

PERCEPTION OF TEACHERS ON THE USE OF WHATSAPP IN TEACHING AND LEARNING BUSINESS STUDIES IN JUNIOR SECONDARY SCHOOL TWO IN JOS-NORTH AREA OF PLATEAU STATE, NIGERIA

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Abstract

The objective of this study is to find out teacher's perceptions on the use of social media in teaching and learning Business Studies in JSS two in Jos-North Local Government Area of Plateau State, Nigeria. WhatsApp as a social media was used for the study. Two research questions and null hypotheses were formulated to guide the study. Descriptive survey design was used for this study and purposive sampling method was adopted to select a sample size of 104 Business Studies teachers as respondents for the study. Diffusion of Innovation Theory was used as the theoretical lens of the study. A self-structured questionnaire was used as the instrument for data collection. Descriptive statistics was used to analyze the research question while independent t-Test was used to test the formulated null hypothesis set at 0.05 level of significance. The results showed that the null hypotheses formulated were rejected, Flexibility ($P\text{-value} > 0.010$) and effectiveness ($P\text{-value} > 0.002$). In conclusion, the finding indicated that there was significant difference in the perceptions of public and private schools' teachers on flexibility and effectiveness in the use of WhatsApp in teaching and learning Business Studies in Jos-North Area of Plateau State. It was recommended among others that teachers should be encouraged to adopt WhatsApp platforms as a flexible and effective learning strategy in order to improve students' learning and social interaction skills and foster meta-cognition in students.

Key Words: Effectiveness, Flexibility, Learning, Perception, Social Media, Teaching, WhatsApp, Business Studies.

Introduction

Technology has transformed the way we communicate, work and live. Today technology is an integral part of our daily lives, with rapid advancement in fields like Information Technology. It's a multifaceted domain that continues to shape our world and holds the potential to address some of the most pressing challenges of our time and gave rise to social media which is our main focus. Social media has become increasingly prevalent in the society, with platforms such as WhatsApp, being widely used by people of all ages. This rise in social media usage has also impacted the educational sector, with many teachers and students using social media as a tool for communication, collaboration, sharing and learning in the classrooms. The use of social media in teaching and learning has gained significant attention in recent years, which has continued to shape the way people communicate and access information.

In New Normal era, teachers and students should be aware to utilize the social media in harmony with the pandemic period Cahyadi(2020). According to Dwiyanto (2020), New Normal is a new normal life which means a life that is lived normally with a new lifestyle. Since teachers have an essential part in the process of teaching and learning, they need to use many educational media to sustain teaching, such as WhatsApp as their learning innovation. WhatsApp has become integral parts of many individual lives, offering opportunities for instant communication, networking and sharing of ideas. WhatsApp can enhance learning motivation, personalized course materials, collaborative abilities development, relationship enhancement, self-expression (Wodzicki, Schwammlein&Moskaliuk, 2012). WhatsApp gives students the platform to explore subjects and gather information through accessing existing data on the web or interacting with like-minded students to constructively exchange ideas and build knowledge through informal and formal activities which are highly valued in today's world. The extension of WhatsApp messenger to teaching and learning is because it enables students to study anywhere and anytime, collaborate, share learning materials, access study contents/material quickly, and encourage interaction between learners and teachers (Bansal & Joshi, 2014; Gon&Rawekar, 2017).

WhatsApp is more for sharing knowledge, experiences and information, which increases its flexibility and effectiveness for teaching and learning, and provides students with successful learning experiences (Alenazi, 2018; Annamalai, 2018; Kola & Sunday, 2018). However, despite the potential flexibility and effectiveness, the use of WhatsApp in teaching and learning is not without its challenges and concerns. Teachers may have reservations about the use of WhatsApp in an educational context due to lack of internet facilities, poor electricity power supply, unavailability of smart phones, high cost of internet bundle subscription, distractions, and lack of institutional support on the use of technology for teaching and learning. Additionally, there may be varying levels of familiarity and comfort with using WhatsApp platform among Business Studies Teachers, which can influence effectiveness in the classroom. Giving these potential benefits and concerns, it is important to examine perceptions of teachers on the use of social media particularly WhatsApp flexibility in teaching and learning Business Studies. Understanding teachers' perceptions can help identify potential barriers and inform the development of strategies to effectively integrate social media particularly WhatsApp in teaching and learning Business Studies in Junior Secondary School Two.

