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**EFFECT OF POWERPOINT STRATEGY ON STUDENTS' ATTITUDE TOWARDS  
SECONDARY SCHOOL MARKETING: IMPLICATIONS FOR ENTREPRENEURSHIP  
EDUCATION IN NIGERIA**

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**Abstract**

The study sought to encourage the development of entrepreneurial skills through improved attitude towards secondary school Marketing. Specifically, the study investigated the effect of PowerPoint strategy on students' attitude towards marketing among senior secondary school students in Bauchi State. The study also determined the influence of gender on students' attitude towards marketing when exposed to PowerPoint strategy. Two research questions and two null hypotheses guided the study. The non-equivalent control group quasi experimental design was adopted. The population consisted of all the 153,159 students offering marketing in Bauchi state. The sample consists of 400 SS2 students drawn through multi-stage sampling procedure. The validated Marketing Students' Attitude Questionnaire (MASAQ) was used for data collection. A reliability coefficient of 0.81 was established for the instrument using Cronbach's Alpha method. Mean and standard deviation were used to answer the research questions while ANCOVA was used to test the hypotheses at 0.05 significant level. The findings showed that, power point strategy significantly enhanced students' attitude towards marketing than the conventional lecture method. The findings revealed that there was no significant influence between teaching strategy and gender on students' attitude scores in some marketing concepts that foster entrepreneurial skills. Based on the findings, it was recommended amongst others that, Government should provide power point teaching facilities to be used by marketing teachers to enhance students' attitude towards SSS marketing concepts that promote entrepreneurship ideas in Nigerian schools.

Keywords: Marketing, Entrepreneurship education, Attitude, power point, Gender

## **Introduction**

Education is central to the achievement of sustainable growth in industries and for the overall development of the nation. However, following the recession in recent decades, emphasis have shifted from theory to practice, creativity, innovation and entrepreneurship education both at the secondary and tertiary levels of education (Idomeh, Ainabor and Okolie 2018). . This position is not just appropriately confirmed in Nigeria's National Policy on Education document but is also been pursued rigorously through the teaching and learning of various school subjects including Marketing Adesoga and Adebowaleet (2019).

Marketing is one of the vocational subjects offered at secondary school level to enable the students acquire the relevant knowledge and skills that are necessary for national growth and development, that seemed to be the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large (American Marketing Associations [AMAs], 2017). According to Adesoga and Adebowaleet el (2019), Marketing subject is highly desirable for organizations and Nations alike to make a success of their endeavors. They contended that, the different aspects of marketing subject in secondary schools geared towards equipping the students and practitioners with the knowledge to drive the organizations to achieve set corporate objectives which could be to satisfy the customers or make profits. Dutta (2020) stated that, marketing is a means through which consumers get satisfaction and manufacturers earn profit as well. Hence, marketing subject is very imperative to the Nigerian economy as it provides the basis for preparing future entrepreneurs, marketers, and managers.

Entrepreneurship on the other hand, could literally mean the ability to create business in an environment. However, the concept needs to be understood in a broader context beyond the idea of creation of businesses. According to Gaba (2019), entrepreneurship involves an individual's creative ability to identify and establish investment opportunities in the environment based on knowledge. Ekwealor (2019) viewed entrepreneurship as the awareness and readiness to take on financial risks to create new enterprises. Entrepreneurship education therefore refers to the process of educating or acquiring the knowledge and skills necessary for entrepreneurship (Olanrewaju, A. K. (2019). It involves the processes of increasing people's knowledge about entrepreneurship and the accompanying value-added services in society (Ahmed, Nawaz, Ahmad, Shaukat, Usman, Rehman and Ahmed 2020). It leads to the creation of new enterprises, opportunities and renewal of value not just for entrepreneurs but for every participant (Backman & Loof, 2018).

However, the prediction here is that, marketing can afford both individuals and corporate organizations a wide range of small and medium scale Enterprises (SMEs), businesses or entrepreneurship opportunities to bring about economic transformation in societies including Nigeria.

Hence, all the government efforts towards improving the teaching and learning of marketing subject in Bauchi state secondary schools have proven abortive as the students exhibit poor attitude towards the subject and this has greatly affected their achievement Dutta et al (2020) Poor Attitude towards marketing had therefore, been one of the major concerns of many researchers in the field of vocational education. Perhaps, this is because it can be used to predict students' achievement and engagement in their future entrepreneur endeavors.

