

## PERCEIVED INFLUENCE OF SOCIAL MEDIA ON TEACHING AND LEARNING OF BUSINESS EDUCATION COURSES IN TERTIARY INSTITUTIONS IN POST COVID-19 ERA

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### Abstract

*The study examined perceived influence of social media on teaching and learning of business education courses in post COVID-19 era. The study was conducted in tertiary institutions in Osun State, Nigeria. Temewo research questions and two null hypotheses guided the study. The study adopted descriptive survey design. The population of the study comprised 48 lecturers and 252 students of Office Technology and Management and Business Education Departments in the four tertiary institutions in Osun State participated in the study. No sample was drawn, the entire population was studied, since the population was of manageable size. A 20- item structured questionnaire was used to gather data from the respondents. The instrument was validated by three experts in business education and entrepreneurship education. Cronbach Alpha method was used to established the reliability coefficient of 0.89. Mean and standard deviation were used to analyze the data collected while the null hypotheses were tested at 0.05 level of significant using independent sample t-test. Findings of the study revealed that social media has positively influenced the teaching and learning of business education courses in post COVID 19 era. The study concluded that Whatsapp and Skpe were indispensable in enhancing teaching and learning of business education courses in tertiary institutions and departmental administrators should organize seminars and workshops for both lecturers and students of OTM and Business Education departments on how effective utilize various social media platforms for academic purposes, in order to improve their academic performances.*

**Keywords:** Business Education Courses, OTM, Social Media, Teaching & Learning and Post COVID-19 Era.

### Introduction

Social media has emerged to be one of the most vital communication instruments in the world today generally and particularly in post COVID-19 era. It was designed to ease communication among people, making it easy for people to easily share information,

files, pictures and videos, create blogs and send messages, and conduct real-time conversations. These systems are referred to as social, simply because they allow communication with friends, course mates teachers, project supervisors and lecturers among others so easily and effectively.

. There are different social media sites which focusing on creating networks or social relationship. These sites enable any different kinds of information sharing activities such as sharing interest, business information and current issues. Social media can be defined as a group of internet based applications built on the ideological foundation of web 2.0 which allows the creation and exchange of user generated content (Kaplan & Haelei, 2010).

Social media allows individuals in communities to share ideas, interest, and also meet people with similar ideas and interests. Social media provides new opportunities for innovating, modernizing education and training and preparing learners for the 21<sup>st</sup> century (Lazarsfeld & Katz, 2015). Furthermore, social media technologies have the potential to support and enhance teaching and learning in higher institutions by providing learners with a chance to manipulate their learning environment and to participate actively in the learning process (Bolter & Grusin, 2014). It is through these collaborative technologies that students and lecturers can benefit from insight in the knowledge at their disposal. These tools also enable information workers to locate and connect people with certain expertise across organizations, bringing people, systems and data into alignment faster to respond to challenges and take advantage of competitive opportunities.

In an educational context, Chen and Bryer (2012) states that social media sites provide students with access to more information and experiences than they would get in a closed environment alone. If properly facilitated and framed, such expanded exposures can benefit students' learning by creating more connections across boundaries. The use of social media technology is a means of helping students in preparation for the 'real world', in order to be able to cope with the many challenges.

According to Hamid and Waycott (2011), many current studies suggest that the high use of social media applications as an addition to formal education institutions and for preparing learners for the 21<sup>st</sup> century was not for personal use, and it has evolved to be used in virtually all domains. From a preliminary point of view, it appears that almost every institution in the world has adopted some form of social media, using it for general outreach, to attract potential students, maintain alumni relations and increase institutional reputation and pride. Idu and Asuquo, (2014) states that the primary reason for adopting social media in the classroom, is because most people are familiar with it and also academic experts arguably perceive that social media can be used as an effective teaching and learning tool in higher education because of its ease of use, versatility in aiding easy access

to learning materials and reduction in costs of moving about from one place to another before teaching and learning can take place particularly in post COVID -19 era.