WhatsApp, throughout the communication world has brought about the transformation of personal and social changes, specifically, among youngsters between the ages of 13 to 25 who use the social media intensively as a communication means. WhatsApp is of great significance in terms of understanding how it is utilized by teachers and students in teaching and learning processes. There are many features of WhatsApp for the improvement of teaching and learning processes. WhatsApp can be used in education processes for improving communication skills of

teachers and students, expanding participation, empowering peer support, realization of collaborative learning and encourage hands-on participation. WhatsApp also provides facilities which are enriching the learning and teaching processes with text, video, audio materials, supporting learning processes of students and supporting teachers' teaching and evaluation processes (Urista, Dong & Day, 2009). Boyd and Ellison (2007) defined social media sites as public web-based services that allow users to develop a personal profile, identify other users (friends) with whom they have a connection, read and react to postings made by other users on the site, send and receive messages either privately or publicly. Individuals may choose to send private messages, write on other user's walls, organize social activities, and keep informed about other user's daily activities. Some items they may choose to include are: pictures, favorite books and movies, birthday, relationship status, and location (Tufekci, 2008)

Roughly 52 percent of the world's population is under 30 years old, and in the United States, 75 percent of this generation uses WhatsApp, based on a 2010 Pew Research Center study on the millennial generation. Students make up a significant segment of that population (Peluchette & Karl, 2010). Nigeria, with a total population of 240 million, approximately 31.6 million used WhatsApp which is the most popular platform used in the country with 95 percent of users (Sasu, 2023). Students are using WhatsApp platform to share their ideas online, and is another way they can share their academic work online as well. Students, especially those in junior secondary school, find more pleasure in using WhatsApp not just as a source of information but also as a bridge for interaction. This study focuses on the perceptions of teachers on the use of WhatsApp in teaching and learning Business Studies in Junior Secondary School Two in Jos-North Area of Plateau State.

Statement of the Problem

The researchers observed that many teachers in Jos-North Area of Plateau State are active users of social media platforms such as WhatsApp but have underutilized its capabilities. Teachers play a crucial role in the educational development of students, and it is essential for them to adopt innovative and effective teaching strategies. However, the researchers observed that teachers underutilize the flexibility and effectiveness of using WhatsApp in teaching and learning Business Studies in Junior Secondary School II in Jos-North area of Plateau State. Despite the wide spread use of social media in various aspect of daily life, there exists a gap in understanding how teachers perceive and navigate the integration of WhatsApp within their instructional strategies. There is a lack of comprehensive understanding regarding how teachers perceive the flexibility and effectiveness and the cost implications of using WhatsApp in the specific context of teaching and learning business studies. It was also observed that teachers lack awareness and knowledge on its flexibility and effectiveness especially among those teaching Business Studies to utilize WhatsApp platform as pedagogical tool. Teachers are not aware of the flexibility and effectiveness, draw backs and best practices in using WhatsApp for teaching and learning Business Studies. Despite the new trend of using WhatsApp application in teaching and learning activities, the current understanding toward WhatsApp as a teaching learning tools in our schools is limited. Therefore, the perceptions of teachers on the use of WhatsApp for teaching and learning Business Studies in Junior Secondary has not been examined. This research seeks to address a gap in the literature concerning how Business Studies teachers perceive the integration of WhatsApp in their instructional practices. The existing research often focuses on students' engagement and outcomes, leaving a significant knowledge gap regarding teachers' perceptions on flexibility and effectiveness of using WhatsApp as an educational tool. It remains unclear whether teachers believe that WhatsApp can enhance comprehension, critical thinking and retention of business-related concepts. Limited research has been conducted on teachers' perception on the use of WhatsApp specifically in the context of teaching and learning Business

Studies. This knowledge gap inhibits educators from harnessing the full potential of social media such as WhatsApp as a powerful educational tool. This research seeks to bridge the gap in knowledge by investigating teachers' perceptions on the flexibility and effectiveness of using WhatsApp and contributing to the discourse on effective teaching and learning in Business Studies.

