

Research Article

Improving Presentation-Based Learning: In Case of 3rd-Year Agri-Business and Value Chain Management (ABVM) Students, Wolkite University, Ethiopia

Tamenut Desalegn^{1,*} , Yemane Woldeyesus², Wasihun Berta³, Metadel Kasaw⁴, Saron Mebratu⁴

¹Department of Wildlife and Ecotourism Management, Wolkite University, Wolkite, Ethiopia

²Department of Plants Science, Wolkite University, Wolkite, Ethiopia

³Department of Animal Production, Wolkite University, Wolkite, Ethiopia

⁴Agribusiness and Value Chain Management, Wolkite University, Wolkite, Ethiopia

Abstract

Presentation has been a critical factor in yielding positive learning outcomes for students and further developing their abilities and self-confidence. The study aims to determine improves the student's self-confidence and grade score through presentation-based learning. The study was conducted on 3rd year ABVM students. The stratified random sampling design method was employed by students stratified into three categories based on the previous achievement such as higher scorer, medium scorer, and lower scorer. Data were collected through questionnaires, secondary data, interviews, and observation. The collected data were analyzed by descriptive statistics such as percentage, frequency, and mean. Encouraging and repeated cyclic presentation mechanisms were the intervention mechanisms for improving students' performance. Feeling afraid to stand in front of the students in the class (90.6%) was the major problem of 3rd year ABVM students in, group assignments presented by one student without the participation of other students (84.4%), students think/worry they made a mistake during presentation (81.1%), background of the student (78.1%), lack of time and passive learning method were (71.9%) and the least factor was high number of students assign in the class (59.4%). Before the intervention mechanism was taken the mean grade score of students during seminar presentation was (19.2%) from 25% and the confidence level scored (3.1%) from 5%. However, after the intervention mechanism was taken the students' confidence and score were improved. In the 1st cycle of mean grade score presentation of students (19.5%), in the 2nd cycle (20.3%), in the 3rd cycle (21.2%), in the 4th cycle (22.4%) and in the 5th cycle (23.5%) had gotten respectively, from 25% of weigh. Presentation-based learning is a great factor in improving students' grade scores and confidence.

Keywords

Learning, Presentation, 3rd Year ABVM Student

*Corresponding author: tamenutdesalegn15@gmail.com (Tamenut Desalegn)

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1. Introduction

Education plays a key role in the development of our country; Ethiopia is now taking different measures to use education for development. Among the mechanisms listed few are; increasing the number of higher institutions (universities) and also creating a university-industry linkage, making the intake capacity of universities, 70% for science and technology and 30% for social science which can support the country for its development in technology and also introducing active learning methods in all Ethiopian Universities [1].

Presentation-based learning is one type of active learning method. Classroom presentation has constantly been a serious factor in elastic optimistic learning outcomes for students and the further development of their abilities and self-confidence. Nevertheless, many students consider presentations as one of the most stimulating forms of assessment in the university. However, a presentation is one of the most fruitful sources of personal growth in tertiary tutelage, particularly for business students [2]. For the students' education and future work purposes, it is important to develop the skills, build on their knowledge, and demonstrate they have understood the curriculum and confidence in giving presentations. It teaches students to engage in dialogue with their colleagues and instructors by providing informed arguments based on information retained.

The Ethiopian higher education system is represented by 46 universities, with 677 study programs. In addition, it gives 433 Bachelor programs at 40 universities, 194 Master programs at 29 universities, and 50 PhD programs at 11 universities [3]. The higher education policy and strategy were established by considering active learning methods. But, most of them haven't given attention to the active learning method.

Currently, students in higher education including Wolkite University become considerably dependent on the lecturer because students are not invited to use and develop their cognitive and learning skills properly. Students under this teaching practice seem to just reproduce and apply new information presented or made available by the lecturer while their engagement in the class is quite low [4, 5]. This indicates the majority of higher education lectures commonly start the class by explaining the conceptual aspects of the course topic, followed by examples or a demonstration of the concepts or procedures without giving the chance to student's participation and reflection [6].

Without student participation/presentation-based learning, a deep learning approach seems to be related to the professional ability of teachers to build a more difficult instructional strategy [7]. Therefore, this study was focused on enhancing 3rd-year ABVM students' self-confidence and grade scores through presentation-based learning.

2. Methodology

2.1. The Study Group

This study was conducted in Wolkite University, College of Agriculture and Natural Resource, Department of Agri-business and Value Chain students, Ethiopia. This action research was proposed to improve 3rd ABVM students' self-confidence and grade scores through presentation-based learning under the College of Agriculture and Natural Resources.

2.2. Research Design

The respondents for this research were 3rd ABVM Students. They are 32 in number among them 20 are females and the remaining 12 are males. Stratified random sampling was employed for students categorized into three such high scores, medium scorers, and low scorers classified based on previous grade points. Six students each were selected from high score, medium scorer, and low scorer. In total 18 students are our sample sizes. Presentation-based learning was proposed for all sampled students in 5 presentation cycles in two weeks then evaluate the confidence, and give a grade score for presentation and suggestion. This practice was continued for two weeks and finally, the researchers evaluated the improvement of students through presentation-based active learning.