This is supported by Okoro (2013) who submits that for several years, social media have facilitated teaching and learning and has also increased the level of students' enthusiasm in learning activities which includes business education. It is evident that the concept of social media as a tool for teaching and learning is considered to be very attractive, as a new learning model whose effect may be a salutary to the development of education in a developing country like Nigeria. This approach to teaching/learning through the use of a variety of methods shifts the role of the instructors from giver of information to a facilitator of learning. Social media is giving learning across the multiple context through social media site and content interactions using personal electronic devices (Crompton, 2013). Social media users use social media sites for educational purposes when and where it is convenient for them. Social media sites include WhatsApp, Twitter, Skype, Facebook and many others that are enabled by portable technologies. In this case, using social media site as a tool for creating learning aids and materials becomes an important part of informal learning (Adebayo 2014).

Social media sites can therefore have influence on how educators teach and how learners learn. Social media site allow learners and teachers to have access to information anywhere they are and at any time of the day (Bere, 2013). According to Baran, (2014) expediency, convenience and immediacy have great value to teachers and improve students' learning. With the use of social media collaborative and individualized learning could be achieved (Cheon, Lee, Crooks & Song, 2012). Hannah and Joshua (2017) sought to determine whether or not social media sites are useful in the classroom and adds value to students learning. The researchers noted that students have greater positive change in their learning using social media sites. Also, students with opportunities of using social media sites for learning were more confident in their learning activities. Students using social media sites had positive change in their interest and willingness to learn as compared to paper learners. The use of social media sites give chance to individualized, collaborative and informal learning without being limited to classroom environment or vicinity.

Business education is a discipline that trains its recipients to be self reliant and employable. It is an aspect of learning that prepares individuals for roles in business and offers them knowledge about business (Nwafor, 2014). According to Ezenwafor (2012), business education is a programme of instruction that consists of general business education- a programme, which provides the recipients with competencies and skills needed in managing personal business affairs and using the services of the business world. Oyedele and Oladeji (2016) states that business education is a programme which involves the acquisition of skills, ideas and management abilities necessary for job performance.

Individuals who receive training in business education can easily develop potentials for entrepreneurship pursuits especially in the era of economic melt down and unemployment. On the same vain, OTM is an aspect of business education which was formerly known as Secretarial studies, OTM enable students to acquire skills in keyboarding, Shorthand and ICT.

### **Statement of Problem**

The advent of social media has created new opportunities and challenges for teachers and learners alike. Social media has become the driving force in the expansion of distance learning. WhatsApp and Skype, have become common place in all areas of the world with great impact on all activities. In the field of education and business education in particular, social media is rapidly becoming the instrument of choice of communication between the teachers and the students, and for instructions among students themselves. Class-work, assignments, lecture materials among others are frequently posted on social media and often engender extensive creative interactions among the participants (Mamman & Oladeji, 2018). Some business educators have experimented with online delivery of a good portion of their lecture materials, using the social media with uncertain results on learning outcomes.

However, the extent to which students employ social media for educational purpose is unknown. Most times, students constantly hook to the social media and it appears that much of their time is spent on irrelevant social activities. It has also been observed that many students actually spend valuable lecture time chatting or watching video on social media in the classroom while the teacher is teaching, to the detriment of academic activities. It is therefore uncertain whether social media have salutary or negative influence on the academic activities of business education students in Osun State Tertiary Institutions. Arguably, social media if properly managed, can have significant influence on teaching and learning in business education. Indeed, with new social media being developed and introduced, the influence of social media is likely to grow.

It has been observed by the researcher that none of the previous studies combined the variables of this study as presented; this provides a gap to be filled. By examining the influence and potentials of social media, this study will determine the type of social media frequently used, the motivation or willingness for social media use and the effect of social media on teaching and learning of business education courses in tertiary institutions.

### **Purpose of the Study**

1. examined the perceived influence of WhatsApp on teaching and learning of business education courses in tertiary institutions.

2. determined the perceived influence of Skype on teaching and learning of business education courses in tertiary institutions.

### Research Questions

The following research questions guided the study.

1. What is the perceived influence of WhatsApp on teaching and learning of business education courses in tertiary institutions?
2. What is the perceived influence of Skype on teaching and learning of business education courses in tertiary institutions?

### Hypotheses

The following hypotheses were formulated to guide the study:

- H<sub>01</sub>: There is no significant difference between the mean perception of business education lecturers and students regarding the influence of WhatsApp on the teaching and learning of business education courses in tertiary institutions.
- H<sub>02</sub>: There is no significant difference between the mean perception of female and male respondents regarding the influence of Skype on the teaching and learning of business education courses in tertiary institutions.

