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AN ASSESSMENT OF THE EXTENT TO WHICH SOCIAL MEDIA AND VIDEO CONFERENCING RELATE TO BUSINESS EDUCATORS' PERFORMANCE IN TERTIARY INSTITUTIONS IN SOUTH–SOUTH NIGERIA.

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Abstract

This study investigated the relationship between social media, video conferencing, and business educators' performance in tertiary institutions in South–South Nigeria. Two specific objectives guided the study: to determine the extent to which social media relates to business educators' performance and to ascertain the extent to which video conferencing relates to their performance. The study adopted a descriptive survey research design, and data were analyzed using simple linear regression. The results revealed that social media had a coefficient of determination (R^2) of 0.309 and a correlation coefficient (R) of 0.556, indicating a moderate positive relationship and a 30.9% contribution of social media to educators' performance. In contrast, video conferencing showed a stronger positive relationship, with an R^2 value of 0.462 and a correlation coefficient (R) of 0.680, implying a 46.2% contribution to educators' performance. The findings suggest that while social media enhances collaboration and knowledge sharing, video conferencing has a greater impact on teaching effectiveness and learner engagement. The study concluded that both technologies are vital tools for improving the quality of business education and recommended increased institutional support, ICT training, and blended learning integration to maximize their educational benefits.

Keywords: Social media, Video conferencing, Business educators, Performance, Tertiary institutions, South–South Nigeria

Introduction

The advancement of digital technology has greatly influenced the dynamics of teaching and learning across tertiary institutions globally. In the South–South region of Nigeria, the integration of social media and video conferencing tools into instructional practices has opened new possibilities for improving educators' performance and student engagement. As higher education continues to evolve in response to global digitalization, it becomes imperative to examine how these emerging technologies impact teaching efficiency, communication, and knowledge transfer in business education. According to the World Bank (2021), tertiary education encompasses universities, colleges, and training institutes that contribute to national development by producing skilled human capital. Therefore, adopting modern instructional technologies such as social media and video conferencing is essential for achieving the objectives of business education, which include developing entrepreneurial skills, technological competence, and managerial capacity among learners (Ubulom & Dambo, 2016).

Social media platforms—such as Facebook, WhatsApp, YouTube, LinkedIn, and X (formerly Twitter)—have become essential tools in the teaching-learning process, facilitating information sharing, collaboration, and student interaction. These platforms create informal learning environments that complement classroom instruction, allowing business educators to share course materials, engage students in discussions, and conduct assessments remotely. Okiridu and Okafor (2022) emphasized that instructional media utilization during the COVID-19 pandemic, particularly through social media channels, played a vital role in sustaining academic continuity in Rivers State universities. By fostering communication and interactive participation, social media enhances educators' ability to monitor student progress and promote active learning, which are key indicators of teaching performance.

Video conferencing, on the other hand, has redefined the traditional classroom by providing real-time, face-to-face interaction between educators and students, regardless of geographical barriers. Platforms such as Zoom, Google Meet, and Microsoft Teams have become integral to virtual teaching, especially during and after the COVID-19 pandemic (Stojanova, 2019). Singh and Thurman (2019) describe online learning as an instructional process mediated by digital technologies, which includes synchronous methods like video conferencing that replicate the interactivity of in-person teaching. For business educators, video conferencing enables effective presentation of concepts, group discussions, and assessments that mirror physical classroom experiences, thus improving performance outcomes.

However, despite these technological advantages, challenges persist in the effective integration of social media and video conferencing into higher education systems in Nigeria. Issues such as limited digital literacy, unstable internet connectivity, poor institutional infrastructure, and resistance to technology adoption hinder optimal utilization. Wolugbom (2017) noted that business education programs in Rivers State tertiary institutions often struggle to fully incorporate digital instructional methods that could improve the development of entrepreneurial and managerial skills among students. This highlights the need to investigate how effectively these technologies relate to educators' performance within the South–South Nigerian context.