Objectives of the Study

1. To assess teachers' perceived flexibility of using WhatsApp in teaching and learning Business Studies in Junior Secondary School II Jos North area of Plateau State, Nigeria.
2. To assess teachers' perceived effectiveness of using WhatsApp in teaching and learning Business Studies in Junior Secondary School II Jos North area of Plateau State, Nigeria.

Research Questions

Two research questions were asked to guide the study.

1. What are the teachers' perceptions on the flexibility in the use of WhatsApp in teaching and learning Business Studies in Junior Secondary II, Jos North Plateau State, Nigeria?
2. What are the teachers' perceptions on the effectiveness in the use of WhatsApp in teaching and learning Business Studies in Junior Secondary II, Jos North Plateau State, Nigeria?

Hypotheses

The two null hypotheses formulated were tested at 0.05 level of significance.

1. There is no significant mean difference in the perception of public and private school teachers on the flexibility of using WhatsApp in teaching and learning Business Studies in Junior Secondary School II Jos North Plateau State, Nigeria.
2. There is no significant mean difference in the perception of public and private school teachers on the effectiveness of using WhatsApp in teaching and learning Business Studies in Junior Secondary School II Jos North Plateau State, Nigeria.

Methodology

The purpose of this study was to find out the perception of teachers on the use of social media in teaching and learning Business Studies in Junior Secondary School II in Jos-North area of Plateau State, Nigeria. A survey research design was used for the study. The participants were purposively selected within Jos-North Area of Plateau State for this study. One hundred and four (104) respondents successfully completed the questionnaires. The respondents were asked on flexibility of the use of WhatsApp in teaching and learning Business Studies.

The instruments used for data collection was a self-structured questionnaire on perceptions of Business Studies teachers in the use of WhatsApp in teaching and learning on the flexibility. The respondents were asked to indicate their level of agreement or disagreement with the stated items on the questionnaire based on a Likert five-point scale in which strongly agree (SA) = 5 points, agree (A) = 4 points, NO opinion (NO) = 3 points, disagree (D) = 2 points and strongly disagree (SD) = 1 point. The questionnaire was validated by two experts in the Department of Science and Technology education and one expert in Test and Measurement Evaluation, Department of Educational Foundation, University of Jos. Cronbach Alpha coefficient was used to determine the reliability and 0.87 was obtained as the reliability index which shows that the instrument was reliable for the study (Ukeje, 2016).

The statistical techniques used in analyzing the collected data for this study were the descriptive statistics (means and standard deviation) answered the research question, while the inferential statistics of independent sample t-Test tested the hypothesis at an alpha level of 0.05. The criterion mean value for the research question was 3.0.

Results

A descriptive and inferential statistics were employed for the presentations and analysis of the results. Mean and Standard deviation were used for descriptive analysis while independent sample t-Test was adopted for the analysis.

Research question 1:What are the teachers' perception on the flexibility in the use ofWhatsApp in teaching and learning of Business Studies in Junior Secondary II, Jos North Plateau State, Nigeria?

Tables 1: Descriptive Statistics of t-Test Analysis on Teachers' Perceived Flexibility on the use of WhatsApp in teaching and learning Business Studies in Junior Secondary Two.

Group	Levene's Test for Equality of Variances		t-test for Equality of Means		95% Confidence Interval of the Diff
	F	Sig.	T	Df	
Public	43.653	.000	-2.610	102	.010
Private			-2.610	70.599	.011

Table 1 reveals the mean and standard deviation results of perceived flexibility in the mean scores of Business Studies teachers on the use of WhatsApp in Public and Private secondary schools in Jos North area of Plateau State. The result for Public secondary school Business Studies teachers has a mean score and standard deviation of (X=4.08, SD=.24) and Private secondary schools had a scores of (X=4.29, SD=.53. therefore, the mean scores of 4.08 and 4.29 greater than the criterion value of 3.0 means that both Business Studies teachers in public and private schools perceived flexibility in the use of WhatsApp in teaching and learning business studies.

