

# **Influence of WhatsApp Applications Software on Academic Performance of Business Education Students in Federal College of Education Obudu**

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## **Abstract**

*The study was aimed at examining the influence of WhatsApp applications software on academic performance of Business Education students in Federal College of Education Obudu. Survey research design was adopted for the study. Two research questions and two research hypotheses were raised to guide this study. The populations of 402 business education students were used for the study. A structured questionnaire was developed by the researchers and was validated by two experts from test and measurement department and Department of Vocational Education in University of Calabar. The reliability of the instrument was ascertained using Cronbach alpha reliability technique whose coefficient was .89. The academic performance score was collected from the centers of general studies of the university to measure their performance. Data collected were analyzed using population t-test and one way analysis of variance (ANOVA) to test the hypothesis. The result showed that students' frequency of the use of WhatsApp platforms among business education students in federal collage of education is high and that WhatsApp platform usage significant influence students' academic performance negatively. Based on this, it was recommended that students should reduce the use of WhatsApp application in class room environment in order to increase their chances of academic performance in College of Education Obudu, Cross River State.*

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**Keywords:** *WhatsApp, Applications software, Academic performance and Business Education*

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## **Introduction**

WhatsApp is a free application that works on various platforms like Android phones and iPhone. The app is widely used by students to send multimedia messages like videos, photo, document etc. WhatsApp offers Business Education students increase choices and opportunities in the context of online instruction, online course that incorporate mobile technologies are becoming a more frequent component in universities also the number of

web-based courses has increased (Inan, Flores and Grant, 2010) The information and communication technology shared between online students through social interactions on mobile tools promote opportunities for online cooperation and collaboration (Barhoumi and Rossi, 2013). WhatsApp provide online learners with opportunities to communicate and share knowledge (Nelson, Christopher and Mims, 2009). Educational mobile tools like WhatsApp has emerged and show great potential to help students construct and share information and knowledge for learning through phones and other devices (Pence, 2007). The use of WhatsApp in teaching can increase the students' critical thinking as the delivery of messages, pictures and videos related to the explanation of physical symptoms. The National policy on Education (FRN, 2004) places emphasis on the provision and utilization of information and communication technology (ICT) when it states that "in recognition of the prominent roles of information and communication technology in advancing knowledge and skills necessary for effective functioning in the modern world, there is urgent need to integrate information and communication technology into education in Nigeria".

According to Ukah and Atah (2022) WhatsApp is instant messaging application for smart phones that allows users to exchange information like videos, audio, text and images using the internet. There are many literatures that highlight the impact of WhatsApp in teaching/learning. A study conducted in Uyo, Akwa Ibom State by Akpan, and Abe (2017) on WhatsApp utilization and academic performance of Geography students used Population of 2000 students. A research design adopted for the study was ex-post facto and a simple random technique was used in the study, Pearson's Product Moment Correlation Analysis was used and the result revealed that, the calculated t-value of 0.431 was greater than the critical r-value of 0.138 at 0.05 level of significance with 198 degree of freedom. This implies that, there is a significant relationship between WhatsApp module utilization on geography students' academic performance. Since there was significant relationship the null hypothesis was rejected. Mingle and Adams (2015), investigated the participation of Ghana high schools students in WhatsApp and their academic performances, and found that WhatsApp usage positively affected the students' academic performance. Ekpo and Adoga (2017) examined the use of WhatsApp and its influence on Benue State secondary school students' academic performance and found that there is a significant relationship with these students usage of WhatsApp and their academic performance

Ukah and Atah (2022) carried out a study on influence of social media utilization and academic rendition of business education students in University of Cross River State. The findings of the study revealed that WhatsApp platform utilization and Facebook platform utilization significantly influence the academic rendition of business education students in the University of Cross River State. Okoro (2008) indicated that students' learning in business education was significantly enhanced through the use of e-learning technologies one of which is the WhatsApp. Technology has radically and positively impacted on education, particularly by transforming teaching and learning. The whole process particularly the manner learners and teachers gain access to information and knowledge in this 21<sup>st</sup> century has been greatly affected by technology. The overall aim of the study is to consider the focus on mobile technology (WhatsApp) impact on learning and how important it will be to students of business education.

Aamo and Egena (2014) carried out a study that is aimed at investigating the impact of Social Network Usage on University Students Academic Performance using Benue State University Makurdi, Nigeria as a case study. The study sampled 1596 students. The study focused on three key impact areas: the time spent on social media, the frequency of visiting social media and the relationship between the volume of social friends and a student's academic performance. Correlation and regression analyses were used to determine and measure the extent to which the three variables were related to students' CGPA. The study adopted a paper-based close-ended questionnaire and was restricted to undergraduate students in three majors. The study found that the time spent on social media, the frequency of visit and the total number of online friends has a statistically significant relationship with a student's academic performance.

