

**THE PREFERENCES OF USING TEACHING AIDS AMONG
LECTURERS IN DEPARTMENT OF COMMERCE, POLITEKNIK
SULTAN SALAHUDDIN ABDUL AZIZ SHAH**

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Abstract

The uses of teaching aids cannot be avoided in teaching because of the use of these devices could help students to sharpen their senses and achieve effective learning. This study is to look on how well the lecturers in Commerce Department using the teaching aids in their teaching process. The objectives of the report are to identify the types of teaching aids and the level of preferences in using teaching aids among lecturers in Department of Commerce, Politeknik Sultan Salahuddin Abdul Aziz Shah. 40 questionnaires were distributed to the lecturers in Department of Commerce. The finding shows that most lecturers are willing to use all types of teaching aids. They also have high preferences in using teaching aids. The findings hopefully will help and assist the lecturers in the teaching and learning process in order to reduce students' boredom and improve their attention during the teaching and learning process. The finding implies that even though the level of usage of teaching aids are very high among the lecturers in Department of Commerce, Politeknik Sultan Salahuddin Abdul Aziz Shah, they still need effective courses/seminars related to teaching aids to continuously improve their teaching and learning process.

Keywords : lecturers, teaching aids, teaching and learning process

1.0 Introduction

Teaching materials play an important role in making learning-teaching process in the class, by presenting signs and explanations to students and making students comprehend these signs and explanations. Teaching materials provide a great deal of convenience in teacher's ability to convey a message to students in an accurate, proper, clear and understandable manner; in making abstract knowledge concrete and in enabling students to comprehend complex ideas through simplification

According to Ng Ying (2004), all types of learning and experience gained is through our own senses such as sight, hearing, touch, taste and smell. The uses of teaching aids cannot be avoided in teaching because of the use of these devices can help students sharpen their senses to help them achieve effective learning.

This research is designed to the lecturers of Commerce Department in Politeknik Sultan Salahuddin Abdul Aziz Shah. This study is to look on how well the lecturers in Commerce Department using the teaching aids in their teaching. Using this research, hopefully the result can be beneficial to lecturers and students.

2.0 Literature Review

This is the literature review section

2.1 Teaching Aids

Teaching aids are defined as any concrete materials, manipulative, common tools, special educational materials, board games, play activities, pictures and occupational tasks. Teaching aids can be described as constructed objects which represent reality. Teaching aids are tools that lecturers use to help their students learn quickly and thoroughly. A teaching aid can be as simple as a chalkboard or as complex as a computer program. Because every individual learns in a different way, lecturers rely on these tools to explain concepts to students with a wide variety of learning needs. Teaching aids are crucial for educators as they are keys in differentiating instruction for all types of learners.

For students they can facilitate learning postulates that, "a teaching aid must, as the name suggest, assist the teaching of a topic. It does not do the whole job. Yilmaz (2005) evaluated the effects of technology use on students' achievement and attitudes and found that technological materials have positive impacts on achievement and attitudes. A similar study was carried out by Sevindik (2006), who investigated the effects of the use of smart classes on students' academic achievement and attitudes at higher education.

Lecturers need to wisely choose the most appropriate teaching methods for the students because it helps them to prepare instructional materials that are meaningful and interesting and able to develop their talents and potential students in achieving the objectives of the National Education Philosophy (Ee Ah Meng, 1997). One suggestion is while preparing their lesson/daily plans, lecturers should also think about the teaching materials they will use in their lessons in order to decide where and how to use these materials in a proper way, and to make their arrangements accordingly (Demirel, 1999) The questions is, to what extent the use of teaching aids among the lecturers in Politeknik Sultan Salahuddin Abdul Aziz Shah in teaching and learning?

The findings hopefully will help and assist the lecturers in the teaching and learning process. It plays an important role in helping the lecturers to explain the lesson content in their classes. For students, it can hopefully reduces students' boredom and improve their attention during the occurrence of the teaching and learning process.

The higher the number of sensing organs activated by the teaching materials employed in learning-teaching process, the better and more enduring the learning process is. Correspondingly, forgetting is delayed (Yasar and Gultekin, 2009). While preparing their lesson/daily plans, lecturers should also think about the teaching materials they will use in their lessons in order to decide where and how to use these materials in a proper way, and to make their arrangements accordingly (Demirel, 1999).

Based on this research, (Can, 2010) investigated the attitudes of the pre-service teachers from the department of elementary education towards the usage of teaching materials; overhead projector and projector in their classes. According to the study, students indicated that the use of overhead projector and projector

brings some kind of change and variety to the teaching, saves teaching from being monotonous, and contribute to establishing lively, colorful and smooth setting for teaching and learning.

One can only adapt to his/her setting through education and teaching. However, this setting should be organized in such a way that it should ensure efficiency and effectiveness in learning and should guarantee functionalism. One of the main elements which will ensure efficiency in learning is the use of materials (Yalin, 2009). Use of materials in teaching can be identified best as the use of sup-porting elements which enrich the education and teaching setting, facilitate learning and concretize addressing the sense organs of the learner.

