

STUDENT'S PERCEPTION OF E-TEACHING TOOLS AND THEIR ACHIEVEMENTS IN DRIVING SCHOOLS IN YAOUNDE

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ABSTRACT

This study examined findings from three driving schools in Yaoundé (Trecy, Plannette and European). It focused on students' perception of e-teaching tools and achievements in driving schools in Yaoundé" the study was motivated by the fact that despite the rapid change in technology, there is poor usage of available tools, increase in road accidents and reckless driving which constituted the problem of the study. Thus, the purpose of the was to find out whether e-teaching tools enhance competence, skills, abilities and knowledge in learners and if e-teaching tools have an effect on students' achievements in driving schools in Yaoundé. Data was collected using 37 items administered to 180 driving school students randomly sampled. The results showed that three e-teaching tools (computer assisted teaching, audio visual materials and online documentation) have an effect on students achievements because the chi square calculated was greater than the chi square read. On the other hand one of the tools-the use of mobile devices showed that there was no relationship between e-teaching tools and students achievements. Based on these results the researcher concludes that e-teaching tools have an effect on students' achievements in driving schools in Yaoundé.

KEYWORDS: E-Teaching, Perception, Students, Achievements, Driving Schools and Technology

INTRODUCTION AND PROBLEM

According to researchers like Pelgrum and Law (2003); Bransford, Brown and Cocking (2000), education is one of the major fields that has been influenced by technology in terms of globalization. Technology according to Yusuf, Adewale & Abolade (2005), is anything that is used to store, reproduce, send and receive information such as videos, cameras, television, radio and mobile phones. In addition, Offorma (2002) defines e-teaching as the use of electronics to support teaching and learning. Technology has witnessed a great change from the 20th to the 21st and the world is becoming a global village, experiencing easy transmission of information, facilitation of communication, rapid movement of people, exchange of ideas and the necessity for countries to interact. ICTs have become a basic and fundamental tool for strengthening structures in every sector in modern society. The popularity and accessibility of ICTs tools have created easy access to information, preservation and storage of files and programs, thus, facilitating the teaching and learning process in every sector of education including driving schools.

Also UNESCO (2002), states that, “all students should be groomed with technology as the end to slot it into their learning systems”. According to UNESCO, there is the need to understand ICT in education through policy awareness, and innovation, through curriculum and assessment. Tinio (2005), talks on how ICT/e-teaching tools can be used and how they improve efficiency and effectiveness in education at all levels and settings. Fonkeng and Tamanjong (2009), lay emphasis on the uses of different tools like photocopiers, computers and media. According to Haddad and Draxler (2000), ICTs/ e-teaching and learning are used in presentation, demonstration, interaction, collaboration, drill and practice. This study does not only support Taylor (2009), but also underscore that teachers guide students through communication and tools for every subject. These tools are manipulated to make the process useful.

Bransford, Brown and Cocking (2000) and Luskin (1998), say a number of features of the new technology are consistent with the principles of science and learning which is determined to innovate education. According to Luskin, (1998) and Lousada, (2010), it is the use of electronics in information network like internet, intranet and extranet whether wholly or partially for the purpose of delivery, interaction and facilitation of information. It contains exciting curricular and programs to motivate learners study, enable them have feedback, get access to information, test ideas and facts, solve problems and revise knowledge acquired. Many committees have been put in place in Cameroon for example an inter-ministerial committee known as operation MIJEF in Cameroon under the patronage of First Lady Chantal Biya which is working in Yaoundé on ICT for education and the commitment to introduce ICT into all levels of the public education system. Driving schools need innovations with the use of technology.

According to Yusuf, Adewale & Abolade,(2005) ICTs bring new things into play, better or improve the things that already exist, enrich what already exist, better skills of individuals, and motivate both teachers and learners, to engage in learning activities, help to cement the relationship between theory and practicals. Besides, ICTs/e-teaching improves the quality of education. NCTE, 2008 relates that, writers and readers of the 21st century need to develop competency and proficiency in technology; they need to acquire skills on how to manipulate tools, design, interact and use information across the environment, nation and communities to build relationships.

Besides Akanbi, (1993) looks at the use ICT in view of its importance; this study does not set for the elimination of the traditional method; rather, it studies student’s perception for ICT tools with regards to how it enhances their acquisition of competence. Use of ICTs facilitates the acquisition of driving skills and aids the accurate transmission of knowledge, skills and attitudes for better driving skills. There are several tools in existence with several advantages and if seriously included in teaching and learning process as far as driving is concern, better drivers will be produced and some costly accidents won’t be repeated on the road. Kwame (2014), says e-teaching tools are very important in education as they give individuals access to information, help teachers deliver content, and help students in retention which is the most important factor especially in reproducing what has

been acquired as knowledge. Also, Kling et al. (2005), puts it that technology is used to promote fluency, breaking physical barriers. Besides, the promotion and frequent use of ICTs at all levels and forms of education will favor all types of teachers and learners with different learning styles. Bransford, Brown, and Cocking (2000) caution that the positive impact of technology does not come automatically; much depends on how teachers use ICT in their classes.