Hypothesis 1:There is no significant mean difference in the perceptions of Public and Private School teacherson the flexibility of using WhatsApp in teaching and learning Business Studies in Junior Secondary School II Jos North Plateau State, Nigeria.

Table 2: Independent Sample T-Test Analysis Of Teachers' Perceived Flexibility On The Use Of WhatsappIn Teaching And Learning Business Studies In Junior Secondary Two.

Group		Levene's Test for Equality of Variances				t-test for Equality of Means		95% Confidence Interval of the Diff		
		F	Sig.	T	Df	Sig.(2 tailed)	Mean Diff	Std. Error Diff	Lower	Upper
Public	Equal variances assumed	43.653	.000	-2.610	102	.010	-.21154	.08104	-.37228	-.05079
Private	Equal variances not assumed			-2.610	70.599	.011	-.21154	.08104	-.37315	-.04993

Source: SPSS data analysis output (p=0.05)

The Table 2 reveals the result of Independent Sample t-Test analysis of teachers' perception on flexibility in the use of WhatsApp in teaching and learning Business Studies in Public and Private Secondary Schools. The result showed that there is significant difference in the perceptions of the respondents with P = 0.010. Therefore, the null hypothesis which states that there is no significant difference in teachers' perceptions on flexibility in the use of WhatsApp in teaching and learning Business Studies between Public and Private Secondary Schools in Jos-North was rejected.

Research Question 2: What are the teachers' perceived effectiveness of using WhatsApp in teaching and learning of Business Studies in Junior Secondary II, Jos North Plateau State, Nigeria?

Table 3: Descriptive Statistics of Teachers' Perceived Effectiveness on the use of WhatsApp in teaching and learning Business Studies in Junior Secondary Two.

Group	N	Mean	Std. Deviation	Std. Error Mean
Public	52	3.9538	.37909	.05257
Private	52	4.2308	.48891	.06780

Table 3 reveals the mean and standard deviation results of perceived effectiveness means scores of Business Studies teachers on the use of WhatsApp in Public and Private Secondary Schools in Jos North area of Plateau State. The result for Public Secondary School Business Studies teachers has a mean score and standard deviation of (X=3.95, SD=.38) and Private Secondary Schools had a scores of (X=4.23, SD=.49. therefore, the mean scores of 3.95 and 4.23 greater than the critical value 3.0 means that both Business Studies teachers in Public and Private perceived effectiveness in the use of WhatsApp in teaching and learning Business Studies.

Hypothesis 2: There is no significant mean difference in the perception of teachersin Public and Private School on the effectiveness of using WhatsApp in teaching and learning Business Studies in Junior Secondary School II Jos North Plateau State, Nigeria.

Table 4: Independent Samplet-Test Analysis Of Teachers' Perceived Effectiveness On The Use Of Whatsappin Teaching And Learning Business Studies In Junior Secondary Two.

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Diff	
	F	Sig.	T	Df	Sig.(2- tailed)	Mean Diff	Std. Error Diff	Lower	Upper
Equal variances assumed	3.972	.049	-3.228	102	.002	-.27692	.08579	-.44709	-.10675
Equal variances not assumed			-3.228	96.043	.002	-.27692	.08579	-.44722	-.10663

Source: SPSS data analysis output (p = 0.05)

The Table reveals the result of Independent Sample t-Test analysis of teachers' perception on effectiveness in the use of WhatsApp in teaching and learning Business Studies in Public and Private Secondary Schools. The result showed that there is significant difference in the perceptions of the respondents P = 0.002. Therefore, the null hypothesis which states that there is no significant difference in teachers' perceptions on effectiveness in the use of WhatsApp in teaching and learning Business Studies between Public and Private Secondary Schools in Jos-North was rejected.