### Methods

The study was carried out from public tertiary institutions in Osun State offering Office Technology and Management and Business Education Programmes: Osun State Polytechnic, Iree, Osun State Colleges of Education, Ilesa and Ila Orangun and Federal Polytechnic, Ede respectively. The population of the comprised 48 lecturers and 252 students of the institutions. No sample was drawn as the entire population was studied. Two research questions and two null hypotheses guided the study. A structure questionnaire of 20-items title (PISMTLBECTI) was used to collect data. The questionnaire was divided into two sections. Section A sought the demographic data of the respondents while section B consisted of questions designed to extract information needed. The questionnaire was face content validated by the three experts from the Department of Business and Entrepreneurship Education, Kwara State University, Malete, Kwara State. The reliability of the instrument was obtained. The instrument adopted a modified four point rating scale of : Strongly Agree (SA-4 points) Agree (A-3 points) (Disagree D-2 points) and Strongly Disagree (SD- 1 point).

A total of 300 copies of the questionnaire were distributed by the researcher with the aid of research assistants. Two hundred and ninety copies returned representing 96% (40 from the lecturers and 250 from the students) Mean and standard deviation were used to

analyzed the data collected, while t-test was used to test the null hypotheses at 0.05 level of significance. The decision rule for the research question was that any item with a mean score of 2.50 and above was regarded as agreed while below 2.50 was regarded as disagreed. In the test of hypothesis, if the observed probability value was less than or equal to the fixed significant level of 0.05, the null was rejected, while if the observed significant level was greater than the fixed significant level of 0.05 the null hypothesis was retained.

## Results

### Research Question 1

Research Question 1: What is the perceived influence of WhatsApp on teaching and learning of business education courses in tertiary institutions?

**Table 1: Mean and standard deviation of responses on the perceived influence of WhatsApp on teaching and learning of business education courses**

S/N	Item Statements	$\bar{X}$	SD	Decision
1.	WhatsApp platforms are used by business educators to share online assignments to the students.	3.50	0.59	Strongly Agreed
2.	WhatsApp platforms are used by business educators for receiving instant feedback from the learners.	2.61	0.73	Agreed
3.	WhatsApp improves communication between business educators and their colleagues.	3.47	0.64	Agreed
4.	WhatsApp reduces the distance between teacher and students, thereby reducing students' tension.	2.90	0.74	Agreed
5.	WhatsApp breaks down psychological barriers between the business educators and students.	3.53	0.55	Strongly Agreed
6.	WhatsApp makes learning enjoyable and enhances understanding by business educators and students.	2.76	0.96	Agreed
7.	WhatsApp platform encourages more interaction between the facilitator and the students	3.10	0.87	Agreed
8.	WhatsApp provides variety in instruction and content for teaching and learning of business courses	3.29	0.92	Agreed
9.	WhatsApp platform help to solve the problems caused by the absence of facilitators/lecturers.	3.42	0.64	Agreed
10.	WhatsApp helps the lecturers and students to be accessible no their website.	3.40	0.63	Agreed
<b>Weighted average</b>		<b>3.20</b>	<b>0.73</b>	<b>Agreed</b>

*Source: Field Survey, 2021*

Table 1 shows a grand calculated weighted average mean and standard deviation of 3.20 and 0.72, which indicates agreement to all constructs. This implies that business educators

and students supported that WhatsApp positively influences the teaching and learning of business education courses in tertiary institutions.

### Research Question 2

Research Question 2: What is the perceived influence of Skype on teaching and learning of business education courses in tertiary institutions?

**Table 2: Mean and standard deviation of responses on the perceived influence of Skype on teaching and learning of business education courses**

S/ N	Item Statements	$\bar{X}$	SD	Remark
1.	Skype gives business educators the ability to connect with students outside the classroom.	3.34	0.47	Agreed
2.	Skype allows lecturer to meet face-to-face with the subject of their learning	3.47	0.52	Agreed
3.	Skype gives business educators opportunities to expand in learning through voice, text and video	3.74	0.43	Agreed
4.	Skype gives business educators opportunities to connect with each other thereby increased their knowledge in teaching and learning.	3.83	0.37	Agreed
5.	Skype helps business education students to share projects or papers, polish their language skills and exchange information.	3.75	0.43	Agreed
6.	Skype gives business education students and lecturers the opportunities to participate in virtual lectures	3.76	0.42	Agreed
7.	Skype helps instructors to accomplish many learning activities	3.83	0.37	Agreed
8.	Skype enhances collaborative learning and teaching among business educators and students	3.78	0.41	Agreed
9.	Business educators use skype to contact, communicate and share learning and teaching materials with others	3.40	0.49	Agreed
10.	Skype assists business educators learning new cultures and languages in their educational environment	3.39	0.51	Agreed
<b>Weighted average</b>		<b>3.63</b>	<b>0.44</b>	<b>Agreed</b>