Similarly, Johnson (2014) carried out a study on the impact of social network (whatsapp messenger) on the performance of tertiary students in Ghana from the perspective of the students. To achieve this, 50 students from five tertiary institutions were interviewed and 500 questionnaires were administered to students from same institutions. The study revealed that, whatsapp instead of making communication easier and faster thereby enhancing effective flow of information and idea sharing among students, rather has impacted negatively on the performance of tertiary students in Ghana. The study among other things unveiled the following: whatsapp takes much of students study time, results in procrastination related problems, destroys students' spellings and grammatical construction of sentences, leads to lack of concentration during lectures, results in difficulty in balancing online activities (whatsapp) and academic preparation and distracts students from completing their assignments and adhering to their private studies time table.

Ateb, Atsu. & Atah, (2021) asserted that social media utilization could bring the effective job performance of students' in Nigerian universities. Atah (2017) agreed that social media utilization could help the students' effectiveness because the students could learn from the comfort zone. Atah, Ogbiji, and Agbor, (2019) are in view that students could learn the use of social media utilization through workshops, seminars and conferences for effective delivery of the business education curriculum content. Otum and Atah (2021) also revealed the use of social media utilization in discharging teachers' duties in the 21st century is imperative because it makes the load of the work easier to ascertain. Both the short or long term objective of teachers may be discharged through social media utilization (Akeke, Ushie, and Atah, 2019). Atah & Ukah (2021) said, the effective utilization of social media can only ascertain when staffs are developed. They further stressed that staff development will equip the teacher with the opportunity to use social media utilization for the purpose of academics. Atsu, Ateb and Atah (2021) equally revealed that staff development is essential in social media for effective utilization in the teaching and learning process in Nigeria Colleges of education.

Ukah and Atah (2021) asserted that teachers could use social media utilization in collaborating with their students in the teaching and learning process. Ukah and Atah (2021) agreed students are expected to acquire the skills competence in universities and when there is collaboration among teachers and students through collaborative effort, social media skills competencies may be acquired among the students. Atah and Ukah (2021) further stated that social media utilization is imperative for the lecturers for impacting the learners. Chukwurah

and Atah (2019) viewed that, social media utilization is significant in the school environment especially in the post-COVID-19 era. If social media utilization will be workable, then there must be facilities provided for effective usage of social media (Atah, 2019). Chukwurah and Atah (2018) affirmed that social media utilization create a vital relationship among teachers and students in Nigerian universities among others, it brings interaction among the teachers and the learners. Agim, Ochui, & Atah (2020) agreed that the utilization of social media requires new technologies for better performance. Both the teachers and the students have required the skills to operate the new technologies for better usage of social media (Atah, Bessong, & Fidel, 2017). Atah, Ukah and Crossdale (2019) confirmed that the hardware and the software component are needed for the effective maximization of social media. If teachers must be effective in social media in their teaching and learning process they must be ready to learn a new thing for effective performance Edet and Atah (2019).

Atah (2019) opined that the utilization of social media does not depend on the teachers and learners alone, the management of the universities have a role to play by increasing staff development and securing the facilities such as computers and other reprographic materials that are provided for the teaching and learning (Atah and Abeng 2019). Atah and Bessong (2018) affirmed that when there is proper management of facilities, the teacher could impact the learners from their comfort zone. Wonah, Egbula and Atah, (2018) asserted that there is a need for social media utilization. Both the teachers and learners are developed for proper utilization of social media for the teaching and learning process. In spite of these advantages of the social media utilization in the school system, students are still performing poorly their academic. It is against this backdrop that these researchers examined the influence of WhatsApp applications software on academic performance of business education students in Federal College of Education Obudu in Cross River State, Nigeria

### **Purpose of the Study**

The purpose of this study was to assess WhatsApp Applications software on Academic performance of Business Education Students in Federal College of Education Obudu. The study sought to ascertain:

1. The frequency of students' usage of WhatsApp's platform on daily basis on Academic performance of Business Education Students in Federal College of Education Obudu
2. The influence of frequency of use on academic performance of students on Academic performance of Business Education Students in Federal College of Education Obudu

### **Research questions**

The following research questions were raised to guide the study

1. What is the frequency of business education students' usage of WhatsApp's platform on daily basis in Federal College of Education Obudu?
2. What is the influence of frequency of use on academic performance of Business Education Students in Federal College of Education Obudu?

