AVAILABILITY AND UTILIZATION OF MULTIMEDIA RESOURCES ON STUDENTS' ACHIEVEMENT IN FRENCH LANGUAGE IN PUBLIC JUNIOR SECONDARY SCHOOLS IN IMO STATE, NIGERIA

RICHARD MOFOR KHAN (Ph.D)
Department of Language Education,
Faculty of Education, Imo State University, Owerri
richardkhan428@gmail.com
07030958751

Abstract

This study examined availability and utilization of multimedia resources on students' achievement in French language in public junior secondary schools in Imo State, Nigeria. Two research questions were asked and one hypothesis was formulated and tested at 0.05 level of significance. The study adopted a survey research design. The population of the study consists of 78,626 students in 273 public junior secondary schools in Imo State. Taro Yamane formula was used to determine a sample of 398 JS II students from 20 selected public junior secondary schools in the study area using stratified sampling technique. The stratified sampling technique allows the researcher to group the students in different strata. The instruments for data collection were a checklist titled, Availability of Multimedia Resources Checklist (AMRC) and a self-constructed rating scale titled "Utilization of Multimedia Resources on Students' Achievement in French Language Scale (UMRSAFLS) which contained 20 items. The instrument was validated by three research specialists. Reliability coefficient of 0.81 was obtained using Cronbach Alpha statistics. Research questions were answered using simple percentage, mean and standard deviation statistics while the hypothesis was tested using t-test statistics. The result revealed that multimedia resources such as internet, multimedia projector, computer, webinar zoom meet, interactive whiteboard, video/teleconferencing, blog and e-books were unavailable for students' achievement in French language. It was also revealed that there is a low but significant level of utilization of multimedia resources for students' achievement in French language in secondary schools in Imo State. Based on the results, it was recommended among others that Imo State Government should provide adequate funds for the procurement and maintenance of multimedia resources in order to ensure that they are made available for the improvement of students' performance in schools.

Keywords: Availability, French language, Multimedia resources, Students' achievement and Utilization.

Introduction

French is a popular foreign language in Nigerian secondary schools, often seen as a mark of cultural sophistication. In many schools, French is taught as a compulsory subject, impacting

students' attitudes towards it. Some students view French as difficult due to its complex grammar and pronunciation. Others see it as valuable for international communication and future opportunities. The status of French in schools varies, with some institutions emphasizing it more than others. Students' perception is often influenced by teaching methods and available resources. Where French is taught interactively, students tend to show more interest. Many secondary school students in Nigeria view French as a difficult subject due to pronunciation challenges and grammar complexities. Some students see French as irrelevant to their future careers, especially if they're not interested in international relations or tourism. Others appreciate the cultural enrichment and potential job opportunities that come with speaking French. In some schools, the teaching methodology or lack of resources contributes to students' negative perception.

The French language is a Romance language that originated in France and is spoken by over 274 million people worldwide, serving as an official language in countries such as France, Belgium, Switzerland, Canada, and many nations in Africa and Nigeria is not an exception. French language was introduced into the countries education after the extinction of Latin language. The language was highly esteemed because the users were seen as prestigious; but today it seems the feelings are no longer the same. Nigeria as a nation or country is a place where diverse languages are spoken but belong to the English population that is surrounded by the French countries. Iwala and Abuga (2025) assert that Nigeria as an Anglophone country is surrounded by francophone countries: the Republic of Benin in the West, Niger Republic in the North, Chad Republic in the North-East and Cameroon in the East. Ability to communicate in French language will help them to break the problem of language barrier which might occur during their interactions with the francophone neighbours. Also, in the educational settings, fluency in the language will improve students' knowledge in the subject matter thereby leading to high academic achievement in French language.