However, Attitude is a psychological construct that determines one's approach and exposure to activities (Sarkar, De & Maiti, 2019). Karagol and Esen (2018) viewed attitude as the response pattern(s) exhibited by humans as social beings. It involves the viewpoints, beliefs and mindset of an individual towards an object or activities which are usually perceived as the background phenomena (Onuoha & Eze, 2018). (Ozdemir, 2018). They argued that, the attitude of a person leaves lasting impressions either positively or negatively about the person Attitudes are not inborn traits, but are rather learnt, adapted or adopted and developed based on surrounding circumstances (Jana & Patra, 2017). It could be considered as the overviews, outlooks and response patterns toward a situation, school activities or subjects. Attitude can be viewed as an influential personal variable that determines one's engagements or attachment to something or school activities.

Several studies such as Veresova, M. & Mala, D. (2016).; Qasim, A. J. (2018).; Newton, M. A., & Mwisukha, A. (2019).; Melad, A. F. (2022); Kazemi F., Shahmohammadi, A. & Sharei, M. (2017). Ugwuanyi, 2020) argued that, the poor attitude of students toward a subject is mostly as a result of persistence use of conventional teaching method. They observed that conventional teaching method is less effective in improving students' attitude toward a subject they call for the use of an Innovative strategies such as PowerPoint classroom to enhance students' attitude towards a course of learning. Thus, this study focus on testing the effect of PowerPoint on marketing subject in Bauchi state Nigeria.

PowerPoint is a program that allows teacher to present their lessons in a more dynamic way than simply teaching and writing on the chalkboard. Teachers can focus on the class and interact with the students instead of writing on the chalkboard, because the text and the entire presentations are already there in the form of point file. Lengthy materials can readily be summarized and presented. Power point is a presentation software tool that

is used in over 30 million presentations per day and is installed on 250 million computers around the world (Alley & Neeley, 2015). PowerPoint was created to improve learning by creating more organized and engaging presentations for the audiences (Amare, 2016). Power point presentations (PPPs) can be as straightforward as simple as text on a colored screen. Tables, images, graphs, sound effects, visual effects, clips and other elements may be used in more complex presentations.

Another factor that may influence students' attitude is gender. Gender may be seen as one's subjective feeling of being a male or female in society. According to Ezenwosu, S. U. & Nworgu, L. N. (2017) gender refers to the socially constructed definitions of women and men in society. It is not to be confused with sex or the biological characteristics of women and men. Gender is determined by the roles, functions and tasks assigned to women and men in society (Mankinde and Yusuf 2018) It is an important personal variable that is attributable for the existing differences in the motivational functioning and attitude of male and female students in school subjects (Quain et al (2014)). To that end, some studies have established that there are variations in the attitude of male and female students in some subjects (Jana & Patra, 2017 et al; Onuoha & Eze, 2018; Ozdemir, 2017). In contrast, others researchers like Sarka, De and Maiti et al (2019) and Quain et al, (2017) in their respective investigations revealed that, gender does not exert any significant influence on students' attitude towards a course of study. These observations imply that, students' gender may affect their attitude towards marketing

Meanwhile, the review showed that there is no consensus regarding the influence of gender on students' attitude towards marketing, hence, the need for the present study. This study therefore investigated the effect of PowerPoint classroom strategy on students' attitude towards marketing concepts that promote entrepreneurship ideas among senior secondary school students in Bauchi State, Nigeria.

### **Research Questions**

The following research questions guided the study:

1. What are the mean attitude scores of students taught marketing using PowerPoint classroom strategy and those taught with conventional classroom strategy?
2. What is the influence of gender on students' attitude towards marketing when taught with PowerPoint classroom strategy?

### **Hypotheses**

The following null hypotheses were formulated to guide the study:

1. There is no significant difference between the mean attitude scores of students taught marketing using PowerPoint classroom strategy and those taught with conventional classroom strategy.
2. There is no significant gender influence on students' attitude towards marketing as measured by Marketing Students Attitude Questionnaire (MSAQ).

### Methodology

A test-re-test experimental design was used for the study. The normal marketing class-periods of instructions were used to teach same syllabus content and lesson plans for both the experimental and control group though they differ in terms of classroom activities. The MSAQ was adapted from *Linda Padwa's mathematic attitude scale (2018 version)*. The scale consists of two constructs; Teacher approach scale and gender scale. Each of these constructs consists of 12 items. Six of them measure positive and six measure negative attitude. Cronbach Alpha Method was used to determine the reliability of the questionnaire items used for the study. The coefficient obtained was 0.84 which was considered high enough to conclude that the instrument was reliable. The researchers personally administered the instrument on the respondents at pre-test and post-test sittings respectively. The researchers waited and collected the completed copies of the questionnaire. All the 400 copies distributed were retrieved. The descriptive statistic of mean and standard deviation was used to answer the research question whereas an independent sample t-test was used to test the null hypothesis at 5% level of significance.