### **Statement of hypothesis**

1. There is no significant influence of frequency of students' usage of WhatsApp's platform on Academic performance of Business Education students in Federal College of Education Obudu

2. There is no significant influence of whatsapp platform usage on academic performance of Business Education students' in Federal College of Education Obudu

### Methodology

The study adopted a survey research design. Two research questions and two research hypotheses were raised to guide this study. The population of 402 business education students was used. A structured questionnaire was developed by the researchers and was validated by two experts from test and measurement department and Department of Vocational Education in University of Calabar. The reliability of the instrument was ascertained using Cronbach alpha reliability technique whose coefficient was .89. The academic performance score was collected from the centers general studies to measure their performance. Data were collected were analyzed using population t-test and one way analysis of variance (ANOVA) was used to test the hypothesis at 0.05 level of significant.

### Presentation of result

#### Hypothesis one

*There is no significant influence of frequency of students' usage of WhatsApp's platform on Academic performance of Business Education students in Federal College of Education Obudu*

**Table 1: Population t-test analysis of frequency of students' usage of WhatsApp's platform on Academic performance of Business Education students**

Variable	N	Mean	S.D	t-cal	$\mu$	df	sig
frequency of WhatsApp platform usage	402	16.08	4.98	123.67	70	399	,000

The variable in this hypothesis is frequency of use measured continuously. To test the hypothesis, population t-test was used and the result as presented in Table 1 showed that ( $t=123.67$ ,  $p<.05$ ). Since  $p (.000)$  is less than  $p (.05)$ , this implies that students' frequency of WhatsApp platform usage is significantly high. Thus, the null hypothesis is rejected.

#### Hypothesis two

*There is no significant influence of whatsapp platform usage on academic performance of Business Education students' in Federal College of Education Obudu*

**Table 2: One way analysis of variance (ANOVA) result on the influence of whatsapp platform usage on academic performance of Business Education students'**

Variable	N	Mean	S.D
Frequent	123	14.97	2.42
Sometimes	156	13.10	3.12
Never	121	13.24	3.81
Total	400	16.08	4.98

  

Source of variation	SS	df	MS	F-ratio	p-val
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Between	7447.44	2	3723.72		
Within	61932.0	397	156.0	23.87	.000
Total	69379.44	399			

The variables in this hypothesis are whatsapp platform usage categorized as frequent, sometimes and never while the dependent variable is students' academic performance. Measured continuously. To test this hypothesis, one way analysis of variance was used and the result as presented in Table 2 showed that ( $F=23.87$ ,  $p<.05$ ). Since  $p (.000)$  is less than  $p(.05)$ , this implies there is a significant influence of whatsapp platform usage on students' academic performance. Thus, the null hypothesis is rejected.

### Discussion of findings

Hypothesis one that stated that students frequency of whatsapp platform usage is not significantly high was rejected. This implies that student's frequency of whatsapp platform usage is significantly high. This could be due to the fact that with students' access to smart phone, ipads and iPhones, there are always eager to connect with friends, chats and share information that may not even help them. the findings of the study is in line with that of Gregory (2016) that carried out a study on assessment of frequency of students use of various social media in tertiary institutions in Abia State University. The findings of the study showed that student's use of social media platforms is very high.

Hypothesis two that there is no significant influence of whatsapp platform usage on students' academic performance was rejected. This implies that there is a significant influence of whatsapp platform usage on students' academic performance. the result could be due to the fact that where students spend their time on media for social purposes rather than academics, it may hamper their chances of concentrating with their books and this often leads to poor academic achievement among students. The findings of the study were in line with that of Aamo and Egena (2014) that carried out a study that is aimed at investigating the impact of Social Network Usage on University Students Academic Performance using Benue State University Makurdi, Nigeria as a case study. The study found that the time spent on social media, the frequency of visit and the total number of online friends has a statistically significant relationship with a student's academic performance.

### Conclusion

Based on the findings of the study, it was concluded that Business Education students frequency of the use of whatsapp platforms is high and that whatsapp platform usage significant influence students' academic performance in Federal College of Education Obudu, Cross River State.

### Recommendations

Based on the findings of the studies, the researchers recommended among others that:

1. Students should reduce the use of WhatsApp platform in order to increase their chances of academic performance.

2. WhatsApp platform should be mostly use for academic purpose among Colleges of Education Students.
3. Lecturers in Nigeria College of Education should be encourage and motivated to develop and use multimedia course and software relevant to teaching and learning process.
4. Nigeria government should motivate students through provision of smart phone devices that can enable the students to properly utilizing WhatsApp in teaching and learning process.

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