Discussion

The results of the analysis on perceived flexibilityshowed that there is significant difference in the perceptions of the respondents.The findings of this study is in linewithWodzicki, Schwammlein andMoskaliuk, (2012); Desi, Rahmiatinand Nasrullah (2021); Bokhari, (2023) who found that teachers' beliefs in using WhatsApp in teaching appeared tobe strongly connected to the flexibility of teaching and learning process and learning contentavailability.In teaching and

learning Business Studies, WhatsApp can provide both teachers and students with unique opportunities to enhance learning experiences. Teacher can use WhatsApp platform to engage students in discussions and debates, share resources and updates and create interactive learning experiences. WhatsApp offers several features that can be leveraged for teaching and learning purposes.

The results of the analysis on perceived effectiveness showed that there is a significant difference in the perceptions of the respondents. The findings of this study is in line with the study of Bouzaiane and Dayananda (2023) who investigated the effectiveness of WhatsApp in helping students learn phrasal verbs in an English as a Foreign Language context. The findings showed students' positive perception regarding WA's effectiveness as a learning tool. Overall, the study highlighted the possibility of successful WhatsApp integration in foreign language education with strategies to maximize the effectiveness. It is also in line with Arisani and Wahyuni (2023) who conducted a study on the effectiveness of Peer Group WhatsApp on Adolescent Knowledge and Attitudes about Risky Sexual Behavior and found that WhatsApp peer groups were considered effective in increasing adolescent knowledge and attitudes about risky sexual behavior. Albloy and Mohamed (2019) conducted a researcher on personal experience of using WhatsApp as an interaction tool in an English classroom. The platform was used to enhance the communicative interaction between the students and their teachers. The results showed that WhatsApp had a positive effect in enhancing interaction between students and their teachers, WhatsApp makes interaction between teachers & their students easier than in the classroom. As a result, shy students can freely communicate & interact through WhatsApp with each other and their teachers, WhatsApp creates a friendly relationship between students and their teacher, and WhatsApp is an efficient tool in teaching and learning Business Studies. Therefore, student-teacher interaction becomes more effective in WhatsApp than inside the classroom. WhatsApp enables the creation of group chats, making it easy for teachers to engage with multiple students simultaneously. It has the features that can be utilized for sharing educational resources and assignments for teaching and learning Business Studies in Junior Secondary School Two class.

Bouhnik and Deshen (2014) found that not all students have access to the application, some students do not participate in discussions and if there is no Wi-Fi they have to use a package with cellular data which costs a little more than without cellular data. And that it was reason Business Studies teachers in public and private perceived the use of WhatsApp in teaching and learning business studies differently. Furthermore, other reasons for the significant difference in the perceptions of teachers on flexibility and effectiveness of WhatsApp in teaching and learning Business studies is possible that private schools have greater access to technology and internet connectivity, small class size, encouragement of innovative and technology-based approaches, closer relationship with students and parents, and they have more autonomy in teaching methods than public schools.

Conclusion

Based on the findings of this study, the following conclusions were drawn:

1. WhatsApp is a flexible and an effective tool for teaching and learning Business Studies in Junior Secondary School two in Jos-North Area of Plateau State.
2. There was a significant difference in the perceptions of public and private schools' teachers on flexibility in the use of WhatsApp in teaching and learning Business Studies in Jos-North Area of Plateau State.
3. There was a significant difference in the perceptions of public and private schools' teachers on effectiveness in the use of WhatsApp in teaching and learning Business Studies in Jos-North Area of Plateau State.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Schools and Ministry of Education and other parastatals should organize workshops, conferences and seminars for Business Studies teachers on how to effectively use WhatsApp for teaching and learning.
2. Teachers should be supported by the school administration in developing the necessary digital skills to navigate WhatsApp effectively for teaching and learning purposes.
3. Teachers can create WhatsApp groups based on specific topics within Business Studies, such as marketing, finance, entrepreneurship, project or assignment groups etc. to improve students' learning and social interaction skills, collaboration and active participation.
4. There should be regular evaluations and adjustments based on feedback from students on how WhatsApp is been used for Business Studies learning to help teachers maximize the potential of WhatsApp as a teaching and learning tool.
5. The Department of Basic Education should formulate a framework or training that would guide teachers in integrating WhatsApp into their instructional practices.

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