Achievement is an assessment of how much students have learned, the extent to which a student has acquired certain information or mastered skill usually because of planned information or training. Achievement according to Chibio (2022) is what students are able to gain in the Senior Secondary School Certificate Examination (SSCE) after completion of senior secondary instruction. Nnamani and Oyibe (2016) see achievement to be the level of an individual's educational growth in a test when compared with the scores of others of the same level. Generally, achievement means accomplishment or proficiency of performance in a given skill or body of knowledge. Achievement has to do with attainment of a set of objectives of instruction. For instance, if a student accomplishes a task (such as French Language) successfully and attains the specified goal for a particular learning experience, he is said to have acquired achievement. Ogundola et al., (2020) assert that a student's success is generally judged by examination performance while the best criterion of performance is the sum of the student's achievement in all the subjects taken. Akinsola and Igwe (2017), was of the view that achievement is a fundamental criterion by which all teaching-learning activities are measured, using some standards of excellence and the acquisition of particular grades in examinations to measure student's ability, mastery of the content, and skills in applying the knowledge acquired

in teaching and learning of French language. Students' ability to improve in their academic achievement cannot be gotten through teaching the subject (French language) in a conventional classroom setting rather through the use of innovative measures and one of them is multimedia resources.

Multimedia resources refer to a collection of various different media equipment used for presentations. In the context of this study, multimedia is interpreted as a variety of media used for the presentation of subject matter. For example: the use of wall charts, graphs made on paperboard affixed to the wall or the use of newspapers. Abdulrahama (2020) stated that multimedia traditionally refers to the combined use of several media in the presentation of learning through computers. Subramanian (2021) opines that multimedia involves a combination of different forms including texts, still images, audio, videos, animation and other interactive content. Learning through multimedia resources ensures active participation by learners. Multimedia resources are combined media which includes different forms of media used in teaching and learning, to make learning, more interactive and ensure effective learning experience. Multimedia resources according to Al-Ajmi and Aljazzaf (2020) encompass various forms of media that combine different content types to enhance teaching and learning. Continuing, Al-Ajmi and Aljazzaf (2020) assert that the types of multimedia resources include text resources, image resources, audio resources, video resources, audio-visuals, animation and interactive media. Each type serves a unique purpose and can be utilized in various contexts to aid effective teaching and learning process. The integration of the types of multimedia resources can enhance communication and interaction when they are available and utilized.

Availability is the capability of an education system or its authorities to make provision for resources, including all the logical and physical resources reachable and accessible wherever and whenever they are needed. According to Ogbonna (2024), availability here means getting the required multimedia resources in place for teaching and learning process. The availability of multimedia resources for instructional delivery makes learning more interesting and effective. It has made it possible to breach the gap that exists among students who have low level in comprehending learning. Availability, in the context of this study, means providing the necessary multimedia resources needed for teaching and learning process. A lot of factors confront the effective teaching in secondary school which includes lack of technologies amongst others (Ogbonna, 2024). In an empirical study, Bada and Jita (2021) investigated the awareness, availability and utilization of multimedia facilities among secondary school physics teachers in secondary schools in Ondo, Nigeria found that physics teachers are aware of most of the e-learning facilities for teaching secondary school physics but only few of these facilities are readily available for teaching physics. In another related study, Onu and Ezhim (2019) who examined the availability, functionality and utilization of ICT facilities for effective instructional delivery of agricultural science in Nigeria Secondary Schools that most ICT facilities were not available, and the few available were not utilized because of non-functionality in most secondary schools in the study area.