While acquainting the individual with relevant information, skills and attitudes, educators try to increase the efficiency and effectiveness of education through analyzing various aspects of learning teaching process such as "teaching programs, learning-teaching settings and teaching methods". Development of teaching programs as well as learning and teaching methods and increasing the efficiency of present technologies or material in terms of reaching their goals have become the major objectives (Yildiz, Sünbül, Halis & Koç, 2002). Taking the findings of these research as basis, in 1974, education technologists comfortably announced that sufficient evidence was compiled in order to make the below mentioned statements (Yildiz, 2002).

When materials are included in education programs, learning also improves. When various materials are used during education, learning occurs more rapidly. Students prefer teaching methods benefiting from materials to traditional methods. These results have once again confirmed the advantages introduced by the use of materials in teaching. They have also shown that the use of materials in teaching contributes to a more meaningful understanding of information by the students. During learning and teaching process, materials are generally used to support teaching. Well-designed teaching materials enrich the teaching process and facilitate learning. In other words, materials yield to a multi-learning setting. (Yalin, 2009). The reason behind this fact is that the number of sense organs stimulated through this.

The use of materials and tools is one of the importance of an effective education and teaching. As expressed by Yalin (2009), tools and materials used during the learning and teaching process ensure a multi learning setting, help teachers meet the needs of students, increase the success of students, attract attention to the lesson, facilitate remembering new concepts, ensure saving of time, provide the opportunity of regular observation, concretize the abstract into the concrete, ensure coherent content, can be used repeatedly and simplify the content paving the way for easier understanding. Kulik (1991) have made an analysis study which evaluates the results of experimental research on the effect of material use in student success. The studies included in the literature have been classified as computer-aided education, use of audio materials, visual education and individual-based education system. Results achieved by researchers confirm the opinion of teachers that the use of materials and tools in the lessons is a must for an effective education. While selecting the materials and tools; teaching goals, teaching method, profile of the students, education environment, quality and design of materials, attitudes and skills of the teachers, cost, time devoted, achievability are taken into consideration.

Yildirim, Kasim (2014) state that teachers complain about inflexible education programs, lack of pre-service and in-service trainings offered, failure to equip the schools with necessary tools and materials, lack of functionality of the mechanisms towards encouraging the use of materials and tools etc.

3.0 Methodology

The researchers have designed questionnaires distributed to 40 respondents who are lecturers from Department of Commerce, Politeknik Sultan Salahuddin Abdul Aziz Shah. The research technique used was simple random sampling. Researchers have designed the questionnaires based on the research questions and objectives with three sections. Section A is for demographic questions and Section B consists of questions related to the types teaching aids. Section C includes the questions on the level of preferences in using teaching aids.

A five-point Likert from the scale of (1) Strongly Disagree to the scale of (5) Strongly Agree was used in this study. Data were obtained and analyzed in percentage and mean. Richard and David (2000), states that for the purposes of analysis, a five-point Likert scale, ranging from a mean difference was divided into three. Mean score between 3.68 to 5 is categorize as High, mean score between 3.67 to 2:34 is categorize as Moderate and mean scores between 2:33 and 1, is categorize as Low. Past researched has also indicated that the mean score between 3 to 5 indicate a positive reaction or "Agree/Strongly Agree" (Faridah, 2006).

SPSS (Statistical Package for Social Sciences) was used to analyze the data distributed randomly to lecturers Department of Commerce in Politeknik Sultan Salahuddin Abdul Aziz Shah. The statistical analyzes were gathered from SPSS to reduce errors and time from manual calculation. As to clarify the information in depth, a serial of tables were used in explaining the results.

The researchers have done a pilot test before distributing the questionnaires to the respondents. The reliability test magnitude that is needed for a valid research should be more than 0.7 (Andy Field, 2005) The result is intended to create a set of questionnaires which has high reliability and easily understood by respondents. The results of Cronbach's Alpha is 0.907 as shown on table 1.

Table 1: Pilot test's reliability statistic

<i>Cronbach's alpha</i>	<i>Number of items</i>
0.907	25

4.0 RESULTS

Table 2: Types of f teaching aids used

<i>No</i>	<i>Type of Teaching Aids</i>	<i>Mean</i>
1	White Board	3.80
2	Printed Material	4.10
3	Projector eg Power Point Slide	4.38
4	Interactive Media eg.CIDOS	4.33
5	Video and Audio	3.35
Average of Mean and Level		3.99

Based on the table, it is shown that whiteboard, printed material, projector and interactive media are the most used types of teaching aids among lecturers. Video and audio are the least types of teaching aids used.

Table 3 : The level of preferences in using teaching aids

No	Item	Mean
1	Students are more interested in learning when I use teaching aids.	4.25
2	Teaching aids can help me guide student easier during classes	4.25
3	Explanation of the concept and subject matter become easier and faster when use teaching aids.	4.05
4	Teaching aids can help me when teaching difficult subject more effectively.	4.15
5	The use of teaching aids can motivate students to learn.	4.05
6	Students are more active when I use the teaching aids while teaching.	4.13
7	The use of teaching aids can provide new ideas to students.	4.08
8	Interaction between me with the students will be more active when I use teaching aids.	4.15
9	The use of teaching aids can make the learning environment more fun and exciting.	4.18
10	Student will focus more when I use teaching aids.	4.03
Average of Mean and Level		4.13

Based on Table 3, the overall finding concludes that the mean average of the level of preferences in using teaching aids are at a high level of 4.13. This suggest the use of teaching aids in teaching and learning process is highly preferred by the lecturers.

