ISSN: 6055 - 4820
Volume 9, Number 2, 2024
Journal of Business Education, Management and Information Technology

WHATSAPP AND INSTRUCTIONAL DELIVERY OF BUSINESS EDUCATION PROGRAMME

Nwanaka, Chigozie
Department of Business Education, Ignatius Ajuru University of Education
Rumuolumeni, Port Harcourt, Rivers State, Nigeria

ABSTRACT

The study examined how WhatsApp can enhance instructional delivery of Business Education programme in Colleges of Education in Rivers State. The paper employed the survey of literatures to achieve the objectives. It was found out that male and female, experienced and inexperienced business educators Online Presentation Platforms, WhatsApp Facilities has high extent of influence on content delivery and supervision, skills development as well as educators' expectations among other findings. It is therefore concluded that digital switch-over highly enhances instructional delivery of Business Education programme in colleges of education in South-South Nigeria. It is therefore recommended that business educators should be trained on the use of these digital technologies for instructional delivery in colleges of education in South-South, Nigeria.

Keywords: WhatsApp, Instructional Delivery, Business Education

INTRODUCTION

Hunt (2021), opined that, digital television transition, also called the digital switch-over or analogue switch-off, is the process in which analog television broadcasting is converted to and replaced by digital television. This primarily involves the conversion of analogue terrestrial television to digital terrestrial. However, it also involves analogue cable conversion to digital cable, as well as analogue to digital satellite. In many countries, a simulcast service is operated where a broadcast is made available to viewers in both analog and digital at the same time. Chachua (2014), observed that, the analogue broadcasting signals we use today were developed to deliver black and white TV with mono sound. As TV got more sophisticated including the addition of colour, stereo sound and multiple channels, the signals had to be adapted to carry the extra information. TV has now evolved to such an extent that the analogue signal is no longer able to carry the full range of features available. This is why ITU has decided that all countries have to move their TV broadcasting to a digital format which is more efficient, delivers clearer picture and sound quality, and a much richer range of features.

Westland (2021), opined that, Microsoft Teams app is a chat-based collaborative platform for online meetings and other business communication needs. It is used to keep teams connected and organized. The tool also features video conferencing, screen sharing and group chats. There's even a "together mode" that makes it appear that you and whoever you're talking with are in the same room. For collaboration beyond conversing, there is file sharing. Microsoft Teams is part of Microsoft 365, which features its Office apps, cloud service and security. Though it was only introduced in 2017, it has become a go-to tool for small to medium-sized businesses. Microsoft Teams as seen by Baker (2020), is a digital hub that brings conversations, content, and apps together in a single experience in Office 365 for Education. Using Teams, teachers can move quickly and easily from conversations to content creation with context, continuity, and transparency.

To Grabham (2021), Microsoft Teams is a workspace in Microsoft 365 formerly known as Office 365. It's integrated with all the Microsoft applications, including traditional Microsoft Office apps like Outlook. Hundreds of thousands of businesses, organisations, schools, colleges and universities are already using it. Microsoft Teams is designed to get people to work more effectively together while making use of the integration of the other Microsoft 365 apps. This means you can do things like easily set up a meeting with calendars, create and share content, call team members easily and more. Microsoft Teams also has the bonus of being secure as all data in Microsoft Teams is encrypted. With the rise in video conferencing, many people will only use Teams for video calling -

with the ability to host up to 10,000 people on a call. Teams allows you to easily invite others into a Teams video conference, so you can have attendees from outside your organization join just by clicking a link.