Utilization on the other hand refers to making use of something in a purposeful and effective way. In the context of this study, utilization is the employment of tools and services that will enhance practical, efficient and successful performance. According to Lynch (2020), utilization of multimedia resources for instructional delivery is becoming more popular because it helps students to learn better. Utilization refers to making use of something in a purposeful and effective way. Nwaosa and Okolocha (2023) posit that utilization is the degree to which a given group uses a particular service in a specified period. In the context of this study, utilization is the employment of tools and services that will enhance practical, efficient and successful performance. Adequate utilization of multimedia resources according to Ojeaga and Igbinedion (2022), can enable teachers and students to develop manipulative skills, good communication skills and sound basis for scientific and reflective thinking. In a related study, Ezenwafor and Nwachukwu (2020) examined the extent of utilization of e-learning resources for instructional delivery by Office Technology and Management Lecturers in Polytechnics in South-East Nigeria and found that the lecturers rarely utilize e-learning resources for instructional delivery. Similarly, Alonta (2019) ascertained the extent of utilization of e-learning resources by business education students in public tertiary institutions in Enugu State for class assignments found that business education students in public tertiary institutions utilized e-learning resources for class assignments to a low extent.

The relevance of all the aforementioned multimedia resources to the teacher as a curriculum implementer in the present digital age cannot be overstated. Nwana (2012) attests that the basic mission of multimedia is to transform the old methods and approaches to curriculum implementation. With the advent of multimedia resources and its related components, the face to face method teaching and learning in a classroom where the entire process of curriculum delivery is centered on the teacher is no more in vogue. The use of multimedia resources involves effective teaching and learning with the assistance of computer, multimedia projector, internet and webinar zoom meet acting as aids which performs the complementary functions in the teaching and learning environment. Thus, it becomes important that the teachers are able to utilize these resources to achieve the aims and objectives of secondary education.

There is no gainsaying the fact that multimedia resources are indispensable for effective teaching and learning for improved academic achievement of students, but many a times, most secondary schools seem to lack these resources. It becomes worrisome now that the world has gone digital and most teachers seem to be lacking digital skills and the resources for use in the schools. One is agitated to find out if multimedia resources are available in secondary schools in Imo State. And if they are available, could it be that the teachers do not like utilizing them? Or are the teachers not equipped with the skills required for utilizing the multimedia resources in French Language. The researcher is therefore agitated and worried about this situation to find out if multimedia resources are available and being utilized by teachers for improving students' achievement in French language in public junior secondary schools in Imo State, Nigeria.

The major purpose of this study was to investigate the availability and utilization of multimedia resources on students' achievement in French language in public junior secondary schools in Imo State, Nigeria. The specific objectives include to:

1.   ascertain the available multimedia resources for students' achievement in French language in secondary schools in Imo State, and

2.   determine the level of utilization of multimedia resources for students' achievement in French language in secondary schools in Imo State.

The following research questions were asked to guide the study;

1.   What are the available multimedia resources for students' achievement in French language in secondary schools in Imo State?

2.   What is the level of utilization of multimedia resources for students' achievement in French language in secondary schools in Imo State?

The following null hypothesis was formulated and tested at 0.05 level of significance;

Ho_1: The utilization of multimedia resources does not significantly improve students' achievement in French language in secondary schools in Imo State.

Methodology

The study adopted a survey research design. The population of the study consists of 78,626 students in 273 public junior secondary schools in Imo State. Taro Yamane formula was used to determine a sample of 398 JS II students from 20 selected public junior secondary schools in the study area using stratified sampling technique. The stratified sampling technique allows the researcher to group the students in different strata. The instruments for data collection were a checklist titled, Availability of Multimedia Resources Checklist (AMRC) and a self-constructed rating scale titled "Utilization of Multimedia Resources on Students' Achievement in French Language Scale (UMRSAFLS) which contained 20 items. The items on the checklist had 2 options of Available (A) and Not Available (NA) while the rating scale had the 4-point scale of Very High Level (VHL) - 4 points, High Level (HL) - 3 points, Low Level (LL) - 2 points and Very Low Level (VLL) - 1 point. The instrument was validated by three research specialists, two research specialists in the Department of Language Education and one research specialist in the field of Educational Measurement and Evaluation, all in the Faculty of Education, Imo State University, Owerri. Reliability coefficient of 0.81 was obtained using Cronbach Alpha statistics. Research questions were answered using simple percentage, mean and standard deviation statistics while the hypothesis was tested using t-test statistics at a 0.05 level of significance. **Decision rule:** The bases of the decision for research questions' conclusion according to Nworgu (2015) were as follows: percentage scores below 50% are considered unavailable while those above 50% are considered as available; mean scores of 1.00 – 1.49 = Very Low Level, 1.50 – 2.49 = Low Level, 2.50 – 3.49 = High Level, and 3.50 – 4.00

= Very High Level. For the hypothesis, when the t-calculated is less than the t-tabulated, the null hypothesis was accepted but if otherwise, the null hypothesis was rejected.