2.3. Data Collection

Data collection consisted of a self-assessment questionnaire to grade the students' self-perceived level of competency in making presentations. The students were asked to perform an individual presentation in front of the audience their peers and the lecturer. For the presentation test, a rating scale attached with a scoring rubric was employed to grade students in the presentation test (final two weeks test) to assure grading consistency and control for instructor bias, since two evaluators were rating the students' presentation skills. Semi-structured questionnaires and lecturer observation were used to collect student reflections on learning behaviour and other significant events revealed during the learning process.

The study used both primary and secondary sources. Primary data was collected from third-year ABVM department students using a questionnaire survey, interview, observation, and recording.

2.3.1. Questionnaire Survey

A structured questionnaire survey was used to gather information on factors hindering students' active participation in teaching and learning processes at College of Agriculture and Natural Resource Department of ABVM students and teachers.

2.3.2. Interview

An interview was employed to triangulate the questionnaire survey and enrich the information generated via the questionnaire survey.

2.3.3. Observation and Recording

Classroom observation was conducted to know the status of student's participation. During this time, audio records and class notes were taken.

2.4. Data Analysis

The collected data were analyzed using descriptive statistics such as mean, percentage, frequency, tables, and figures.

2.5. Intervention Mechanism

Intervention is also called the implementation of the activities decided by the researchers. The researchers utilized presentation as the intervention procedure to enhance the student's confidence by presenting a task for a period of a given time. Two weeks were assigned to enhance students' confidence through presentations in the class and evaluation. Students have the opportunity to practice presentation during speaking tasks until the end of the second week. At the end of the second week, the final evaluation of the intervention procedure was carried out by the researchers and the staff members.

In general, the following intervention methods were implemented to enhance student's self-confidence and grade scores.

- 1) Giving teaching materials with different activities in advance to prepare themselves for presentation.
- 2) Apply student centered teaching method by using active learning methods such as group discussion and presentation.
- 3) Appreciating and encouraging students to participate actively in presentation.
- 4) Giving different responsibility to each and every member of the group to minimize the unequal sharing of tasks among group members for presentation.

3. Results and Discussion

According to the responses obtained from observation, interview, and semi-structured questionnaires, we identified different problems that affect student's low academic performance on presentation. Based on the demographic information of students about 62.5% of sampled students were females and 37.5% of the participants in the interview and questionnaires were males (Table 1). Depending on the demographic information shown in the table high numbers of students are females and the least number of students are males.

Table 1. Demographic character of students.

Sex	Number	Percentage
Male	12	37.5%
Female	20	62.5%

In this study depending on the student's response feeling afraid to stand in front of the students in the class (90.6%) was the major problem of ABVM students in presentation (Table 2), followed by group assignments presented by one student without the participation of other students (84.4%), students think/worry they made mistake during presentation (81.1%), background of the student (78.1%), lack of time and passive learning method were (71.9%) and the least factor was high number of students assign in the class (59.4%). In this study, most of the students did not have faith in themselves to speak fluently. Similarly, in this study, [8] found, that students with advanced speaking did not believe in themselves. This might be a lake of preparation and practice. According to the respondent's lack of time group assignments were presented by one representative of the group without the participation and reflection of all members students. This practice affects the student's participation in presentations and they think dependent on the presenter of the group. In other way the background of students is also the problem that affects students' presentation, in most high schools and preparatory schools' students do not present their assignments due to that they haven't a habit of presentation.

Table 2. Problems of Students that affect the presentation.

Problems of presentation	Levels of agreement									
	Strongly agree		Agree		Neutral		Dis-agree		Strongly dis-agree	
	F	%	F	%	F	%	F	%	F	%
Feeling afraid stand in front of the students	17	53.1%	12	37.5%	3	9.4%	0	0%	0	0%

Problems of presentation	Levels of agreement									
	Strongly agree		Agree		Neutral		Dis-agree		Strongly dis-agree	
	F	%	F	%	F	%	F	%	F	%
Group assignments presentation by one student	12	37.5%	15	46.9%	1	3.1%	4	12.5%	0	0%
They think they made mistake during presentation	9	28%	17	53.1%	3	9.4%	3	9.4%	0	0%
Lack of preparation	11	34.4%	9	28%	4	12.5%	8	25%	0	0%
Lack of time	10	31.3%	13	40.6%	0	0%	4	12.8%	5	41%
Background of the student	14	43.7%	11	34.4%	2	6.25%	2	6.25%	3	9.4%
Passive learning method	13	40.6%	10	31.3%	5	41.7%	4	12.5%	0	0%
High no. of students in one class	7	21.9%	12	37.5%	7	21.9%	3	9.4%	3	9.4%

The grade score and confidence level of students before the intervention mechanism was taken.

