree (%)	Agree (%)	Not sure (%)	Disagree (%)	Strongly disagree (%)
PowerPoint stimulates my thinking	7.8	75.6	16.1	6	–
I participate more when PowerPoint(PP) is used	18.3	67.2	11.7	2.8	–
It helps me to concentrate on the lesson better	19.4	67.8	11.7		1.1
I find various resources like visual elements like animation, picture, charts, videos, helpful in PP	57.2	34.4	3.9	3.3	1.1

The above table no.3 displays out of 180 respondents, 75.6% agrees that PowerPoint stimulates their thinking. Majority of students (67.2%) agree that they participate more when PP is used and only 2.8 disagree on that. Similarly, 67.8% students agree that PP help to concentrate on the lesson better whereas only 1.1% strongly disagree on that. In the same way, high percentage 57.2% strongly agree and 34.4% agree that various resources like visual elements like animation, picture, charts, and videos, helpful in PP. PowerPoint is a boon and effective tool for teaching and presentations in the classrooms because it allows the user to implement all forms of visuals incorporating images, sound clips and other visual media with a single click (Yadav & Jabeen, 2013).

D. Overall students' perception on PowerPoint use in the class

Table no: 4 Students' perception PowerPoint use in the class

	Strongly agree (%)	Agree (%)	Not sure (%)	Disagree (%)	Strongly disagree (%)
The lesson is more interesting with PP	37.8	58.3	3.3	6	–
Find easy to follow the lesson with PP	11.7	78.3	7.2	2.8	–
Helps to take notes during lesson	21.1	67.2	6.1	5.0	6
Find it boring when teachers say same thing on PP	28.9	36.7	16.1	17.8	1
Find it too fast	36.7	31.1	18.3	13.9	–
It makes dependent	10.0	51.7	20.0	18.3	–
It makes teachers lazy	11.1	38.3	30.0	18.9	1.7
Teachers prepare the slides using 6x6 principles	1.7	13.3	35.6	42.2	7.2

The table no. 4 shows majority of students agree (58.3%), strongly agree (37.8%) and disagree (6%) that lesson is more interesting with PP. Similarly, highest percentage (78.3%) finds easy to follow the lesson with PP. 67.2% agree, 21.1% strongly agree whereas 6% strongly disagree that PP helps to take notes during lesson. At the same time, 36.7% students agree, and 28.9% strongly agree that it is boring when teachers say same thing on PP. In the same way, 36.7%, 31.1%, 18.3%, 13.9% respectively strongly

agree, agree, not sure, and disagree that it is too fast.

51.7% agreement shows PP makes them dependent. Even 38.3% agree and 11.1% strongly agree shows PP makes teachers lazy. 42.2% disagree that teachers prepares the slides using 6x6 principles and 35.6% students are not sure on that. Students agree that PowerPoint is effective in facilitating learners' understanding during their learning process (Obaidullah, 2019).

E. Co-relation between students' memory enhancement and overall perception on PowerPoint use

Table no: 5 Presentation of co-relation between two variables

Variable	Co-relation	p-value
Memory enhancement and overall perception	0.362	P<0.001

The above table no. 5, findings reveals that there was positive relationship between students' memory enhancement and overall use of PowerPoint in the classroom which was statistically significant ($r = 0.362$, $P < 0.001$). It is proved if students' memory is enhanced their overall perception on PowerPoint remained positive.

F. Relation of students' memory enhancement & overall perception with faculty

Table no: 6 Presentation faculty wise relation

Faculty	Relation between memory enhancement & overall perception	P-value
BBS	0.030	0.900
BBA	0.016	0.946
BSC	0.705	<0.001
BHM	0.256	0.275
BIM	0.624	0.003
BICTE	0.281	0.230
MBA	0.351	0.130
MBS	0.090	0.707
B.Ed.	0.502	0.024

Findings reveals that in the faculty BSC, BIM, B.Ed. P – value <0.001, 0.003 and 0.024 respectively shows the significant relation with memory enhancement and overall perception on PowerPoint use in classroom. The P –value 0.900, 0.946, 0.275, 0.130, 0.707 of faculties BBS, BBA, BHM, BICTE, MBA, MBS respectively demonstrates that it is not significant. That means there is no positive impact of PowerPoint use in those faculties.

Conclusion and Suggestion

Based in the findings and discussion, it is concluded that students' overall perception on PowerPoint use in the classroom is positive though there were majority of teachers still not using PP slides applying 6x6 principles. Majority of students found PP as helping tool to enhance memory and when memory was enhanced their overall perception on PP use in the classroom remained positive. It is seen from the result of $r = 0.062$, $P < 0.001$.

The results of this study may be useful for institutional administrators and program director to best prepare and support teachers for teaching by using PowerPoint in the classroom. It can be supportive for the students who are using PowerPoint to study and for their presentation as a scaffolding tool to make concept clear by integrating graphs, pictures, diagrams easily. It can be also equally fruitful for those who want to study further in this field in future.

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