The Technology Acceptance Model of Davis (1989) highlights that there are several factors that influence learners to use technology. These factors include availability of resources, curiosity, knowledge, experiences among many others. Furthermore the Inquiry Based Learning of Dewey (1952) which is a form of discovery learning, also known as problem based learning says that students derive general principles, reason and apply them in new situations. Discovery learning is an active process of inquiry-based instruction that encourages learners to build on prior knowledge through experience and to search for new information and relationships based on their interests; people construct knowledge based on experience (Brunner, 1961).

To be a qualified driver, each individual needs to obtain adequate training and knowledge. According to Andrea (2000), a survey was carried out which revealed that teachers voted that effective usage e-teaching tools in education will enhance effectiveness, efficiency, competencies, personality developments and abilities (Akinola, 2005). Also, Dragana and Lididja (2015), relates that poor use of e-teaching tools are as a result of lack of constant renewal and maintenance of tools, lack of modifications, lack of trained personnel, lack of diverse tools and lack of confidence to explore available tools due to poor training which further limits usage and application of e-teaching tools in the teaching and learning process. Negligence and assumption therefore limit the complete transmission of competency, abilities and skills.

In the learning system, use of technology is part of instructional media which position students and teachers to actively be involved in the teaching and learning process. Frost (2007), talks of the importance of training in the development of skills and driving schools has the main objective which is to train drivers. The training of drivers was done locally in the past but as the years went by, there was a need to create schools to train drivers and also better their driving skills. Driving schools in Cameroon are placed under the Ministry of Transport which centralizes control and monitoring though this is only to an extent. E-teaching education in driving schools involves the use of electronic devices like computers, phones, televisions, and others in various ways to attain different objectives.

The poor use of e-teaching tools enhances ineffectiveness in teaching and learning, leading to wastage of time, also professional development, a slowdown in the learning process, competence and skills become retarded due to inadequate and short time frame of training, insufficient transmission of knowledge skills and attitudes, unawareness of the of the use of different e-teaching tools and wrong applications of tools due to untrained teachers with the use of ICTs, has led to very poor

output which can best explain the increase in the accident rate in the country today (about 25000 deaths registered in the last five years) (www.Cameroon The problems of poor use in teaching and learning in driving schools now require a modern and systematic approach.

Purpose of the study

The main objectives of this study was to find out students' perception of E-teaching tools and the extent to which E-teaching tools have an effect on students' achievements in driving schools in Yaoundé. Specifically, the study sought to;

1. Find out how the use of computer assisted teaching affects students' achievements in driving schools in Yaoundé.
2. Examine the effects of the use of mobile devices on students' achievements in driving schools in Yaoundé.
3. Find out how the uses of audio visual materials affect students' achievements in driving schools in Yaoundé.
4. Examine the effect of the use of online documentation on students' achievements in driving schools in Yaoundé.

Hypotheses

Ho1: The use of computer assisted teaching has an effect on students' achievements in driving schools.

Ho2: The use of mobile devices has an effect on students' achievements in driving schools.

Ho3: The uses of audio visual materials have an effect on students' achievements in driving schools

Ho4: The use of online documentation has an effect on students' achievements in driving schools.

Methodology

In this study a descriptive survey research was used because only a representative portion of the population was sampled for the results to be generalized to the entire population. The instruments of data collection were principally on the use of a 37-item questionnaire and an interview guide. The population of study involves 405 students from three driving schools in Yaounde (Auto-ecole planette, Auto-école Trecy and Auto-école European). From this, 180 were selected using the stratified random sampling technique. The inferential statistics used was the Chi-square (χ^2) test of independent variable which was the tool used because of its universality.

FINDINGS

The use of computer assisted teaching has an effect on students' achievements in driving schools

Table 1: Chi-Square Tests for computer assisted teaching*students achievements

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	532.065	345	.000
Likelihood Ratio	267.743	345	.999
Linear-by-Linear Association	24.902	1	.000
N of Valid Cases	179		

a. 384 cells (100.0%) have expected count less than 5. The minimum expected count is .01.

As realized by the use of the chi square test of independence for two variables. The chi square test statistic (X^2) calculated value was 532.065 and the critical value is 341.395 at an alpha level of significance being 0.05. The correlation contingency (C_c) was 0.86 and the contingency maximum (C_{Max}) was 0.97 meaning there is a highly positive relationship between the use of computers in teaching and students' performances in driving schools in Yaoundé. Based on the researcher's analysis, the null hypothesis was rejected leading to the conclusion that, the use of computer assisted teaching has an effect on students' achievements in driving schools.

The use of mobile devices has no effect on students' achievements in driving schools.

Table 2: Chi-Square Tests for use of audio visual materials *students achievements

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	326.827 ^a	280	.028
Likelihood Ratio	248.065	280	.916
Linear-by-Linear Association	2.995	1	.084
N of Valid Cases	178		

a. 315 cells (100.0%) have expected count less than 5. The minimum expected count is .01.