WhatsApp Platform

Dove & Beaton (2021), saw WhatsApp as one of the most popular text and voice messaging apps. It's free to use, and you can send messages, make voice calls, and host video chats on both desktop and mobile devices. Part of what makes this app appealing is that it works on various phone and computer operating systems, helping with messaging. It can also take advantage of Wi-Fi and cellular data to make one-on-one or group calls. Steele (2014), sees WhatsApp as a messaging app that lets use MS text, chat, and share media, including voice messages and video, with individuals or groups. To Filipowicz (2020), WhatsApp is an immensely popular messaging app that allows you to make calls, video chat, send gifs and stickers, and more via Wi-Fi. Here's what you need to know about it. Fernandez (2021), observed that, WhatsApp is a free chat app that launched at the dawn of the smartphone era back in 2009. It wasn't until 2015 that it became the most popular communication app worldwide, but nowadays it's virtually ubiquitous in most of Europe, Latin America, and the Middle East and Africa.

Furtherly, Dove and Beaton (2021), outlined the features of WhatsApp as follows:

Free international calls: WhatsApp uses your phone's cellular or Wi-Fi connection to facilitate messaging and voice calling to nearly anyone on the planet, alone or in a group, and is especially nice for families and small collaborative workgroups. The app lets you make calls, sends and receive messages, documents, photos, and videos. WhatsApp is completely free — with no fees or subscriptions — because it uses your phone's 5G, 4G, 3G, 2G, or Wi-Fi connection instead of your cell plan's voice minutes or text plan. If you're connected via Wi-Fi, it won't eat into your data plan either. Its popularity is sustained by its support for worldwide free calling, even if the people chatting are not in the same country.

Easy chatting and calling over most platforms: WhatsApp works with iPhone, Android phones, Mac or Windows desktop and laptop computers, which you can use to send and receive messages, and make calls. You can also share your location, broadcast your status to your contacts, share contacts, set customized wallpapers and notification alerts, email chat history, use the camera to shoot photos and videos from within the app, and simultaneously broadcast messages to multiple contacts. You are always logged in so you never miss messages, but even if you miss notifications while your phone is off, the app saves recent messages for when you re-open the app. Like iMessage for the iPhone, WhatsApp has a simple interface that showcases your chats in text bubbles complete with a timestamp and notifies you when your recipient has viewed your text. WhatsApp can identify people in your contact list who currently use the app, you can type in a status message that will last up to 24 hours or until you change it. You can block contacts from within the app or send a friend's information to another user within the app.

Business Education Programme

In order to be able to understand the concept of Business Education, it would be necessary to look at the definitions of Business Education in the past and present time. This is because technology has helped to change definitions of certain things. It therefore, implies that Business Education, as a course of study has to move with time. Njoku (1997) in NOUN (2008), defines Business Education programme, as that facet of educational training that helps the individual to acquire relevant skills needed for living. However, in 2006 Njoku gave another definition as an educational programme that equips an individual with functional and suitable skills, knowledge, attitude and value that would enable him/her operate in the environment he/she finds himself/herself.

Popham (1975) in Sulieman (2017), said when a group of people were asked what Business Education is? The reply was as follows: A business executive replied, "Business Education is Education to produce goods and services". A radical retorted: It is the avenue to make enormous profit. One teacher responded: Economic concepts necessary for living in a business economy. Another teacher answered: Learning skills to enter a business or distributive job. A person on the

street said "Shorthand and typing, that's it". After looking at the different views of people about business education, Popham came to a conclusion that: Business Education is a course that prepares students for entry into and advancement in jobs within business and it is equally important because it prepares students to handle their own business affairs and to function intelligently as consumers and citizens in a business economy. In the definition of Popham, he didn't see Business Education from the academic perspective.

Obiete et al (2015), in Atakpa (2011) remarked that, Business Education is an embodiment of vocational knowledge and skills needed for employment and advancement in a broad range of business careers. In other words, Business Education means education for business or training skills which is required in business offices, clerical occupation and business policy analysis.