Result

Research Question One: What are the available multimedia resources for students' achievement in French language in secondary schools in Imo State?

Table 1: Percentage scores on available multimedia resources for students' achievement in French language in secondary schools

S/N	Multimedia Resources	Available		Not Available	
		No. of Schools	%	No. of Schools	%
1	Internet	4	20%	16	80%
2	Multimedia projector	0	0%	20	100%
3	Computer	6	30%	14	70%
4	Webinar zoom meet	0	0%	20	100%
5	Interactive whiteboard	0	0%	20	100%
6	Video/Teleconferencing	0	0%	20	100%
7	Smart phones	20	100%	0	0%
8	E-mail	20	100%	0	0%
9	Blog	0	0%	20	100%
10	E-book	0	0%	20	100%
	Total		**25%**		**75%**

Data in Table 1 shows that smart phones and email were the available multimedia resources which represented 100% each. The multimedia resources that were unavailable in the schools include internet, multimedia projector, computer, webinar zoom meet, interactive whiteboard, video teleconferencing, blogs and e-books. It was therefore concluded that that the unavailable multimedia resources represented 75% while the available multimedia resources represented 25% in public junior secondary schools in Imo State.

Research Question Two: What is the level of utilization of multimedia resources for students' achievement in French language in secondary schools in Imo State?

Table 2: Mean rating scores on the level of utilization of multimedia resources for students' achievement in French language in secondary schools. Where N = Sample size, X = Mean score, and SD = Standard Deviation.

S/N	Items	VHL	HL	LL	VLL	∑fx	$\bar{X}$	SD	Decision
11	Teachers use the internet to send emails to students	34 136	63 189	155 310	146 146	398 781	1.97	0.54	Low Level
12	Teachers use the internet to interact with colleagues	25 100	34 102	237 474	102 102	398 778	1.96	0.44	Low Level
13	Teachers use the internet to explain teaching concepts to students	47 188	22 66	162 324	167 167	398 745	1.88	0.54	Low Level
14	Teachers use the internet to provide feedback to students	26 104	28 84	139 278	205 205	398 671	1.69	0.43	Low Level
15	Teachers use presents lessons using projector	20 80	32 96	154 308	192 192	398 676	1.71	0.49	Low Level
16	Teachers use slides to teach during class activities	36 144	34 102	119 238	209 209	398 693	1.75	0.52	Low Level
17	Teachers use projector to explain abstract ideas to students	43 172	53 159	141 282	161 161	398 774	1.95	0.42	Low Level
18	Teachers use projector to make teaching and learning sound interesting to students	21 84	13 39	147	217 217	398 634	1.60	0.44	Low Level

				29 4					
19	teachers use computer to store students' results	49	26	11 9	204	398	1.82	0.6 4	Low Level
		196	78	23 8	204	716			
20	teachers use computer to write lesson notes	30	25	18 5	158	398	1.82	0.6 3	Low Level
		120	75	37 0	158	723			
	Grand Mean						**1.82**	**0.5 1**	**Low Level**

Data on Table 2 show the mean rating scores on the level of utilization of multimedia resources for students' achievement in French language in secondary schools. The results indicated that items 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20 recorded mean scores below the criterion mean score of 2.50. Since the grand mean is 1.82 and the criterion mean is 2.50, the result concluded that there is a low level of utilization of multimedia resources for students' achievement in French language in secondary schools in Imo State.