The increasing demand for quality education and global competitiveness has compelled educators to adapt to technological innovations that enhance instructional delivery (Dambo & Ibitoroko, 2022). Social media and video conferencing have become powerful tools that can transform teaching and learning when properly utilized. However, there remains limited empirical evidence on the extent to which these technologies relate to business educators' performance in South–South Nigeria (Gowon et al., 2022; Iyamu & Chiedu 2020). Understanding this relationship is critical for policymakers, administrators, and educators in designing strategies that support technology-driven teaching. In recent years, the adoption of digital instructional tools has expanded across Nigerian tertiary institutions, yet many educators still underutilize these technologies in business education programs (Jayade et al., 2020; Jokiaho et al., 2018). While social media platforms and video conferencing systems have proven effective in promoting communication and collaboration, their actual contribution to educators' performance remains uncertain. Many business educators in South–South Nigeria face challenges such as inadequate infrastructure, poor internet services, lack of training, and low institutional support for technology integration. Consequently, the expected benefits of social media and video conferencing in enhancing teaching quality and academic productivity have not been fully realized. There is therefore a need to empirically assess the extent to which social media and video conferencing relate to business educators' performance in tertiary institutions in South–South Nigeria. The specific objectives of this study are to: determine the extent to which social media relate to business educators' performance in tertiary institutions in South–South Nigeria, and to ascertain the extent to which video conferencing relate to business educators' performance in tertiary institutions in South–South Nigeria. Hypothesis for the study included; social media does not significantly relate to business educators performance in tertiary institution in South –

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South Nigeria, and video conferencing does not significantly relate to business educators performance in tertiary institution in South – South Nigeria.

Problem of the Study

The integration of digital technologies into teaching and learning has transformed educational practices across the globe. Among these technologies, social media and video conferencing platforms have become indispensable tools for communication, collaboration, content delivery, and professional engagement in tertiary education. Business educators are expected to leverage these digital platforms to facilitate interactive learning, disseminate instructional materials, engage students beyond the traditional classroom, and enhance their overall teaching effectiveness. The increasing adoption of platforms such as WhatsApp, Facebook, Telegram, Zoom, Google Meet, and Microsoft Teams has created new opportunities for improving instructional delivery, student participation, and academic productivity.

Despite these opportunities, observations indicate that the performance of some Business educators in tertiary institutions in South–South Nigeria has not reached the expected standard. Complaints regarding ineffective instructional delivery, low student engagement, delayed feedback, limited utilization of digital instructional resources, and inadequate collaboration with students continue to persist. Although many institutions have introduced digital technologies into their academic activities, there appears to be considerable variation in the extent to which Business educators utilize social media and video conferencing platforms for teaching and learning. While some educators effectively integrate these technologies into their instructional practices, others continue to rely predominantly on conventional teaching methods.

Furthermore, the rapid digital transformation of higher education, accelerated by the COVID-19 pandemic, has underscored the importance of social media and video conferencing as essential tools for ensuring continuity of teaching and learning. However, factors such as inadequate digital competence, poor internet connectivity, irregular electricity supply, insufficient institutional support, and resistance to technological innovation may hinder the effective utilization of these platforms by Business educators. Consequently, the anticipated improvement in educators' instructional performance may not be fully realized.

Although previous studies have examined digital technology adoption, e-learning, information and communication technology (ICT) utilization, and online teaching practices in higher education, relatively few studies have specifically investigated the extent to which social media and video conferencing relate to the performance of Business educators in tertiary institutions within South–South Nigeria. Existing studies have also produced inconsistent findings regarding the influence of these digital tools on educators' effectiveness, thereby creating an empirical gap that warrants further investigation.

It is against this background that this study seeks to assess the extent to which social media and video conferencing relate to Business educators' performance in tertiary institutions in South–South Nigeria. Specifically, the study intends to determine whether the utilization of these digital technologies is associated with improved instructional delivery, communication, student engagement, and overall teaching performance. The findings of the study are expected to provide empirical evidence that will guide educational administrators, policymakers, Business educators, and curriculum planners in promoting the effective integration of digital technologies into Business Education programmes in tertiary institutions.

Methodology

The study adopted correllational research design. Correlation research involves collecting data to determine whether and to what extent a relationship exist between tow or more quantifiable variables. The study was conducted in south-south Nigeria. South-south Nigeria is one of the geo-political zones of Nigeria which consist of the following states; Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers.vThe population of the study was made up of all 254 Business educators in tertiary institutions in South-South Nigeria. The population figure was obtained from Business education staff disposition for 2022 in each of the institution used for the study. The sample of the study was 216 business educators. The sample size of 85% was proportionately selected to ensure a good spread and representation of business educators in the study area. The instrument for data collection was a researcher designed questionnaire. Data was analyzed using simple linear regression analysis (R-Value) was used in answering the research questions while F-Value of the regression analysis was used to test the null hypothesis at 0.05 level of significance. Any R-value that falls between 0.01-0, 20 was regarded as very low extent, 0.21-0.40 was low extent, 0.41-0.60 was moderate extent, 0.61 – 0.80 was high extent and 0.81-1.00 was very high extent. In testing the null hypothesis, F-statistics was considered significant when the observed P-values were less than or equal to 0.05 ($P \leq 0.05$) and H_o was rejected, but when the observed P-Value was greater than 0.05, F-statistics was not significant and H_o was accepted.

