



Multimedia in Teaching and Learning of Economics in Oliver Reginald Tambo District, in the Eastern Cape Province

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Abstract

This study looks at how well multimedia instruction works in the Eastern Cape Province's at Oliver Reginald Tambo District for economics instruction. The study focuses on the ways that multimedia, which includes graphics, video, and animations can promote student engagement and understanding while also improving the learning process. This paper examined the body of research on the advantages of multimedia instruction and considers how it may be used in economics classes. The study also takes into account the difficulties and restrictions associated with integrating multimedia in a context with limited resources. The results indicate that multimedia may significantly increase the efficiency of economics instruction in the O.R. Tambo District, but its good integration into the curriculum and careful preparation are necessary for its successful implementation. The research ends with suggestions for teachers and legislators on how best to use multimedia to improve the quality of economics education, which is to ensure that teachers are being workshopped to ensure that they effectively utilize these multimedia tools, government on the other hand should provide schools with these tools especially schools in the deep rural areas.

Keywords

Multimedia, Economics, Learners, Teaching and learning

INTRODUCTION

In educational settings around the globe, including the O.R Tambo District of the Eastern Cape Province, the use of multimedia in teaching and learning has grown in popularity (Nkomo, Magxala, Lebopa, 2023). According to Abdulrahman, Faruk, Oloyede, Surajudeen-Bakinde, Olawoyin, Mejabi, Imam-Fulani, Fahm, and Azeez (2020), multimedia is the term used to describe the blending of several media types, including text, graphics, audio, video, and interactive material, in order to improve learning outcomes. Multimedia education in the discipline of economics has several advantages, including as better comprehension of difficult ideas, more student involvement, and easier access to instructional resources (Guney ,2023). Ridwan, (2015) stated that the strategic use of multimedia may be extremely important in resolving issues and improving the calibre of economics education, where infrastructure and educational resources may differ. Teachers may establish dynamic and interactive learning environments that accommodate different learning styles and promote a better comprehension of economic concepts by utilizing multimedia tools and technology (Nicolaou, Matsiola, and Kalliris, 2019).

The educational environment has been dominated by traditional teaching approaches, which frequently result in distracted pupils and subpar learning outcomes. The emergence of digital technology and multimedia materials, however, offers a chance to change the nature of education (Haleem, Javaid, Qadri, and Suman, 2022).

This study examines the advantages, difficulties, and best practices of using multimedia in the O.R. Tambo District's economics education. As a researcher, I believe it also covers how multimedia affects learning outcomes in general and student accomplishment as well as engagement with economics instruction. Similar to several other nations, South Africa has heard the call that in order to facilitate successful teaching and learning, new and creative teaching tools need to be developed and put into use (Boughey, and McKenna, 2021.) Among the numerous projects is the integration of information and communication technology in education (Adu, and Zondo, 2023). Perceptions of educators on

multimedia integration into the teaching and learning of economics. Multimedia is seen as the primary tool that might be utilized to change education, particularly the teaching of economics, according to the ICT integration belief. Based on the aforementioned, it is believed that multimedia would change the way that economics is taught and learned. However, the overall focus of the of this study is on the effective use of multimedia in the teaching and learning of Economics, within the geographic boundaries of the O.R TAMBO Coastal district, in the Eastern Cape. Traditional methods of teaching economics almost never engage students or explain the concepts as expected. Carter, and Darling-Hammond, (2016) asserts that this is further complicated by limited instructional resources available and diverse ways in which students learn.

To achieve a variety of educational goals and expand the audience for whom educational material is available, multimedia is still a significant instrument. Thus, in the Eastern Cape under the O.R. TAMBO DISTRICT, this enhances the calibre of instruction in both formal and informal settings and permits lifetime learning. Economics seeks to provide students with the fundamental information needed for both everyday life and further education (Canning, J., 2017. This lists economics as one of the key topics studied in high school. Supporting this viewpoint is the assertion that economics is a subject that is valued globally. Therefore, the requirement that Economics be taught as a "foci teaching and learning subject" at the high school level indicates that it is critical for students to get the necessary skills for when they leave the educational system or have the chance to continue their education (Haleem, A., Javaid, M., Qadri, M.A. and Suman, R., 2022). This study intends to overcome the difficulties faced by commercial learners in the O.R Tambo district high schools. One of the aims of this study is to investigate and explore the potential of multimedia resources in enhancing the teaching and learning of Economics.