### Results

The results are presented according to the research questions and hypotheses that guided the study. The results are presented in table below:

**Research Question 1:** What are the mean attitude scores of students taught marketing using PowerPoint classroom strategy and those taught with conventional classroom method?

**Table 1:** Mean difference in the attitude of the experimental and control group

| Group      | N  | Pretest |      | Post-test |      | MD   |
|------------|----|---------|------|-----------|------|------|
|            |    | Mean    | SD   | Mean      | SD   |      |
| Experiment | 40 | 2.58    | 0.36 | 3.32      | 0.31 | 0.74 |
| Control    | 50 | 2.05    | 0.32 | 2.58      | 0.41 | 0.53 |

Field work 2023

The results in Table 1 above, showed that the pre-test mean attitude scores for students in the PowerPoint classroom group and those in the lecture group were 2.58 and 2.05 with standard deviations of 0.36 and 0.32 respectively. This indicates that both groups were relatively at the same attitude level before treatment. However, the post-test mean attitude scores for the PowerPoint classroom and lecture groups were 3.32 and 2.58 with standard deviations of 0.31 and 0.41 respectively. The higher mean attitude gain score of 0.74 for the PowerPoint classroom group over that of the lecture group (0.53) indicate that PowerPoint classroom strategy was more effective in enhancing students' attitude towards marketing

**Ho1.** There is no significant difference between the mean attitude scores of students taught marketing using PowerPoint classroom strategy and those taught with conventional classroom strategy.

**Table 2;** Independent sample t-test on the differences in the mean attitude of the experimental and control group.

| Group          | Test     | N  | Mean   | SD    | df | prob | t-cal | t-tab | Decision |
|----------------|----------|----|--------|-------|----|------|-------|-------|----------|
| <b>Exp</b>     | Attitude | 43 | 17.918 | 2.293 | 85 | 0.05 | 19.33 | 1.66  | Rejected |
| <b>Control</b> | Attitude | 44 | 13.074 | 3.376 |    |      |       |       |          |

Source; field work (2023)

Table 2 above shows the mean attitude of both the experimental and the control group. Independent sample t-test was used to determine whether this difference was significant. The mean score of students in the experimental group was 17.918 and standard deviation of 2.293 while the control group obtained the mean score of 13.074 and standard deviation of 3.376. Therefore, there was significant difference between students' attitude in the experimental and the control since the t-calculated value is greater than t-tabulated value ( $19.334 > 1.66$ ) with a degree of freedom 85 and probability 0.05. The null hypothesis was therefore rejected which indicated that the students' mean attitude of the experimental group is higher than that of the control group.

**Research Question 2.** What is the influence of gender on students' attitude towards marketing when taught with PowerPoint classroom strategy?

Table 3; shows the pre-test and post-test mean difference of the male and female of the experimental group

| Gender | N  | Pretest |      | Post-test |      | MD   |
|--------|----|---------|------|-----------|------|------|
|        |    | Mean    | SD   | Mean      | SD   |      |
| Male   | 40 | 2.66    | 0.38 | 3.36      | 0.31 | 0.78 |
| Female | 50 | 2.51    | 0.35 | 3.29      | 0.32 | 0.7  |

Field work 2023

Table 3 above shows that both male and female students in the experimental group (PowerPoint classroom) had the pretest attitude mean scores of 2.66 and 2.51 with standard deviations of 0.38 and 0.35 respectively. Thus, indicating that both male and female students in the treatment group were at the same attitude level before treatment. However, results in the table shows that the posttest attitude mean scores of male and female students in the treatment group were 3.36 and 3.29 with standard deviations of 0.31 and 0.32 respectively. The higher attitude mean gain score of 0.78 for the female group over that of the male group (0.7) indicates that female students had slightly improved attitude towards marketing than their male counterparts.

**Ho2** There is no significant difference in the mean attitude of male and female of the experimental group.

**Table 4:** Independent sample t-test of difference between the male and female attitude score of the experimental group

| Groups            | N      | Mean   | SD    | Df | Probability | t-cal | t-tab | Decision |
|-------------------|--------|--------|-------|----|-------------|-------|-------|----------|
| <b>Exp. Group</b> | Male   | 9.821  | 3.402 | 85 | 0.05        | 0.44  | 1.65  | Accepted |
|                   | Female | 10.307 | 3.323 |    |             |       |       |          |