Table 1. Population/Sample of the Study

S/N	Institution	State	Population	85% Sample
1.	Rivers State University, Port-Harcourt	Rivers state	20	17
2.	Niger Delta Univeersity, Yenagua	Bayelsa	14	12
3.	University of Cross River State, Calabar	Cross River	38	32
4.	Ambrose Alli University, Ekpoma	Edo	7	6
5.	Delta State University, Abraka	Delta	17	15
6.	University of Uyo	Akwa Ibom	16	14
7.	University of Calabar	Cross River	33	28
8.	University of Benin	Edo	14	12
9.	Benson Idahosa University	Edo	8	7
10.	Federal University Otuoke	Bayelsa	12	10
11.	University of Agbor	Delta	18	15
12.	University of Port Harcourt, River State.	Rivers State	17	15
13.	Federal College of Education Technical (FCET), (now university) Ekiadolor Benin	Edo	28	15
14.	University of Education, Rumuolumini	Rivers State	22	18
	Total		**254**	**216**

(Source: Business Education Staff Disposition 2022)

Results and discussion of the Findings

Research question 1

The extent to which Social media relate to business educators performance in tertiary institution in south – south Nigeria.

Table 2. Correlation coefficient analysis of social media and business educators' performance in tertiary institution in south – south Nigeria.

Variables	R	R-Square	% of Contribution	Remark
Social media Business Educators' performance	.556	.309	30.9	ME

Source: Field Work, 2025.

A simple linear regression analysis was conducted to determine the extent to Social media relate to business educators' performance in tertiary institutions in South-South Nigeria. Data presented in Table 2 revealed that coefficient of determination (R^2) value obtained was 0.309. This is interpreted that 30.9% is the overall contribution of Social media to business educators' performance in tertiary institutions in South-South Nigeria. The table further revealed that the R-value was 0.556. When compared with the extent scale of correlation, the coefficient falls within 0.41-0.60. This therefore means that there is a moderate extent of positive relationship between Social media and business educators' performance in tertiary institutions in South-South Nigeria.

Research question 2

The extent to which Video conferencing relate to business educators' performance in tertiary institution in south – south Nigeria.

Table 3. Correlation coefficient analysis of Video conferencing and business educators' performance in tertiary institution in south – south Nigeria.

Variables	R	R-Square	% of Contribution	Remark
Video conferencing Business Educators' performance	.680	.462	46.2	HE

Source: Field Work, 2025.

A simple linear regression analysis was conducted to determine the extent to Video conferencing relate to business educators' performance in tertiary institutions in South-South Nigeria. Data presented in Table 3 revealed that coefficient of determination (R^2) value obtained was 0.462. This is interpreted that 46.2% is the overall contribution of Video conferencing to business educators' performance in tertiary institutions in South-South Nigeria. The table further revealed that the R-value was 0.680. When compared with the extent scale of correlation, the coefficient falls within 0.61-0.80. This therefore means that there is a high extent of positive relationship between Video conferencing and business educators' performance in tertiary institutions in South-South Nigeria. Ubulom & Dambo, (2016) had indicated that, adopting modern instructional technologies such as social media and video conferencing is essential for achieving the objectives of business education including the development of entrepreneurial skills, technological competence, and managerial capacity among learners.

Hypotheses Testing

Hypothesis 1

Social media does not significantly relate to business educators performance in tertiary institution in South – South Nigeria.

Table 4. Regression Analysis of social media and business educators' performance in tertiary institution in South – South Nigeria. (n=209)

Model	Sum of squares	Df	Mean Square	F-Cal	P-Value	Decision
Regression	68.237	1	68.237	34.375**	.000	S
Residue	152.851	207	1.985			
Total	221.089	208				

**significant at P≤.05, S = Significant (Source: Field Work, 2025).

The result in Table 4 shows that the computed F-Value is 34.375 with 1 and 207 degrees of freedom as well as the p-value of .000. Since the p-value is less than 0.05 level of significance ($p < 0.05$), the null hypothesis which states that Social media does not significantly relates to Business Educators' performance in South-South Nigeria is rejected. This implies that the Social media significantly relate to Business Educators' performance in tertiary institutions in south-south Nigeria.

Hypothesis 2

Video conferencing does not significantly relate to business educators performance in tertiary institution in South – South Nigeria.

