



Research Article

Use of Multimedia Tools for Management Studies

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Abstract

In the present era, teaching- learning process in classroom is not limited to chalk and talk method. Now days, teaching methods lead to learning experiences through which learners try to obtain the specific objectives. For this, a teacher is required to use various media like, audio, visual, single or multimedia packages. Multimedia can be a powerful tool in exploring the nature of the world around us, including its technological systems. Multimedia access to knowledge is one of the possibilities of information and communication technology that has tremendous impact on learning. The instructional media have emerged in a variety of resources and equipment, which can be used to supplement or complement the teachers' efforts in ensuring effective learning by students. The power of multimedia lies in the fact that it is multisensory - stimulating the many senses of the audience. It is also interactive, enabling the end users of the application to control the content and flow of information. This has introduced important changes in the educational system and impact the way we communicate information to the learners. Today's students are much more media-centric than previous generation that is why the use of multimedia in classroom cannot be denied anymore. Using multimedia as a resource for teaching learning process is in more demand. The main purpose of this paper is to discuss the process and use of multimedia as a tool in effective teaching and learning process, focusing on the students of Management Studies.

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Introduction for Use of Multimedia Tools in Management Studies

The use of multimedia tools in management studies has become increasingly essential in today's digital age. These tools encompass a wide range of technologies, including audio, video, animations, and interactive presentations, which play a pivotal role in enhancing the learning experience for students and professionals alike. In this context, multimedia tools serve as powerful aids for teaching, research, and decision-making processes within the field of management. This introduction will delve into the significance of multimedia tools in management

studies, exploring how they facilitate effective communication, visualization of complex concepts, and the development of practical skills necessary for success in the dynamic world of business and management.

Multimedia Tools

Multi-media tools refer to a variety of software and hardware applications used for creating, editing, and presenting multimedia content, which includes text, images, audio, video, and animations. Some common examples of multimedia tools include:

Graphic Design Software: Tools like Adobe Photoshop, Illustrator, and CorelDRAW are used for creating and editing images and graphics.

Video Editing Software: Applications such as Adobe Premiere Pro, Final Cut Pro, and iMovie are used for editing and producing videos.

Audio Editing Software: Software like Adobe Audition and Audacity are used to edit and manipulate audio files.

Presentation Software: Programs like Microsoft PowerPoint and Apple Keynote enable the creation of multimedia-rich presentations.

3D Modeling Software: Tools like Autodesk Maya and Blender are used for 3D modeling and animation.

Web Design Software: Applications like Adobe Dreamweaver and WordPress are used for creating multimedia-rich websites.

Social Media Tools: Various tools and apps help create and manage multimedia content for social media platforms.

Screen Recording Software: Software like OBS Studio and Camtasia allow users to record and share their screen activity.

Multimedia Players: Software like VLC Media Player and Windows Media Player are used to play multimedia content.

Digital Audio Workstations (DAWs): These are used for music production and audio recording, and examples include Pro Tools, Ableton Live, and FL Studio. The choice of multimedia tools depends on the specific needs and preferences of the user or the project they are working on. These tools enable the creation and manipulation of diverse media types, contributing to various fields like entertainment, education, marketing, and more.

Use of Multimedia Tools: Multimedia Tools in Various Fields. Multimedia tools have a wide range of uses, including:

Education: Multimedia tools are commonly used in e-learning and educational settings to make learning more engaging and effective. They can include videos, interactive simulations, and audio recordings to help students understand complex concepts.

Entertainment: Multimedia tools are essential for creating video games, movies, and music. They enable the development of visually stunning and interactive content.

Marketing and Advertising: Multimedia is crucial in marketing campaigns. Videos, images, and animations are used to capture the audience's attention and convey messages effectively.

Web Design: Multimedia elements like images, videos, and animations are used in web design to make websites visually appealing and user-friendly.

Art and Design: Artists and designers use multimedia tools to create digital art, animations, and interactive installations.

Business Presentations: Multimedia tools enhance business presentations by incorporating visuals, charts, and videos to communicate ideas more effectively.

Journalism: In modern journalism, multimedia tools are used to create interactive graphics, videos, and podcasts to present news and stories.

Communication: Video conferencing, live streaming, and social media platforms heavily rely on multimedia tools for real-time communication.

Simulation and Training: Industries such as aviation and healthcare use multimedia tools to create realistic simulations for training purposes.

Gaming: The gaming industry heavily relies on multimedia for creating immersive gaming experiences, including 3D graphics, sound effects, and interactive elements.

Interior Design and Architecture: Multimedia tools can be used to create 3D visualizations of architectural designs and interior spaces.

Digital Marketing: Multimedia content, such as infographics and videos, is commonly used in digital marketing strategies to engage with online audiences.

Virtual Reality (VR) and Augmented Reality (AR): Multimedia tools play a crucial role in developing VR and AR experiences, creating immersive environments and overlays.