5.0 Conclusions And Recommendations

As a conclusion, findings showed that the types of teaching aids mostly used by the lecturers are whiteboard, printed material, projector and interactive media in their teaching and learning process. It shows that the use of teaching aids in teaching and learning process is preferred by the lecturers in Commerce Department. There is no doubt that the usage of teaching aids is important to help lecturers transmit their knowledge to better education and effective teaching. In addition it also helps students understand the theories presented better than without using the teaching aids.

The findings may be served as guidelines for lecturers when implementing visual aids in teaching, as they want their students to fully concentrate on the lesson, and by being aware of the expectations and needs in the particular courses. When the lecturers know how to grab students' attention, they can provide a friendly and interesting atmosphere for the students to learn. This will encourage the students not to just learn by listening and writing what the lecturers told, said and provided in the classroom, but they will find their own initiative to read what they learn in order to improve their own understanding towards the lesson. Furthermore, the implementation of visual aids in teaching and learning process is less time consuming.

The lecturers will have more ample time to create enjoyable classroom activities and conduct an effective teaching and learning process. We can conclude that even though the types of

teaching aids are the most used types of teaching aids among lecturers in Department of Commerce, Politeknik Sultan Salahuddin Abdul Aziz Shah, lecturers need effective courses/seminars related to teaching aids to continuously improve their teaching and learning process.

Therefore, the findings are beneficial not just to the lecturers, but the overall institution as well. In the light of the results of the study, the following recommendations can me made:

- i. Lecturers should be encouraged to undergo an in-service training or seminars to increase the use of teaching aids and enhance skills and knowledge especially in interactive media and technologies.
- ii. Lecturers' awareness regarding the importance of technology usage in teaching and learning process should be increased.
- iii. Support from the management is highly needed to ensure that the teaching aids are in good condition and maintain, technology being updated from time to time and well equipped in a large quantities for usage of many lecturers for examples strong wifi signal in campus area.

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TRAIT PERSONALITI STIFIn DALAM MEMBANTU PENCAPAIAN AKADEMIK PELAJAR

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Abstrak

Personaliti pelajar boleh menentukan banyak perkara penting di sepanjang tempoh pengajian pelajar seperti kaedah pembelajaran, pencapaian akademik dan kerjaya yang bersesuaian. Pengajaran dan pembelajaran akan menjadi lebih mudah jika pelajar mengetahui dan memahami perkara yang mempengaruhi tingkahlaku mereka. Pengetahuan ini boleh digunakan untuk meningkatkan pencapaian akademik mereka. Terdapat pelbagai ujian personaliti yang boleh digunakan, walau bagaimanapun bagi kertas konseptual ini, ujian bio-metrik STIFIn digunakan. Ini adalah kerana penggunaan ujian personaliti yang berteraskan bio-metrik mempunyai kebolehpercayaan yang lebih tinggi berbanding ujian menggunakan kaedah soal-selidik yang melibatkan bias.

Kata Kunci: Ujian Personaliti STIFIn, pencapaian akademik, personaliti trait.

1.0 PENGENALAN

Personaliti pelajar banyak mempengaruhi cara dan gaya pembelajaran pelajar. Ini akan memberi kesan kepada pencapaian akademik mereka. Pelbagai ujian psikometrik dijadikan metod untuk mengenalpasti personaliti diri di antaranya ialah 'Big Five Factors' dan 'Five Factor Model', 'intelligent quotient tests', 'self-assessment' (A. Kaklauskas et al., 2010). Kebanyakan ahli akademik dan pengamal mempunyai pandangan yang sama iaitu ciri-ciri personaliti mempengaruhi kejayaan pelajar (A. Kaklauskas et al., 2010). Malah menurut Komarraju, Karau, & Schmeck, 2009; Nofle & Robins (2007) menyatakan terdapat sebilangan ahli akademik yang menganalisa peranan the 'Big Five Factors' seperti (*Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism*), untuk meramal motivasi akademik, pencapaian dan kejayaan akademik pelajar.

Menurut Komarraju, Karau, & Schmeck, 2009; Nofle & Robins (2007), 'Big Five Personality' merangkumi personaliti trait yang tersusun di dalam lima domain keperibadian seperti berikut:

- *Neuroticism* – kecenderungan untuk mengalami emosi yang tidak stabil seperti bimbang, marah atau murung.
- *Extraversion* – kecenderungan untuk mendapatkan stimulasi dan sokongan orang lain serta mengalami emosi penuh bersemangat, antusias, dominan, ramah dan komunitatif.
- *Agreeableness* – kecenderungan untuk mengalami perasaan belas kasihan dan semangat bekerjasama dan tidak berperasangka dan antagonistik terhadap orang lain.