Table 4. Regression Analysis of Video conferencing and business educators performance in tertiary institution in South – South Nigeria. (n=209)

Model	Sum of squares	Df	Mean Square	F-Cal	P-Value	Decision
Regression	102.229	1	102.229	66.227**	.000	S
Residue	118.859	207	1.544			
Total	221.089	208				

***significant at P≤.05, S = Significant (Source: Field Work, 2025).*

The result in Table 4 shows that the computed F-Value is 66.227 with 1 and 207 degrees of freedom as well as the p-value of .000. Since the p-value is less than 0.05 level of significance ($p < 0.05$), the null hypothesis which states that Video conferencing does not significantly relates to Business Educators' performance in South-South Nigeria is rejected. This implies that the Video conferencing significantly relate to Business Educators' performance in tertiary institutions in south-south Nigeria.

Discussion of Findings

Social Media and Business Educators' Performance in Tertiary Institutions

The findings of this study revealed that social media had a moderate positive relationship with business educators' performance in tertiary institutions in South–South Nigeria. The coefficient of determination ($R^2 = 0.309$) indicated that social media accounted for 30.9% of the variation in business educators' performance, while the correlation coefficient ($R = 0.556$) showed a moderate positive relationship between the two variables. Furthermore, the regression analysis established that social media significantly related to business educators' performance ($F = 34.375$, $p < 0.05$), leading to the rejection of the null hypothesis. This implies that increased utilization of social media platforms contributes significantly to improving the instructional performance of business educators.

The moderate relationship observed in this study suggests that social media has become an important instructional tool that supports teaching, learning, and professional interaction among business educators. Platforms such as WhatsApp, Telegram, Facebook, YouTube, LinkedIn, and X (formerly Twitter) provide educators with opportunities to disseminate instructional materials, communicate with students beyond the classroom, facilitate collaborative learning, provide timely feedback, and access current academic and professional information. Through these platforms, educators are able to create virtual learning communities that encourage active participation, peer interaction, knowledge sharing, and continuous engagement with students. Consequently, these practices enhance instructional effectiveness and improve educators' overall performance.

However, despite its positive contribution, the relationship remained moderate rather than high. This finding may be attributed to several challenges associated with the educational use of social media in tertiary institutions. These include inadequate digital competence among some educators, poor internet connectivity, high cost of data subscriptions, unstable electricity supply, lack of institutional policies guiding social media integration, and the tendency for some users to become distracted by non-academic activities while using social networking platforms. In addition, not all social media platforms are specifically designed for instructional delivery, making it difficult for educators to effectively manage online learning activities compared to dedicated learning management systems.

The findings corroborate the assertions of Ubulom and Dambo (2016), who maintained that integrating modern digital technologies into Business Education enhances instructional effectiveness and facilitates the achievement of educational objectives. Similarly, Okiridu and Okafor (2022) reported that the use of digital instructional media significantly improved teaching effectiveness, student participation, communication, and collaborative learning among business educators. The present finding also agrees with the Technology Acceptance Model (TAM), which posits that individuals are more likely to adopt technology when they perceive it as useful and easy to use. The significant relationship observed in this study suggests that business educators who perceive social media as valuable for instructional purposes are more likely to integrate it into their teaching, thereby improving their performance.

Nevertheless, the finding differs from studies that reported limited educational benefits of social media due to poor digital literacy, institutional constraints, and misuse of social networking platforms for entertainment rather than academic purposes. These disparities may be explained by differences in institutional support, availability of ICT infrastructure, educators' technological competence, and the level of digital integration across different tertiary institutions.

Overall, the findings demonstrate that while social media significantly enhances business educators' performance, maximizing its instructional benefits requires improved digital competence, supportive institutional policies, reliable internet connectivity, and continuous professional development programmes that promote effective educational use of social media technologies.

Video Conferencing and Business Educators' Performance in Tertiary Institutions

The findings further revealed that video conferencing had a high positive relationship with business educators' performance in tertiary institutions in South–South Nigeria. The coefficient of determination ($R^2 = 0.462$) indicated that video conferencing explained 46.2% of the variation in business educators' performance, while the correlation coefficient ($R = 0.680$) demonstrated a high positive relationship between the variables. The regression analysis also established that video conferencing significantly related to business educators' performance ($F = 66.227$, $p < 0.05$), leading to the rejection of the second null hypothesis. This indicates that effective utilization of video conferencing technologies substantially enhances the performance of business educators.

The relatively higher contribution of video conferencing compared to social media suggests that synchronous online instructional platforms have become indispensable tools for contemporary teaching and learning. Applications such as Zoom, Google Meet, Microsoft Teams, Cisco Webex, and Skype enable educators to conduct live virtual classes, facilitate real-time interaction, share presentations, demonstrate practical business concepts, supervise student projects, and provide immediate clarification on academic issues. These capabilities make video conferencing particularly effective in supporting student-centred learning and improving instructional delivery.