Hypothesis One:

Ho$_1$: The utilization of multimedia resources does not significantly improve students' achievement in French language in secondary schools in Imo State.

Table 3: t-test statistics on the utilization of multimedia resources does not significantly improve students' achievement in French language in secondary schools

n	X	SD	df	t-cal	t-tab	Decision
398	1.82	0.51	397	26.47	1.74	Reject Ho$_1$

Data in Table 3 gave the grand mean score and standard deviations of 398 respondents as 1.82 and 0.51 respectively. At 397 degree of freedom, with application of the t-test calculated, its result of 26.47 is greater than the t-tabulated of 1.72 at 5% level of significance, the decision rejected the null hypothesis and concluded that the utilization of multimedia resources significantly improve students' achievement in French language in secondary schools in Imo State.

Discussion of Findings

The findings of the study revealed that internet, multimedia projector, computer, webinar zoom meet, interactive whiteboard, video/teleconferencing, blog and e-books are unavailable for students' achievement in French language in public junior secondary schools in Imo State. These findings are in consonance with the result of Onu and Ezhim (2019) who found that most ICT facilities were not available, and the few available were not utilized because of non-functionality in most secondary schools in the study area. Also, Bada and Jita (2021) found that physics teachers are aware of most of the e-learning facilities for teaching secondary school physics but only few of these facilities are readily available for teaching physics. The findings therefore strengthened the fact that the unavailability of these multimedia resources such as internet, multimedia projector, computer, smartphones, e-mail and e-books impinge on students' achievement in French language in public junior secondary schools in Imo State.

The result also revealed that there is a low level of utilization of multimedia resources for students' achievement in French language in secondary schools in Imo State. In respect to the respondents' responses, the low level is a proof that teachers do not use internet to send emails to students, teachers do not use the internet to interact with colleagues, teachers do not use the internet to teach during classroom activities, teachers do not use the internet to interact with students, teachers do not use the internet to explain teaching concepts to students, teachers do not use the internet to provide feedback to students and they do not use the internet to advertise business ideas. The result further established that the level of utilization of multimedia resources for students' achievement in French language is significant in public junior secondary schools in Imo State. These results agree with Ezenwafor and Nwachukwu (2020) who found that the lecturers rarely utilize e-learning resources for instructional delivery. Similarly, Alonta (2019) found that business education students in public tertiary institutions utilized e-learning resources for class assignments to a low extent. The result strengthened the fact that multimedia resources serve as potent tools for students to achieve academic excellence in French language, hence its non-utilization makes it difficult for students to find the subject interesting thereby contributing to decline in their achievement but its utilization becomes very paramount in the delivery of French language instructions thereby leading to improved students' achievement in public junior secondary schools in Imo State.

Conclusion

The availability and utilization of multimedia resources in the delivery of French language instructions has made teaching interesting to students and their teachers as well as creating better relationship in the classroom, and promoting effective communication between the students and their teachers. Presently, students find it difficult to remember what they are taught during classroom activities owing to the fact that there are no available multimedia resources which has distorted the teachers from utilizing these tools in motivating the students to learn. These multimedia resources such as internet, computer, multimedia projector and webinar zoom meet if not available and utilized will make it difficult for students to retain and recall what they have learnt. This is because they cannot visualize what was been taught in the

classroom. However, making available the necessary multimedia resources and utilizing them in teaching and learning of French language at secondary schools will go a long way to enhance and accelerate the rate of learning and serve as potent tools for improving students' achievement in French language in public junior secondary schools in Imo State.

Recommendations

Based on the findings of this study, the researcher made the following recommendations;

1.   Imo State Government should provide adequate funds for the procurement and maintenance of multimedia resources in order to ensure that they are made available for the improvement of students' performance in schools.

2.   Teachers should always make effective use of multimedia resources in order to explain abstract ideas to students which would lead to academic achievement and retention in the subjects.

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