Multimedia is also necessary to assist students acquire the necessary knowledge and skills to apply these new technologies in a way that will benefit them in their daily lives. Because multimedia integration in economics enables teachers to employ a variety of materials, students experience a more entertaining, engaging, and intriguing learning process (Bashir, Lockheed, Ninan, and Tan, 2018). The majority of public schools in Africa lack the infrastructure, resources, and tools necessary to support both general education and this particular subject of economics. But the primary means by which educators use the internet to get information is through their smartphones. Additionally, they photocopy materials for students. Sometimes teachers ask students to duplicate something and then bring the copies back so that other students can copy it as well. Multimedia is still necessary, nonetheless, to help students overcome obstacles or issues related to comprehending the economics topics being taught. Even more, to replace the antiquated, dull teaching strategies with fresh, engaging approaches that will captivate students and keep them engaged in the learning process.

LITERATURE REVIEW

Benefits of Multimedia in Education

The researchers are in the view that use of multimedia in learning has been the topic of many studies as it has been claimed that students achieve better results with the help of multimedia in their classes. Consequently, the role of multimedia tools in the process of Economics education is quite significant, especially when it comes to comprehending quite abstract concepts and ideas.

Several research have revealed the fact that, the use of multimedia enhances the students' performance significantly. For example, in the study by Mayer (2017), the author stated that learning accompanied by text, images and sound will enhance the ability of students to learn as well as transfer knowledge. In teaching Economics, multimedia aids can help explain theories and models which are normally hard to understand by the students. Aguti, Walters, and Willls, (2014) have found that multimedia is effective in addressing the needs of the learners who have different learning modality and thus can foster the principles of equity in delivery of education. Especially in the O. R. Tambo District, where educational material is scarce, multimedia can therefore be taken as an easily affordable means to help improve the standard of education. Making the matching multimedia for instructional use, website resources can help to level the gap between urban and rural school, providing the same highcalibre content for all the students. Multimedia also helps in encouraging the aspect of group working since it makes the students devote time and work together with other students in sharing information that is very vital especially in the regions that are more or less privileged (Barton, and Avery, 2016)

In recent years, the integration of multimedia in the teaching of economics in Europe has become increasingly prevalent. This shift towards multimedia-enhanced learning environments is driven by advancements in technology, changes in pedagogical approaches, and the need to engage a generation of digital-native students. The effectiveness of multimedia in teaching economics lies in its ability to enhance understanding, foster engagement, and support diverse learning styles (El-Sabagh, 2021). The entire purpose of a literature review is to emphasize the diverse viewpoints and methods used by different academics to address the subject at hand.

Challenges of Multimedia Integration

Still, the integration of multimedia in education has some challenges as well that is explained below. Technology disadvantage and digital infrastructure are also viewed as a limitation because the patients originating from the poor countries in particular, the O. R. Tambo District, have little to no access to the resources needed to ensure the efficient implementation of telemedicine. This challenge is evident from a study that was made by Dzansi, and Amedzo, 2014, according to which the problem of the digital divide is still very much alive and is manifested in the fact that distribution of computers, as well as connectivity to the internet, hinders the progress of multimedia use in education.