WhatsApp Platforms

Addressing Educators Expectations

Course content

Lecture Updates

Assignment and instructions

Evidence That Expectations Influence Achievements

Teachers' expectations can greatly influence students' achievement. Like the work- place, the classroom is a powerful social network, and students' feelings about both their teachers and classmates have important implications for how much they are willing to avail themselves to succeed at learning. Expectations can create reality. In a circular fashion, students' and teachers' perceptions and expectations both reflect and determine their achievement goals. They influence the strategies they use to meet these goals; the skills, energy, and other resources they use to apply these strategies; and the rewards they expect from making—or not making—this effort. And as research shows, teachers' behaviors reflecting these expectations are related to measures of student academic achievement.

Developing teachers' instructional capacities pays off because, the more effectively teachers teach, the higher all their students achieve—and the less accurate teachers' initial predictions become about who will or will not achieve well. Each player's positive expectation influences the other in a mutually reinforcing manner. As observed in Pygmalion in the Classroom, when teachers treat all students as high achievers providing them with similar rigorous academic content, similar praise, and similar feedback and making similar demands for actual effort and products students perform and achieve well. Tomlinson & Javius (2012).

Devlin et al (2010), opined that, effective teaching has been broadly understood as teaching that is oriented to and focused on students and their learning achievement. To them, an appropriate teaching skills and practices propose four dimensions of teaching effectiveness: interest; clarity; organisation; and a positive classroom climate. Kreber in Delvin et al (2010) suggests that, excellent teaching requires sound knowledge of one's discipline …' and adds that excellent teachers are those who '… know how to motivate their students, how to convey concepts and how to help students overcome difficulties in their learning to demonstrate knowledge of the content and stimulate student interest.

The importance of teacher expectations in facilitating students' learning has long been recognized from different views and meta-analyses, the average effect of teacher expectations on subsequent student achievement has been found to be, Negatively biased teacher expectations have a detrimental influence on student achievement, whereas positively biased expectations have a positive influence on student (De Boer et al., 2010).

When teachers have high or low expectations for students, they communicate their expectations both verbally and non-verbally (Babad, Bernieri, & Rosenthal, 1989). Relative to low- expectation students, teachers demonstrate a positive bias in evaluating the work of high- expectation students, provide them with more response opportunities, more challenging instruction, more praise, and interact with them in ways that are more supportive and caring (e.g., Babad, 1992; Brophy, 1983; Jussim & Eccles, 1992; Jussim et al., 1996). This differential treatment of high- and low-expectation students may account,

at least par- tially, for the expectancy-confirming impact of teacher expectations on student achievement (Hughes et al., 2005). Differences in teacher expectations do not only exist within the classroom of one teacher, but also between teachers.

The studies by Rubie-Davies (2007, 2010) pointed out that teachers differed in their average level of expectations for their students in the classroom, and that this was reflected in their teaching behaviour. High-expectation teachers spent more time on providing a framework for students learning, provided more feedback, questioned their students by using more higher order questions, and managed the students' behaviour more positively compared with the teachers with a low level of average expectations. De Boer et al (2018).

Adegoroye (2004), argues that, improving academic achievement depends on improvement of quality of classroom practices of the subject teacher. The more organized the teacher is the better the performance. Baikie (2000) states that it is the teacher who should establish the right climate of conditions for learning, use of learning resources and appropriate teaching methods to attainment of educators expectations and students achievement.

Addressing Educators Expectations using WhatsApp

Levent (2017), observed that, with the increasing time, scope, and frequency of use, internet technologies have started to shape the way people form and share content and their way of communication. Social networks, which are very popular among young people, are becoming prevalent due to their nature to meet the needs of individuals towards socialization.

The high number of people joining social networks, which are defined as programs that ease the interaction between individuals and groups, provide various opportunities for social feedback and support the formation of tangled social relations (Boyd, 2003), show how immense the people's need is for these networks. Within the framework of these needs, development of mobile versions of these programs that carry the social structure from real life to virtual environment and eliminate the time and space limitations, has become inevitable. This process, which started by commonly used web based social networks (Facebook, Twitter, etc.) in particular, began to be approached in different dimensions after the introduction of the messaging applications rooted in mobile phones and are specifically designed for mobile phones (WhatsApp).