**Source;** field work (2023)

Table 4 above shows the attitude scores of both the male and female of the experimental group the mean score of the male students in the experimental group was 9.821 and standard deviation of 3.402 while the female obtained the mean score of 10.307 and standard deviation of 3.323. The mean difference of these groups was 0.486 and magnitude of their effect size was very small (0.005 eta square). This shows that there was no significant difference between the male and female in attitude towards

marketing since the t-calculated value of 0.44 is less than the t-tabulated value of 1.65 (0.44 is less than 1.65) with a degree of freedom of 85 and probability of 0.05. The null hypothesis was accepted which revealed that the attitude level of both the male and female students for experimental group was almost the same

### **Discussion of the Results**

The study on the effect of PowerPoint Instructional Strategy on Students' Attitude towards marketing revealed that, students taught marketing with PowerPoint classroom strategy obtained higher attitude mean scores than those of their counterparts taught the same topics with conventional classrooms method. The finding showed a significant difference in the mean attitude scores of students taught marketing with PowerPoint classroom strategy and those taught with conventional classroom method, specifically, in favour of the PowerPoint classroom strategy.

This finding showed that PowerPoint enhance students' attitude in marketing. The increase in students' positive attitude observed in this study after being introduced to PowerPoint instructional approaches supports Vygotsky's theory of learning, which notes that students acquire a new information by social interaction with others. This encourages students to participate actively in the learning process. The study also backs up Bandura's social learning theory, which states that people learn new knowledge and behavior by watching others. Students in PowerPoint gained knowledge after watching the slides.

The finding agrees with the earlier findings of Marlowe (2017), Nawi, (2015) and Yousefzadeh and Salimi (2015) who revealed in their respective studies that PowerPoint classroom was more effective in improving students' attitude scores in marketing than conventional classroom method. However, the finding also agrees with Jana and Patra et al (2017) ALRowais, A. S. (2018), Aninweze (2015) and Chukwu (2015) that that use of innovative instructional strategy like PowerPoint significantly enhanced students' attitude towards marketing than conventional classroom method. The finding disagrees with Quain (2017) who concluded that the difference in the mean attitude scores of students taught marketing in the problem-solving group and lecture group was not significant. The observed sameness of attitude towards marketing between the experimental and control groups in the previous work by Quain could be as a result of inability to control extraneous variables such as; the teacher variable and the pretest posttest sensitization effects which may have affected the validity of the findings of the previous work.



Influence of Gender on Students' Attitude towards marketing the results showed that female students had slightly improved mean-gain attitude scores than their male counterparts in marketing though the difference was not significant. Specifically, the finding showed no significant gender-influence on students' mean attitude scores in marketing. This could be attributed to the equal learning opportunities that were provided to both male and female students in the PowerPoint learning group. This finding agrees with the earlier findings of Ezenwosu, S. U. & Nworgu, L. N. et al., (2017). and Quain et al (2014) Mankinde and Yusuf et al.,(2018) whose studies revealed that there was no significant gender influence on students' attitude in marketing. Meanwhile, the finding contradicts Jana and Patra (2017), Onuoha and Eze et al (2018) and Ozdemir, et al 2017) who found out in their respective studies that, gender had significant influence on students' attitude scores in marketing. The observed gender-influence in the previous works could have arisen due to instructional biased situations which could have favored either boys or girls in particular.

### **Implications of the Findings**

The findings of this study have several significant implications. Specifically, the study has shown that, use of PowerPoint classroom strategy could enhance students' performance in marketing concepts that promote entrepreneurship ideas. Thus, curriculum planners, teachers and other stakeholders can seek to promote entrepreneurship education in marketing classes through the use of innovative educational tools such as PowerPoint classroom strategy.

### **Conclusion and Recommendations**

From the findings and discussion, it was established that, PowerPoint classroom strategy was more effective in enhancing students' attitude towards marketing concepts with entrepreneurship potentials than the conventional classroom method. There was no significant gender influence on students' mean attitude scores in marketing concepts that promote entrepreneurship ideas when taught with PowerPoint classroom strategy. It has been established that instructional strategy and gender do not exert any significant interaction effect on students' attitude. Thus, the treatment variable (PowerPoint classroom) was accountable for the significant improvement in the attitude of students in this study.

Based on the findings and implications, the following recommendations were made:

1. Teachers should adopt PowerPoint classroom strategy to enhance students' attitude towards Marketing.

2. Curriculum planners and educational policy makers should consider a review of the curriculum to incorporate PowerPoint classroom strategy into the national SSS marketing curriculum. This could significantly improve students' attitude towards marketing concepts that potentially enhance entrepreneurship ideas in Nigerian secondary schools.
3. State Governments in collaboration with State Ministries of Education should organize and sponsor regular training workshops and conferences to train teachers on how to promote entrepreneurship potentials through the use of innovative PowerPoint classroom strategy.

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