Moreover, multimedia, as an instructional style, has certain challenges in teachers' professional competence, namely sufficient technological literacy and adequate content knowledge. Baser, Kopcha and Ozden in their study, (2016) proposed that multimedia had to be incorporated into the class through TPACK which stands for Technological Pedagogical Content Knowledge. However, with the adoption of multimedia tools in training, such as in the O. R. Tambo District, professional development programs are crucial so as to enhance educators' competency and confidence in handling multimedia. Another challenge is usability problems which appear if multimedia is used incorrectly when it is designed and implemented. Thus, according to the cognitive load theory by Sweller, ineffective multimedia can task overload students and in effect, reduce learning effectiveness. Thus, it became clear that the issue of design and organization of multimedia content needed more attention as this approach could thus help or act as a barrier to learning.

In South Africa's Eastern Cape Province, the O.R. Tambo District is home to a mix of rural and urban populations with differing levels of access to educational resources. A lack of trained instructors, inadequate facilities, and high dropout rates are just a few of the district's many educational problems. These difficulties are most noticeable in courses like economics, which need on a solid understanding of abstract ideas and analytical abilities. (Bashir, Lockheed, Ninan, and Tan, 2018) concludes that considerable improvements have been made to the South African education system with the goal of raising educational standards and closing the gap between rural and urban schooling. Using information and communication technology in the classroom is one of the main tactics used in this reform process. Recent studies affirm that key component of this ICT approach is the use of multimedia in the classroom, which offers creative methods to improve student learning and engagement (Abdulrahman, et al 2020).

The Democratic Republic of Congo (DRC) faces unique educational challenges due to its vast geographical expanse, socio-economic issues, and a history of political instability. Tlili, Padilla-Zea, Garzón, Wang, Kinshuk, and Burgos, (2023) believes that in such a context, the adoption of multimedia in the teaching of economics holds significant potential to transform the educational landscape. The effectiveness of multimedia in this setting can be understood through its capacity to enhance comprehension, increase student engagement, and bridge educational disparities.

A wide range of tools and resources are included in multimedia education, such as digital presentations, interactive software, animations, simulations, and movies. With the use of these tools, material may be presented in a way that is more interesting and approachable for a variety of learning styles, making difficult ideas easier to understand. Multimedia in the context of economics education may present theoretical frameworks, show examples of practical applications, and offer interactive activities that support learning. Multimedia may greatly improve learning by making classes more engaging and visually appealing, according to research. For instance, dynamic presentations of economic processes using illustrations might help students better understand how products and services move through a market. Through the use of simulations, students may gain practical experience making economic decisions by experimenting with various factors and observing the results. The degree to which these tools are used and how beneficial they are varies greatly, even if some schools have started to employ them. Akram, Abdelrady, Al-Adwan and Ramzan, (2022) argues that the effectiveness of multimedia integration depends critically on a number of factors, including teacher preparation, technological access, and the availability of multimedia material.

Implications for Economics Education

Multimedia integration is a very sensitive subject in teaching and learning, especially in Economics, in the O. R. Tambo District. Thus, multimedia can help in the improvement of access to and interest in the economic concepts by making them more easily understandable and appealing. Till date, research done by Ofori Adade, (2022) has established the fact that students who use multimedia integrate better and perform well in Economics. Further, multimedia can help the teacher in differentiation that is, helping all students to learn at their own pace in the manner that is most effective for their learning. This is especially so in the O. R. Tambo District because, more often than not, classes are made up of students with different levels of readiness. This is due to the fact that multimedia enables multiple representations of the content and reduces gaps in knowledge between areas of the world and cultures.

THEORETICAL FRAMEWORK

This research is informed by the Constructivist Learning Theory, which argues that learners form knowledge through active involvement and interaction with the environment surrounding them. Thus, it would be coherent with this theory, as interactive multimedia tools will be opened for students to engage with what is being learned. These interactive learning tools will range from simulations to videos and digital presentations using multimedia to teach economic concepts in a more engaging and interactive way (Gan, Menkhoff, and Smith, 2015). Furthermore, it highlights the use of multimedia, as espoused by the Cognitive Load Theory, in the process of reducing intrinsic and extraneous cognitive load in enhancing the efficiency of learning and improving comprehension in economics education within the O.R. Tambo District.