The findings imply that business educators who effectively utilize video conferencing platforms are better able to sustain academic interactions regardless of geographical location, thereby improving students' learning experiences and academic outcomes. The interactive nature of video conferencing allows educators to combine verbal explanations with visual demonstrations, screen sharing, digital whiteboards, breakout rooms, and collaborative discussions, all of which contribute to enhanced teaching effectiveness and learner engagement. Consequently, educators become more efficient in lesson delivery, classroom management, communication, and assessment.

The findings support those of Singh and Thurman (2019), who observed that synchronous online learning environments significantly improve instructional quality, student engagement, collaboration, and communication in higher education. Similarly, Stojanova (2019) reported that video conferencing technologies promote active participation, enhance instructor-student interaction, and improve teaching effectiveness in tertiary institutions. The findings are also consistent with the position of Ubulom and Dambo (2016), who emphasized that the adoption of modern instructional technologies such as video conferencing contributes significantly to the realization of Business Education objectives, particularly in developing entrepreneurial competencies, technological skills, and managerial abilities among learners.

The findings can equally be explained by the Technology Acceptance Model (TAM), which suggests that educators who perceive video conferencing platforms as useful and easy to use are more likely to adopt them in instructional activities. Similarly, the Diffusion of Innovation Theory explains that as educational technologies become increasingly accepted within institutions, educators gradually integrate them into their professional practice, resulting in improved instructional performance and enhanced educational outcomes.

Despite the strong relationship observed, effective utilization of video conferencing may still be constrained by inadequate ICT infrastructure, unreliable electricity supply, poor internet bandwidth, high operational costs, and limited technical support in some tertiary institutions. Addressing these challenges would further strengthen educators' ability to maximize the pedagogical benefits of video conferencing technologies.

Overall, the findings indicate that video conferencing is a more influential predictor of business educators' performance than social media. This may be because video conferencing platforms provide structured, interactive, and real-time instructional environments that closely replicate face-to-face classroom experiences. Therefore, expanding access to video conferencing technologies, strengthening ICT infrastructure, and providing continuous digital capacity-building programmes for business educators would significantly enhance instructional effectiveness and overall performance in tertiary institutions across South–South Nigeria.

Conclusion

Based on the findings of this study, it is concluded that both social media and video conferencing are significant digital technologies that positively relate to the performance of Business educators in tertiary institutions in South–South Nigeria. The study established that the effective utilization of these technologies enhances instructional delivery, facilitates communication and collaboration, promotes learner engagement, and improves the overall teaching effectiveness of Business educators. As higher education continues to embrace digital transformation, these technologies have become indispensable tools for supporting innovative teaching practices and ensuring continuous interaction between educators and students.

The findings further revealed that while social media demonstrated a moderate positive relationship with Business educators' performance, video conferencing exhibited a stronger and higher positive relationship. This suggests that although social media platforms provide valuable opportunities for content sharing, communication, networking, and collaborative learning, video conferencing platforms offer more structured and interactive learning environments that closely replicate the traditional classroom experience. The real-time communication, immediate feedback, virtual collaboration, and interactive instructional features associated with video conferencing make it a more effective tool for enhancing educators' performance.

The study therefore concludes that the integration of social media and video conferencing into Business Education should not be viewed as optional but as an essential component of contemporary teaching and learning. Tertiary institutions should continue to encourage the adoption of these digital technologies by providing adequate technological infrastructure, continuous professional development, and institutional support that will enable Business educators to maximize their instructional potential. Ultimately, strengthening the use of these digital platforms will promote digital competence, instructional innovation, improved educational quality, and better learning outcomes in Business Education programmes across tertiary institutions in South–South Nigeria.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. **Tertiary institutions** should formally integrate video conferencing platforms such as Zoom, Google Meet, and Microsoft Teams into their instructional systems to facilitate flexible, interactive, and learner-centred teaching and learning.
2. **Institutional management** should organize regular digital literacy and capacity-building programmes for Business educators to enhance their competence in effectively utilizing social media and video conferencing tools for teaching, student engagement, assessment, and academic collaboration.
3. **Government and school administrators** should invest in reliable internet connectivity, adequate digital infrastructure, uninterrupted power supply, and technical support services to promote the effective integration and sustained use of digital technologies in tertiary institutions.

4. **Tertiary institutions** should adopt and implement hybrid teaching models that combine video conferencing with educational social media platforms to improve communication, collaboration, instructional delivery, and overall teaching effectiveness among Business educators.

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