Cinema and Film Production: From editing software to special effects, multimedia tools are fundamental in the film industry for post-production and visual effects.

Music Production: Multimedia tools are essential in music recording, editing, and production, enabling musicians to create and edit their music.

Photography: Image editing software is a prime example of multimedia tools that photographers use for enhancing and retouching photos.

These are just a few examples, and the use of multimedia tools continues to expand into various fields as technology evolves.

Multimedia tools can greatly enhance management studies in various ways:

Visual Learning: Multimedia tools can provide visual representations of complex management concepts, making it easier for students to grasp and retain information.

Interactive Simulations: Simulations and interactive multimedia can help students understand real-world management scenarios, allowing them to make decisions and see the consequences in a risk-free environment.

Case Studies: Multimedia can be used to present case studies with video interviews, images, and interactive elements, offering a richer understanding of real business situations.

Lecture Enhancement: Professors can use multimedia presentations to augment their lectures with visuals, videos, and animations, making the content more engaging.

Collaboration: Multimedia tools enable collaborative learning, allowing students to work on group projects, share presentations, and engage in online discussions, fostering teamwork and communication skills.

Data Visualization: Management often involves analyzing data. Multimedia tools can help create dynamic and interactive data visualizations, aiding in data-driven decision-making.

Online Courses: Multimedia tools are essential for creating and delivering online management courses, providing flexibility to students and educators.

Digital Libraries: Digital libraries with multimedia resources offer students access to a vast collection of materials, including videos, e-books, and interactive tutorials.

Feedback and Assessment: Multimedia tools can be used for assessments, including video presentations, online quizzes, and peer evaluations.

Global Reach: Management studies often have an international focus. Multimedia tools can connect students to global perspectives through virtual lectures, webinars, and international collaborations.

By leveraging multimedia tools, management studies can become more engaging, effective, and relevant to the evolving business landscape

Findings: (Graphs)

To measure the effectiveness of the multimedia package the experimentation was done on experiment and control group.

H₀₁ There is no significant difference between the effectiveness of multimedia package on students of controlled and experimental groups.

Experiment of multimedia package and controlled group was conducted on a sample of 35 students each and achievement test scores were obtained on test of forty marks. The t – test was used to analysis. Result of the statistical analysis are presented in the table 4.2

Table 1: Mean achievement scores, standard deviation and t – Value of groups during experimental stage of Students

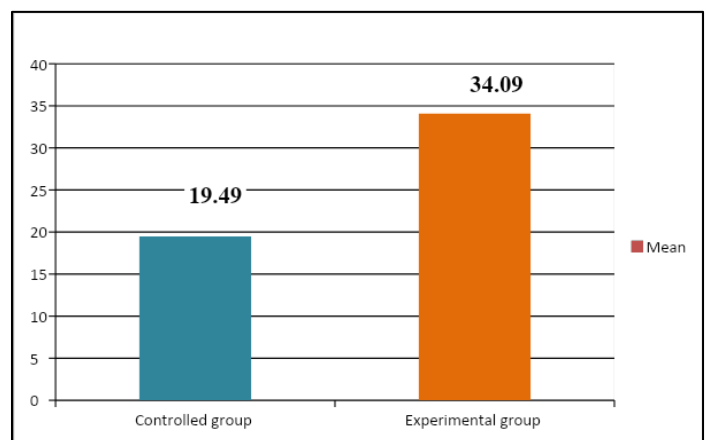
Variable	N	Mean	SD	SED	t	Remarks
Controlled group	35	19.49	4.31	1.1894	12	Significant
Experimental group	35	34.09	5.56		75	

From the above table it is evident that t calculated is 12.275 is more than the table value.

The t – tab 0.01= 2.59 values hence the hypothesis that there will be no significant difference between the mean scores of multimedia package in post - test of experimental group and controlled group that will be rejected at 0.05 level of significance.

It means that there is significant differences between the achievements means scores of students in achievement scores of experimental and controlled group.

The mean value of post – test of experimental group was 34.09 and the mean value of controlled group was 19.49. The graphical presentations shows 4.1 the results of statistical analysis of table 4.2. It is clear that the students of experimental group i.e multimedia package group scored significantly higher than that of the control group i.e traditional teaching group. Thus, multimedia package developed for teaching to students was found effective in the experimentation in increase the student’s achievement.



Graph 1: The mean scores of students of Experimental group and control group

H₀₂ There is no significant difference between the effectiveness of multimedia package on girls of controlled and Experimental groups.