METHODOLOGY

This study employed a mixed-methods approach, which combines both, quantitative and qualitative data collection and analysis methods. This method utilized elements such as interviews and questionnaires which the data was collected with. 5 learners that are doing Economics and 4 educators that are teaching economics in the high school selected in the O.R TAMBO district were interviewed; a questionnaire was also used to collect thorough data from the respondents.

DATA ANALYSIS

In acquisition of data, interviews and questionnaires were conducted by the researcher, ensuring that valid and concrete data is taken into account. Data analysis being defined as the process of inspecting and modelling data to extract useful information, draw conclusions and support decision making. Data analysis involves statistical, logical techniques and computerised data to uncover patterns and relationships within dataset. Dzani and Amedzo, (2014) investigated and figured out that lack of multimedia in facilitation of Economics content hinders the progress and confident in understanding Economics. This study utilized both quantitative and qualitative methods, hence the “mixed method” to collect and interpret data on how multimedia in teaching and learning works in favour of progress in the Economics teaching and learning. Therefore, interviews and questionnaires were very important in achieving the clarification goal of the researcher to thoroughly investigate the usefulness of multimedia in teaching and learning of economics.

PRESENTATION AND INTERPRETATION OF FINDINGS

Qualitative data was collected in a form of interviews with learners and educators who are having Economics as a learning area in the O.R Tambo district in the Eastern Cape.

The coding of participants who took part in the interviews anonymously so are as follows: Both learners and teachers are coded differently.

Learners are coded as:

Economics Learners (EL)

Economics Learners without the utilization of Multimedia (ELM)

Teachers are coded as:

Economics Educators that utilize Multimedia (EEM)

Economics Educators that do not utilize Multimedia (EEWM)

The learners from a school that utilizes multimedia responded to interview questions imposed to them and their responses are presented below:

EL1 responded to questions as follows:

In this school, do Economics educators utilize multimedia tools when facilitating Economics?

Yes. ✓

How does multimedia help you understand the Economics content?

Multimedia have helped me to get to understand the in-depth of economics concepts and we have been doing just good as our performance in this subject have improved as the class. ✓

Why do you think it is important for the school to introduce more of the multimedia tools in facilitation of the Economics content.

Most school must really introduce the multimedia tools because they enhance teaching and learning and arouse interest from learners, teachers must also be equipped to use these tools and materials to be more effective in the Economics facilitation. ✓

EL2 Responded to questions as follows:

In this school, do Economics educators utilize multimedia tools when facilitating Economics?

Yes. ✓

How does multimedia help you understand the Economics content?

Economics is a complex learning area; it is not easy to understand as it requires a broader understanding of its concepts. With multimedia involved, it makes it easier to comprehend everything and we smoothly move forward with everything now that there are multimedia tools helping to shape our understanding towards Economics. ✓

Why do you think it is important for the school to introduce more of the multimedia tools in facilitation of the Economics content.

Out of many reasons I could possibly mention as to why most schools should introduce multimedia tools and technology, to enhance learning as well as evoking potential to learners on the subject. These multimedia tools help teaching and learning to be even more funny and interesting, breeding great results in the end. ✓

EL3 Responded on interview questions as follows:

In this school, do Economics educators utilize multimedia tools when facilitating Economics?

Yes. ✓

How does multimedia help you understand the Economics content?

Multimedia is very helpful and must continue being implemented as it clarifies economics complexities and making learning more effective and efficient. My grades have improved over time ever since the school introduced the multimedia tools implementation. ✓

Why do you think it is important for the school to introduce more of the multimedia tools in facilitation of the Economics content.

It would be very significant and convenient for the school to introduce more of the multimedia as we are facing the exclusion of commerce stream in the country. This is due to lack of motivation in the learners, however, due to these new developments of teaching and learning, most learners will find commerce even more interesting as everything will easily be facilitated, motivation is key. ✓

Economics learners who have never experience teaching and learning with multimedia tools also participated and shared their responses on the interview questions imposed to them.