Depending on the preliminary data obtained from the Department of agri-business and Value Chain Management, the mean grade score of students during seminar presentation was (19.2%) from 25% and the confidence level scored (3.1%) from 5%. Hence, improvement of students' grade scores and confidence levels is needed using different techniques. Presentation-based teaching and learning method is one mechanism to solve this problem.

The grade scores and confidence level of students after the intervention mechanism were taken.

The intervention mechanism is one of the techniques to carry out the activities and techniques to increase the confidence level of students and improve the grade score. The researchers utilized presentation as the intervention procedure to enhance the student's confidence. The researchers assign five cycles of student presentation in consecutively in two weeks and evaluate continuously by giving feedback and constructive comments. At the end of the second week when the fifth cycle of presentation was taken the final evaluation intervention procedure was carried out by the researchers and measured the variation.

In the 1st cycle of mean grade score presentation of students (19.5%), in the 2nd cycle (20.3%), in the 3rd cycle (21.2%), in the 4th cycle (22.4%) and in the 5th cycle (23.5%) had gotten respectively, from 25% of weighed (Table 3). The criteria of students are evaluated with Confidence, Reaction, Response to questions, Eye contact, and Preparation for the topic. The grade score of students improved from the 1st cycle presentation to the 5th cycle of presentation it also enhanced their ability to speak in front of the audience with confidence. Even though, the presentation cycle provides an individual to present worth with conviction to

be trained confidently. Similarly, in our study, [9-12] reported that oral presentation plays an important role in the skills needed by students for their Academic Purposes and Study Skills. In the study, the performance of students improved from 1st cycle of presentation to 5th cycle of presentation.

In 1st cycle students often feel afraid, shiver, break up words while speaking, do not react in the classroom room, or do not show any movement simply stand in one area and read the short note and also do not see the audience's whether followed his/her or not. But after we gave them constrictive comments students showed some improvements. Starting from 2nd cycle of the presentation students slightly improved their skills in eye contact, managing the audience, showing reaction and reflection. Finally, in the last 5th cycle of the presentation, students improved all the gaps listed above they internalized the topic content with proper justification and improved their grade scores. This is in agreement with [13-15] suggested that developing an organized oral presentation can produce better output. Students develop skills and knowledge within the repeated way of presentation practice.

Table 3. The mean grade score improvement within the presentation cycle.

Presentation cycle	Mean grade Score (25%)
1 st cycle	19.5%
2 nd cycle	20.3%
3 rd cycle	21.2%
4 th cycle	22.4%

Presentation cycle	Mean grade Score (25%)
5 th cycle	23.5%

According to the data below (Figure 1), the result showed that the students' self-confidence in presentation increased from the first cycle of presentation to the fifth cycle of presentation. In 1st cycle of presentation, the mean score of student's confidence level was (3.2%), in the 2nd cycle (3.6%), in 3rd cycle (3.9%), in the 4th cycle (4.2%) and finally in the 5th cycle presentation the confidence level of students scored (4.5%) respectively, from 5% weighted mark (Figure 1). Based on the intervention students improved and increased their confidence level through repeatedly practicing and presenting their assignments in the classroom. Similarly, in this study, [16-18] finding students were required to practice before their final presentation. They were provided the necessary tips and techniques in oral presentation for improving and enhancing their performance.

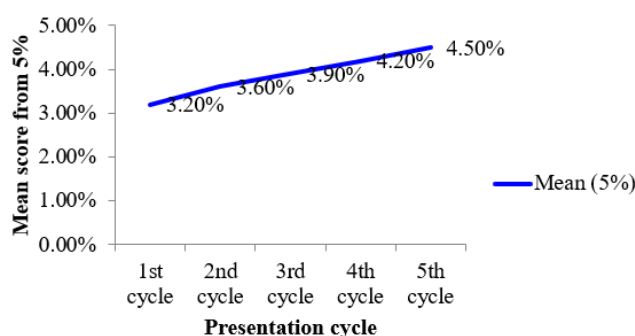


Figure 1. Confidence level of students with different cycles of presentation.

4. Conclusion and Recommendation

The presentation-based learning method is one of the effective techniques to improve students' self-confidence and grade score. Students feel fear, presentation tasks with one student, background of the student, students think made a mistake during the presentation, passive learning methods are the problems behind students having low self-confidence and grade score. Hence, to fill this gap preparation for presentation before coming to the class was necessary. To implement and minimize those problems regarding to presentation the following recommendations must be taken.

- 1) Students must be preparing for activities before coming to the class.
- 2) Teachers must be focused on active learning methods.
- 3) Assign a small number of students in one class to save the time.
- 4) Encouraging and appreciating students through constructive comments.

Abbreviations

ABVM Agribusiness and Value Chain Management

Conflicts of Interest

The authors declare there is no conflict of interest in this submission.

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