Experiment of multimedia package and controlled group was conducted on a sample of 35 students each and achievement test scores were obtained on test of forty marks. The t – test was used to analysis. Result of the statistical analysis are presented in the table 2

Table 2: Mean achievement scores, standard deviation and t – value of groups during experimental stage of Girls

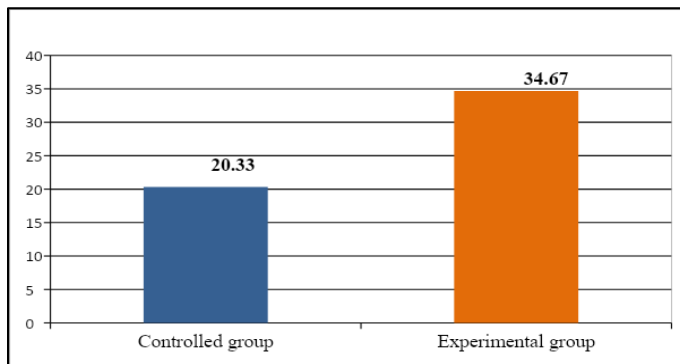
Variable	N	Mean	SD	SED	t	Remarks
Controlled group	12	20.33	5.74	2.40	5.97	Significant
Experimental group	12	34.67	6.018			

From the above table it is evident that t calculated is 5.97 is more than the table value.

The t – tab 0.01= 2.59 values hence the hypothesis that there will be no significant difference between the mean scores of multimedia package in post - test of experimental group and controlled group that will be rejected at 0.05 level of significance.

It means that there is significant differences between the achievements means scores of Girls in achievement scores of experimental and controlled group.

The mean value of achievement test scores of experimental group was 34.67 and the mean value of controlled group was 20.33. The graphical presentations shows 4.2 the results of statistical analysis of table 4.3. it is clear that the Girls of experimental group i.e. multimedia package group scored significantly higher than that of the control.



Graph 2: The mean scores of Girls of Experimental group and Controlled group

H₀₃ There is no significant difference between the effectiveness of multimedia package on boys of controlled and Experimental groups.

Experiment of multimedia package and controlled group was conducted on a sample of 35 students each and achievement test scores were obtained on test of forty marks. The t – test was used to analysis. Result of the statistical analysis are presented in the table 4.4

Table 3: Mean achievement scores, standard deviation and t – Value of groups during experimental stage of Boys

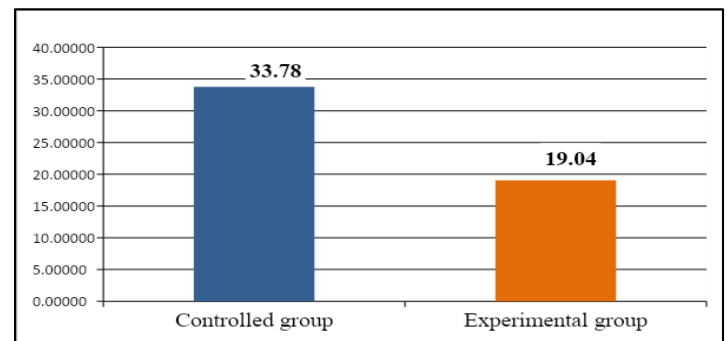
Variable	N	Mean	SD	SED	t	Remarks
Controlled group	23	33.78	5.74	1.7106	8.62	Significant
Experimental group	23	19.04	5.87			

From the above table it is evident that t calculated is 8.62 is more than the table value.

The t – tab 0.01= 2.59 values hence the hypothesis that there will be no significant difference between the mean scores of multimedia package in post - test of experimental group and controlled group that will be rejected at 0.05 level of significance.

It means that there is significant differences between the achievements means scores of Boys in achievement scores of experimental and controlled group.

The mean value of achievement test scores of experimental group was 33.78 and the mean value of controlled group was 19.04. The graphical presentations shows 4.3 the results of statistical analysis of table 4.4. It is clear that the Boys of experimental group i.e. multimedia package group scored significantly higher than that of the control



Graph 3: The mean scores of Boys of Experimental group and Controlled group

Recommendations for Further Studies:

The scope of research is very wide and requires a lot of time , energy and money to get some of the outcome. Due to which researcher cannot give justice to all components present or require in their studies. So for that there are some recommendations on which further studies can be done in future.

1. A study of effectiveness of multimedia package on the achievement of the student of std 11th in economics subject
2. A study of effectiveness of training given to B.Ed. teacher trainees towards teaching – learning methods
3. Effectiveness of multimedia package on the Students of Accountancy for Std 11th
4. Effectiveness of multimedia package on the Students of Accountancy for Std 12th
5. Effectiveness of multimedia package on the Students of Business Administration for std 12th
6. A study of effectiveness of multimedia package on the achievement of the student of std 12th in economics subject

7. A study of effectiveness of multimedia package all the subjects (Economics , BA , Accountancy , etc) of college students.

Conclusion

The researchers have analyzed the collected data using t – test technique. After analysing the data, the researcher has interpreted that level of significance and presented whether the hypothesis will be rejected at both 0.05 and 0.01 levels of significance. In the present study t – test results reveals that the mean scores of the experimental group were significantly higher than that of the controlled group i.e., traditional teaching group, so far as achievement in Business Administration. Thus, as far as achievement is concerned of multimedia package proved more effective in classroom teaching.

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