ELM1 responded to the interview questions as follows:

In this school, do Economics educators utilize multimedia tools when facilitating Economics?

No. ✓

How does multimedia help you understand the Economics content?

I would have enjoyed being taught with multimedia tools; however, my school only uses traditional teaching methods, which is mostly boring and breeding us low grades. ✓

Why do you think it is important for the school to introduce more of the multimedia tools in facilitation of the Economics content.

We are experiencing multiple difficulties in teaching and learning of this learning area, we would deeply appreciate to be familiarised with the current technology and multimedia tools and that would enhance our learning. ✓

ELM2

In this school, do Economics educators utilize multimedia tools when facilitating Economics?

No. ✓

How does multimedia help you understand the Economics content?

The only time we have seen and experienced other teaching methods such as using multimedia is when there are teacher trainees in our school, they make learning so accessible and easy to understand, especially the economics concepts. ✓

Why do you think it is important for the school to introduce more of the multimedia tools in facilitation of the Economics content.

It is significant that these multimedia tools are being developed and introduced to make learning more effective and efficient. Economics is not an easy learning are to comprehend, therefore it has to be accompanied by extra material to make it clearer. ✓

ELM3 responded to the interview questions as follows:

In this school, do Economics educators utilize multimedia tools when facilitating Economics?

No. ✓

How does multimedia help you understand the Economics content?

I have long lost motivation on Economics due to various reasons such as how we are being taught, as well as not having basics on the subject. So, I would not say that multimedia has helped me understand any concepts because it is not applicable in my school. ✓

Why do you think it is important for the school to introduce more of the multimedia tools in facilitation of the Economics content.

Schools must introduce these methods such as multimedia to bring back the interest and motivation, not just from high school level but from the little learners in junior level and give them all reasons to choose commerce when they get to high school level. Multimedia would make it very easy to understand Economics concepts and content. ✓

EEM1 Responded to the interview questions as follows:

Do you, Economics teachers utilize the multimedia tools when they teach Economics?

Yes. ✓

Have you seen any necessity to apply these multimedia aids in your economics teaching and learning?

Yes, in a number of years teaching Economics, I have observed the decrease in pass rate in this subject and eventually, we have come to understand the cause, hence there was a development of multimedia tools and technology advancements to assist in teaching and learning of Economics. ✓

Did you consult the Department of education for any help in introducing the multimedia for teaching and learning of Economics?

We have consulted the Department of Education, several times before they have come through. After the development of multimedia tools, the results in this learning had progressively improved and we would like to encourage every other school that is specialising with Economics to utilize these tools. ✓

EEM2 Responded to the interview questions as follows:

Do you, Economics teachers utilize the multimedia tools when they teach Economics?

Yes. ✓

Have you seen any necessity to apply these multimedia aids in your economics teaching and learning?

At first, I did not feel the need to apply any other method of teaching or facilitating Economics, I have always believed in traditional teaching method. However, at a later stage, my colleagues suggested that we all should utilize the new approaches and here we are, experiencing great results in Economics. ✓

Did you consult the Department of education for any help in introducing the multimedia for teaching and learning of Economics?

Department of Education together with governmental bodies came through after a while of commitments and promises, to be short and simple, they showed up to rescue us in imparting Economics concepts and contents. ✓

EEWM1 Responded to interview questions as follows:

Do you, Economics teachers utilize the multimedia tools when they teach Economics? No. ✓

Have you seen any necessity to apply these multimedia aids in your economics teaching and learning?

As commerce department in this school, we have long requested for tools to use in facilitating this learning area because learners are really struggling in understanding the subject as they are in deep rural areas of the district. ✓

Did you consult the Department of education for any help in introducing the multimedia for teaching and learning of Economics?

We have been in contact with the department in relation to these tools, but they have been ignorant in providing us with these necessary tools. ✓

EEWM2 Responded to interview questions as follows:

Do you, Economics teachers utilize the multimedia tools when they teach Economics? No. ✓

Have you seen any necessity to apply these multimedia aids in your economics teaching and learning?