Empirical Review

König et al (2020), investigated Adapting to online teaching during COVID-19 school closure: teacher education and teacher competence effects among early career teachers in Germany. As in many countries worldwide, as part of the consequences of the COVID-19 pandemic lockdown schools in Germany closed in March 2020 and only partially re-opened in May. Teachers were confronted with the need to adapt to online teaching. This paper presents the results of a survey of early career teachers conducted in May and June 2020. First, the paper analysed the extent to which they maintained social contact with students and mastered core teaching challenges.

Secondly, the paper analysed potential factors (school computer technology, teacher competence such as their technological pedagogical knowledge, and teacher education learning opportunities pertaining to digital teaching and learning). Findings from regression analyses shows that, information and communication technologies (ICT) tools, particularly digital teacher competence and teacher education opportunities to learn digital competence, are instrumental in adapting to online teaching during COVID-19 school closures. Implications are discussed for the field of teacher education

Schindler et al (2017), reviewed a literature on Computer-based technology and student engagement. Computer-based technology has infiltrated many aspects of life and industry, yet there is little understanding of how it can be used to promote student engagement, a concept receiving strong attention in higher education due to its association with a number of positive academic outcomes. The purpose of this article is to present a critical review of the literature from the past 5 years related to how web-conferencing software, blogs, wikis, social networking sites (*Facebook* and *Twitter*), and digital games influence student engagement.

We prefaced the findings with a substantive overview of student engagement definitions and indicators, which revealed three types of engagement (behavioral, emotional, and cognitive) that informed how we classified articles. Our findings suggest that digital games provide the most far-reaching influence across different types of student engagement, followed by web-conferencing and *Facebook*.

Findings regarding wikis, blogs, and *Twitter* are less conclusive and significantly limited in number of studies conducted within the past years. Overall, the findings provide preliminary support that computer-based technology influences student engagement, however, additional research is needed to confirm and build on these findings. We conclude the article by providing a list of recommendations for practice, with the intent of increasing understanding of how computer-based technology may be purposefully implemented to achieve the greatest gains in student engagement.

Dyikuk & Chinda (2017). Carried out a study on Digital Terrestrial Television: A Critical Assessment of the Adventures and Misadventures of Nigeria's Digital Switch Over, the global movement from an erstwhile Global Analog Switch Off to a Digital Switch Over which debuted Digital Terrestrial Television viewership unveils how the world has evolved a fascinating digital culture.

"Digital Terrestrial Television: A Critical Assessment of the Adventures and Misadventures of Nigeria's Digital Switch Over" used the modernization theory as theoretical framework to ascertain the level of compliance with the deadline of digital switch over in the country. Compared to other countries which met the requirements of the switch over time limit, the paper discovered that lack of political-will, technical hitches and infrastructural deficits are responsible for the drawback. The researchers suggested cultivating a robust political will, provision of digitally equipped infrastructure and involving private sector partners as anappropriate steps in fulfilling the benchmark. The paper concluded that failure to replicate the Jos, Plateau State and Abuja pilot-initiatives throughout the country amounts to mere lip-service and a calculated misadventure.

Teräs et al (2020) carried out a study on Education and Education Technology 'Solutionism': a Seller's Market. The Covid-19 pandemic and the social distancing that followed have affected all walks of society, also education. In order to keep education running, educational institutions have had to quickly adapt to the situation. This has resulted in an unprecedented push to online learning. Many, including commercial digital learning platform providers, have rushed to provide their support and 'solutions', sometimes for free. The Covid-19 pandemic has therefore also created a sellers' market in ed-tech. This paper employs a critical lens to reflect on the possible problems arising from hasty adoption of commercial digital learning solutions whose design might not always be driven by best pedagogical practices but their business model that leverages user data for profit-making. Moreover, already before Covid-19, there has been increasing critique of how ed-tech is redefining and reducing concepts of teaching and learning.