The chi square analysis for this hypothesis for this hypothesis shows that there is a negative relationship between the teacher-student interaction and learning effectiveness. The calculated chi square which was 326.827 was less than 341.395 which is the critical value of chi square at degree of freedom of 280, at alpha 0.05. In this case, we reject the alternative hypothesis and retain the null hypothesis. The results show that majority of the teachers do not use mobile devices with students in the teaching/learning process.

The use of audio visual materials have an effect on students’ achievements in driving schools in Yaoundé audio visual

Table 3: Chi-Square Tests for use of mobile devices teaching*students achievements

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	483.663 ^a	435	.053
Likelihood Ratio	291.830	435	1.000
Linear-by-Linear Association	10.316	1	.001
N of Valid Cases	177		

a. 480 cells (100.0%) have expected count less than 5. The minimum expected count is .01.

The value of chi square test statistic calculated was 483.663 and the critical value was 447.126 at an alpha level of significance 0.05, and 435 as the degree of freedom with a Cc as 0.85 and Cmax 0.97. We therefore concluded that there is a significant relationship between audio-visual materials and students’ academic achievements in driving schools in Yaoundé.

The use of online documentation has an effect on students’ achievements in driving schools in Yaoundé.

Table 4: Chi-Square Tests for use of online documentation*students achievements

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	481.227 ^a	360	.000
Likelihood Ratio	312.842	360	.965
Linear-by-Linear Association	21.920	1	.000
N of Valid Cases	178		

a. 400 cells (100.0%) have expected count less than 5. The minimum expected count is .01.

The value of chi square test statistic is calculated was 481.227 and the critical value is 341.395 at an alpha level of significance 0.05, and 360 as the degree of freedom. The Cc was 0.85 and the Cmax 0.96. We therefore concluded that there is a significant relationship between online documentation and students achievements. Online documentation that could potentially be used in driving schools include books, graphs, charts, maps, dictionaries, newspapers, magazines, print materials and even online documentary. They equally make learning easier for students as they help them to learn through natural and artificial things. Teaching-learning aids equally determine how fast and how far teachers will go in the teaching and learning process.

CONCLUSION

It was found that the use of computer assisted teaching has an effect on students' achievements in driving schools; the use of mobile devices has no effect on students' achievements in driving schools; the use of audio visual materials have an effect on students' achievements in driving schools; and that the use of online documentation has an effect on students' achievements in driving schools in Yaoundé. It was equally realized during interviews that there are lapses as far using e-teaching tools in driving schools are concerned. Following these findings, it is quite obvious that the teachers themselves don't know that there are more e-teaching tools which can be used and if effectively used, students' achievements in driving schools will be higher. Thus, e-learning plays a vital role in the teaching of driving school students.

The above results are confirmed by the technology acceptance model of Davis (1989). Technology acceptance models were used to measure teachers' computer usage beliefs and intentions. Davis (1989), found out that both perceived usefulness and perceived ease of use directly mediated behavioural intentions; learner's intentions to use technology are based on the learning environment. According him, learners' interaction with the environment enables them construct new knowledge and better skills in addition to what they already knew. Also, how learners build up knowledge at the different levels and stages which better their thinking capacity as this goes on to build their skills. Therefore the tools in the learning environment get to influence learner's intentions and eventual use of tools thus leading to better achievements. Furthermore, the findings of this study are in congruence with Akanbi, (1993), Kling et al. (2005) and Yusuf, Adewale & Abolade,(2005) who have all shown the importance of ICTs in the teaching learning process as it assists in bringing new things into play, improving the things that already exist, enriching what already exist, motivating both teachers and learners to engage in learning activities and in helping to cement the relationship between theory and practice

RECOMMENDATIONS

To the government

1. The government of Cameroon should implement policies on harmonizing e-teachings tools to be used in the different driving schools and intensify supervision and inspection of each driving school.
2. Provide or subsidize driving schools with more e-teaching tools and monitor how teaching and learning is done.
3. Supervise teachers training in the driving schools in the country on the use of more tools like cameras, televisions, tape recorders, projectors, to better teaching and learning in every sector of education. To driving schools
4. The proprietors should provide more e-teaching and learning tools and bring experts to train both teachers and learners on how to use e-teaching tools.
5. The teachers should see the need for training and acquisition of knowledge.

6. The teachers should also learn to build good relationships with students so that students will be open enough to learn and express their learning difficulties to teachers.
7. Moreover students in driving schools should use diverse tools in the learning process and use them frequently to make learning easier; this can easily be done with the help of teacher. On the other hand they should try to use other tools like tape recorders, television, radios, mobile devices and projectors to facilitate learning.

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Fourth corrections general comments

1. Use the APA referencing style in all your citations and references
2. Not all citations have been referred.
3. Elaborate on the theoretical model of this study
4. Some paragraphs are lengthy and have no references (this could be tantamount to plagiarism)