Yes, we are very in need of the multimedia aids and tools, our learners are losing interest in the subject and there is no motivation at all. Pass rate is decreasing, and we are in need of these tools. ✓

Did you consult the Department of education for any help in introducing the multimedia for teaching and learning of Economics?

There have been several meetings held in requesting the multimedia aids to perfect the art of imparting Economics concepts and content to our learners. Still this far, there is no luck. We are very unfortunate because our school is in deep rural areas of the O.R Tambo district. ✓

Quantitative data was employed by the researcher, who also collected data in a form of a questionnaire which was sent to both teachers and learners. Data collected will then be analysed in the presentation which is also an important element to take into account.

This questionnaire was given to 4 educators and data was collected based on the responses they have given.

Questions	P	F	G	E	T. P
1. How have been multimedia in the teaching and learning assisting you?	1	-	-	3	4(100%)
2. How do you rate your learners before the implementation of multimedia tools?	3	1	-	-	4(100%)
3. How have your learners been performing after the introduction of multimedia technology and tools?	-	-	1	3	4(100%)
4. Does the department extend hand and provisioning of the tools that enhance the teaching and learning of economics?	3	-	1	-	4(100%)

P= Poor, F= Fair, G= Good, V.G= Very Good, E= Excellent, T.P= Total Number of Participants

This questionnaire was given to 10 learners to respond to, and data was collected through responses that they have given.

Questions	P	F	G	E	T.P
1. How would you describe the benefits of using multimedia tools in the Economics discipline, in your school?	-	2	8	-	10(100%)
2. Multimedia tools bring more of clarifications in the midst of teaching and learning of Economics?	-	-	-	10	10(100%)
3. How would you rate the multimedia tools used in the economics classroom.	-	-	-	10	10(100%)
4. How would you rate your knowledge when Economics is taught through multimedia tools?	-	-	8	2	10(100%)

P= Poor, F= Fair, G= Good, E= Excellent

DISCUSSION OF FINDINGS

This study aimed to investigate and find out the effects of utilizing multimedia effects in the teaching and learning of Economics in high schools that are in the O.R Tambo district. The findings were collected using both quantitative and qualitative methods. Interviews and questionnaires were conducted to both learners and educators that are affected by both the positives and negatives of utilizing multimedia in teaching and learning of Economics. Learners who have multimedia facilities have been interviewed to find out how they have viewed this form of facilitation. Learners in which this form of facilitation has not been developed to find out how learning has been thus far. Educators as well were interviewed and have responded and given out their experiences to the development of this new way of teaching and learning. Educators from schools in which multimedia have not been introduced as well were interviewed and expressed their dissatisfactions. The sentiments from students were different based on the fact that some of them have been taught with the use of multimedia tools, while some have not.

Learners that are having multimedia facilities in the teaching and learning have claimed that these tools have made them approach this discipline in a very positive manner and they have grown interest in it. The use of interactive charts, infographics, visual aids etc, have evoked the interest and motivation to a number of students. This testimony is in line with the study by (El-Sabagh, 2021), that multimedia enhance teaching and learning as it accommodates the diverse needs of students. Learners have compared their grades before and after the implementation of multimedia tools, they all agreed that there are ridiculous improvements, and they have gained motivation through these forms of learning. Multimedia tools work hand in hand with the teachers and they effectively make work easier as they do not consume most of the time, Economics complexities are clarified easily by the use of the tools, meaning utilizing these tools is more effective and efficient.

During the interviews, some learners expressed their dissatisfaction with how Economics is taught in their schools, stating that they are being taught with traditional teaching methods (Bo, Ding, and Wang, 2022.) Learners find it very difficult at times to comprehend concepts with the use of traditional teaching method. The need for advanced methods of teaching and learning has always been noted in these schools and seemingly the department of education has been ignorant to provide such material to underprivileged schools. The study by Akram, Abdelrady, Al-Adwan and Ramzan, (2022) attested that the effectiveness of multimedia integration needs teachers to be well prepared in terms of being technologically aware. It is the department of Education that needs to provide schools with the necessary materials.