The paper also challenges the narrative that claims, 'education is broken, and it should and can be fixed with technology'. Such technologization, often seen as neutral, is closely related to educationalization, i.e. imposing growing societal problems for education to resolve. Therefore, this is a critical moment to reflect how the current choices educational institutions are making might affect with Covid-19 education and online learning: Will they reinforce capitalist instrumental view of education or promote holistic human growth? This paper urges educational leaders to think carefully about the decisions they are currently making and if they indeed pave the way to a desirable future of education.

CONCLUSIONS

It was shown that technological levels of the colleges moderate digital switch-over of the colleges with respect to online presentation platforms, smart facilities and WhatsApp platforms in colleges of education in South-South Nigeria. Colleges of education should therefore embrace full digitalization of instructional delivery so as to improve the quality of the graduate been produced.

1. Curriculum planners and developers must incorporate utilization of digital technologies in future review of business education curriculum so as to give credence to digital switch-over.

2. Special allowances should be given to educators who utilize digital technologies so as to encourage smooth migration towards digital switch-over by business educators.

REFERENCES

Alscher, D. (2020). What is a Webinar? How to engage and educate your audience. www.learn.gz.com

Amuchie, A. A., & Matsayi, L.A., (2018). Business Education a Panacea for Growth of Small and Medium Enterprise and National Development in Nigeria: Global Journal of Management and Business Research:

Anderson , A., (2021) Exams with Zoom supervision: https://studentportal.gu.se/english/my-studies/sprak/exams-office/exams-with-zoom-supervision

Anderson, A., (2021). Exams with Zoom supervision: Digital examinations that will be supervised via Zoom Retrieved on 22nd April from https://studentportal.e/english/my-studies/sprak/exams-office/exams

Apolot, H, M., Otaala, J., Kamanyire, J., & Komakech, R.A., (2018). School Practice Supervision and Performance of Student Teachers in Higher Institutions of Learning in Uganda: Empirical Evidence from Kyambogo University and Ndejje University Journal of Education & Entrepreneurship Formerly Journal of Educational Policy and Entrepreneurial Research

Azar, G., (2017). Instructional Delivery: https://azar.step.hollins.edu/instructional-delivery

Baker, Y., (2020). Microsoft Teams for Education: 2020 Beginner's Guide to Mastering Office 365 Microsoft Teams for Online Learning and Online Meetings Paperback

Ball, D, L., & McDiarmid G. W., (2020) The Subject Matter Preparation of Teachers. Retrieved on 22nd April from https://edwp.educ.msu.edu/research/wp-content

Barbora J., (2019) WhatsApp in Education: Top 18 Use Cases to Leverage the API_https://landbot.io/blog/WhatsApp-education-use-cases.

Barhoumi, C., (2015). The Effectiveness of WhatsApp Mobile Learning Activities Guided by Activity Theory on Students' Knowledge Management. Contemporary Educational Technology, 2015, 6(3), 221-238

Barquero J., (2020). Importance of interactive whiteboards in virtual classrooms: https://www.cae.net/importance-of-interactive-whiteboards-in-virtual-classrooms/

Bates, A. W., (2005). Technology, e-learning and Distance Education. Retrieved from https://www.routledge.com/Technology-e-learning-and-Distance-Education

Beever, G., (2016). Diffusion of Innovation Theory: https://sphweb.bumc.bu.edu/otlt/MPH-Modules/SB/BehavioralChangeTheories/BehavioralChangeTheories.