Table 2 show a grand calculated weighted average mean and standard deviation of 3.63 and 0.44 which indicated agreement to all the constructs. This implies that business educators and students affirmed that Skype positively influence the teaching and learning of business education courses in tertiary institutions.



### Hypothesis 1

H<sub>01</sub>: There is no significant difference between the mean ratings of business education lecturers and students regarding the influence of WhatsApp on teaching and learning of business education courses in tertiary institutions.

**Table 3: T-test of the difference between the mean responses of lecturers and students on the influence of WhatsApp on teaching and learning of business education courses**

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Lecturers	40	3.12	0.27	0.605	288	0.546	NS
Students	250	3.09	0.28				

Source: Field survey, 2021

$P > 0.05$

Result in table 3 indicates no significant difference in the mean responses of lecturers and students of public tertiary institutions in Osun State as regards the teaching and learning of business education courses. The result shows a calculated value of 0.605 which is greater than the t-test value of 0.546 with the degree of freedom of 298 and 0.05 level of significance. Thus the null hypothesis was retained.

### Hypothesis 2

H<sub>02</sub>: There is no significant difference between the mean ratings of female and male respondents regarding the influence of Skype usage by business educators on teaching and learning of business education courses in tertiary institutions.

**Table 4: T-test of the difference between the mean responses of male and female on the influence of Skype on teaching and learning of business education courses**

Group	N	Mean	SD	t-cal	df	p-value	Decision
Male	122	3.62	0.18	0.812	288	0.417	NS
Female	168	3.64	0.19				

Source: Field survey, 2021

$P > 0.05$

Result in table 4 indicates no significant difference in the mean responses of male and female of public tertiary institutions in Osun State as regards teaching and learning of business education courses. The result shows a calculated value of 0.812 which is greater than the t-test value of 0.417 with the degree of freedom of 288 and 0.05 level of significance. Thus the null hypothesis was retained.



### Discussion of Findings

The results of the analysis on research question one revealed that business educators in tertiary institutions rated the extent to which WhatsApp positive influence on teaching and learning of business education courses in tertiary institutions in Osun State. The results agreed with the opinion of David (2014) who found out that the response on trainee teachers' perceptions toward using WhatsApp group discussion platform for learning showed that the students' WhatsApp group participation increased their interest in the course because it provided them with easy and round the clock access to the lecturer and course mates. Also, Enang (2014) asserted that WhatsApp provides access to learning resources anywhere, anytime and in various formats has the potentials to enhance deep student learning capacities and it allow students to construct their own knowledge.

The study equally revealed in research question 2, that Skype has positive influence on teaching and learning of business education courses in tertiary institutions. This was supported with Steel (2014) who stated that teacher are using Skype in unique way to fulfill educational goals. In addition, Enang (2014) observed that Skype has a potential impact to open up many options to teachers and students interactions. It has potentially revolutionized the teaching and learning process.

### Conclusion

The study identified perceived influence of social media on teaching and learning of business education courses in tertiary institutions in Osun State. It was concluded that social media has positively influenced teaching and learning of business education courses in tertiary institutions. The fact that both lecturers and students of business education are aware of social media and utilize them to influence teaching and learning , implies that graduates of business education and OTM would compete favorably in the highly competitive labour markets where ICT competencies are highly demanded for graduates by employers of labour.

### Recommendations

Base on the findings of this study, the following recommendations were made:

1. Institution and departmental administration should organize seminars and workshops for both lecturers and students in business education departments on how to effectively utilize WhatsApp for academic purposes, in order to improve their academic performances. Also, business educators and school management of the institutions should educate the students on the benefits of using social media for teaching and learning of business education courses, this will encourage them to utilize various social media platforms for learning process.
2. Teachers and students should learn how to effectively use Skype as a micro blogging platform to pass fast and precise information for academic purposes. Skype is ideal for passing precise information which the learners can summaries and subsequently build on.

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