Teachers also gave different positions based on their experiences regarding the effects of utilizing these tools in their facilitation. Teachers from the advanced side of the district expressed how effective these tools have been ever since they have been employed to their school. It is advantageous for them and these tools have been fruitful in such a way that the department have applauded those teachers with their work. Multimedia integration have increased the level of understanding to learners and teachers, Chen, and Kong, (2016) also revealed that teachers find it easy to explain economics complexities with the multimedia and learners also comprehend these concepts. Economics is believed to be a learning area with complexities which makes it difficult for teachers to impart knowledge to learners. Learners on the other hand find it difficult to comprehend Economics concepts. However, the introduction of multimedia came in rescue and now teachers can see the improvements from learners' performance. One the teachers that have participated in the interview, a bit old in age stated that, she has always believed in traditional method of teaching, but ever since multimedia was brought into use, the pass rate in economics have gradually increased and learners became more motivated and moreover, positively changed the attitude towards the subject. Equally so, some of the teachers expressed their dissatisfactions and difficulties that they have been faced with, especially schools from the rural areas. Learning barriers are one of the most obstacles that are hindering the progress in learning. Multimedia tools are not provided in schools from rural schools. Learners from the rural schools have long lost interest in economics, hence there is phasing out of commercial streams, which in alignment with study that was conducted by Tlili, Padilla-Zea, Garzón, Wang, Kinshuk, and Burgos, (2023) that the adoption of multimedia in the teaching of economics holds significant potential to transform the educational landscape. The department of education needs to intervene and make all necessary provision to ensure that teaching and learning is running effectively and efficiently.

Questionnaires were given to both educators and learners to express their experiences in using multimedia in the facilitation of economics. The researcher imposed questions to educators in order to gather data. Educators were pleased with the performance that kicked in after they have been assisted by multimedia tools in the teaching and learning, McHaney, R., (2023) believed that change in learning styles have always brought a necessary change and effectiveness in

the dynamics of teaching and learning. In the early days of the multimedia development in these schools, some of the learners did not understand the driving motive of these tools and only enjoyed the displays which then hindered the progress of learning. The teachers then compared results before and after the implementation of these necessary tools and figured out that learner's performance have indeed improved. Improvement in teaching and learning with the use of multimedia tools has been evident and Aguti, Walters, and Wills, (2014) have confirmed that the effectiveness of these tools has brought more clarifications to both educators and learners. Learners have improved their knowledge and skills through the implementation of these tools.

RECOMMENDATIONS

The Department of Education, alongside local stakeholders, should prioritize improving the technological infrastructure in the O.R. Tambo District. Schools need consistent access to computers, projectors, and reliable internet connections. Furthermore, multimedia resources should be updated regularly to ensure relevance to the curriculum. Teachers should receive regular training on integrating multimedia effectively into their lessons. This includes workshops on the use of educational software, multimedia creation tools, and digital literacy skills. Continuous professional development is essential for teachers to keep up with evolving technologies and best practices in multimedia instruction. Content creation should focus on developing multimedia resources that are aligned with the South African curriculum and contextually relevant to students in the Eastern Cape.

CONCLUSION

The use of multimedia in teaching Economics has proven to be a promising approach for enhancing learning outcomes and fostering student engagement. Based on research and findings, the integration of multimedia technologies, such as videos, simulations, animations, and interactive software, has had a positive impact on learners' comprehension of complex economic concepts. These tools make abstract theories more accessible, engaging, and relatable to students' real-life experiences, ultimately leading to improved memory and deeper understanding. Moreover, the use of multimedia has shown to promote active learning, encouraging collaboration and critical thinking among students. Teachers have also benefited from multimedia tools by being able to present information in diverse ways that cater to different learning styles. However, challenges such as lack of access to technology, insufficient teacher training, and infrastructural limitations have been identified, which hinder the full potential of multimedia in teaching.

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