Bengtsen, S. S., & Jensen, G. S. (2015). Online supervision at the university - A comparative study of supervision on student assignments face-to-face and online., *8*(13). https://doi.org/10.7146/lom.v8i13.19381

Bengtsen, S. S., Mathiasen, H. & Dalsgaard, C. (2017). Net‐based Guerilla Didactics. In Fossland, T., Mathiasen, H. & Solberg, M. (Eds.) *Academic Bildung in Net‐based Higher Education: Moving beyond learning.* UK: Routledge

Bennett C. (2019). Methods for Presenting Subject Matter https://www.thoughtco.com/methods-for-presenting-subject-matter-8411

Bernabeo R. A., & Mateou S. M., (2017). The use of interactive whiteboards as a pedagogical tool in teaching aviation courses World Transactions on Engineering and Technology Education 2017 WIETE Vol.15, No.1, 2017

Blaise, B., Onwuagboke. C., Singh, K. R., & Fook, F., S., (2015). Need for ICT Integration for Effective Instructional Delivery in Nigerian Colleges of Education Journal of Education and Practice ISSN 2222-1735

Brame, C. (2013). Flipping the classroom. Vanderbilt University Center for Teaching. http://cft.vanderbilt.edu/guides-sub-pages

Cains J, T, (2021). What is Google Classroom. https://www.dummies.com/education/internet-basics/what-is-google-classroom/

Campusexplorer, (2021)., College Education Administrators Overview https://www.campusexplorer.com/careers/

Canales, Y., & Williams (2020). "The Relationship Between Instructional Delivery and Student Engagement in Selected Classrooms: A Cross Case Analysis" (2020). *Dissertations, Theses, and Masters Projects.*

Ccsso (2021). Educator Competencies for Personalized, Learner-Centered Teaching .

Chachua, D., (2014). Seven things you should know about the digital switchover https://transparency.ge/en/blog

Chairseven Creative (2017). We partner with publishers, schools, universities, and companies to develop interactive and engaging products with content and media crafted for digital-natives. http://www.chairseven.com

Chakravorty S., (2018). How Important Are Campus Facilities in The Educational Sector https://www.careerindia.com

Cirillo, M. (2020). Zoom meeting and Zoom webinar leadsbridge.com/blog/tools-review/zoom-meeting

Cook W, C., (2014). Technology and Online Education: Models for Change. *Contemporary Issues in Education Research – Third Quarter e 7 (3)* https://files.eric.ed.gov/fulltext

Cox J., (2019). Technology in the Classroom: The Benefits of Smart Boardshttps://www.teachhub.com

CTIL (2020). Delivering content online https://citl.illinois.edu/citl-101/online-strategy-developmen

Damkor M, Irinyang D, J., & Haruna M., (2015). The Role of Information Communication Technology in Nigeria Educational System. International Journal of Research in Humanities and Social Studies 2(2) ISSN 2394-6288

De Boer, H., Timmermans, A. C., & Van Der Werf, M. P. C. (2018). The effects of teacher expectation interventions on teachers' expectations and student achievement: narrative review and meta-analysis. *Educational Research and Evaluation*, *24*(3-5), 180-200.

Devlin, M., & Samarawickrema G., (2010) The criteria of effective teaching in a changing higher education context, Higher Education Research & Development, 29:2, 111-124, 10.1080/07294360903244398

DiMaria F., (2016). 5 Quick Tips on How to use Google Classroom. https://www.aeseducation.com/blog/2016/10/how-to-use-google-classroom

Dove, J., & Beaton, P., (2021) what is WhatsApp?

Kochovski A., (2020). What is Google Drive and how does it work? -A 2021 guide https://www.cloudwards.net/how-does-google-drive-work/

König J., Jäger, B, J, D., & Glutsch , N., (2020) . Adapting to online teaching during COVID-19 school closure: teacher education and teacher competence effects among early career teachers in Germany, European Journal of Teacher Education, 43(4)

Koornneef A.W., (2018). Digital Environment in Education https://studiegids.universiteitleiden.

Kotler, J. (2012). Interactive Whiteboards http://etec.ctit.ubc.c9/510wiki/index.,php?

Kristin K., (2021). What makes a good lecturer? Do you have what it takes to be a good lecturer? Use these tips to improve your teaching skills. https://www.hotcoursesabroad.com