

SOCIAL MEDIA AND VIDEO CONFERENCING AS CORRELATES OF BUSINESS EDUCATORS' PERFORMANCE IN TERTIARY INSTITUTIONS IN SOUTH-SOUTH NIGERIA

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Abstract

This study examined social media and video conferencing as correlates of business educators' performance in tertiary institutions in South-South Nigeria. The study was guided by two objectives, which were to determine the relationship between social media and business educators' performance and to ascertain the relationship between video conferencing and business educators' performance in tertiary institutions in South-South Nigeria. A correlational research design was adopted for the study. The population of the study comprised 254 business educators in tertiary institutions in South-South Nigeria, from which a sample of 216 business educators was selected using a proportionate sampling technique. Data were collected using a researcher-developed questionnaire and analysed using simple linear regression analysis. The R-value obtained from the regression analysis was used to answer the research questions, while the F-statistic was used to test the null hypotheses at the 0.05 level of significance. The findings revealed that social media had a moderate positive relationship with business educators' performance, with an R-value of 0.556 and an R^2 value of 0.309, indicating that social media was associated with 30.9% variation in educators' performance. Similarly, video conferencing had a high positive relationship with business educators' performance, with an R-value of 0.680 and an R^2 value of 0.462. The study concluded that social media and video conferencing are important digital communication technologies that relate positively to business educators' performance by enhancing instructional communication, collaboration, learner engagement, and teaching effectiveness. It was recommended that tertiary institutions should provide adequate digital infrastructure, organize continuous ICT capacity-building programmes for business educators, and promote the effective integration of social media and video conferencing into instructional practices. The study contributes to knowledge by establishing empirical evidence on the relationship between digital communication technologies and business educators' performance within the South-South Nigerian tertiary education context.

Keywords: Social Media, Video Conferencing, Business Educators' Performance and Digital Communication Technologies

Introduction

The rapid advancement of digital technology has transformed teaching and learning across tertiary institutions worldwide. The emergence of digital communication technologies has changed the way educators deliver instruction, interact with students, and access educational resources. In the contemporary knowledge-driven economy, higher education institutions are increasingly integrating technology into instructional processes to improve teaching effectiveness, promote collaborative learning, and enhance academic performance. In South-South Nigeria, the growing adoption of social media and video conferencing technologies has created new opportunities for business educators to facilitate learning beyond the traditional classroom environment. According to the World Bank (2021), tertiary education comprises universities, colleges, and other institutions responsible for developing the skilled human capital required for national growth and sustainable development. Consequently, the effective integration of digital instructional technologies has become indispensable for achieving the objectives of business education, particularly in developing entrepreneurial competencies, technological proficiency, critical thinking, and managerial capabilities among students (Ubulom & Dambo, 2016).

Business education is a professional programme designed to equip learners with the knowledge, practical skills, attitudes, and competencies needed for employment, self-reliance, and effective participation in the world of work. The programme prepares graduates to function

efficiently as teachers, administrators, entrepreneurs, and business professionals in a rapidly changing technological environment. The effectiveness of business education largely depends on the performance of business educators, who are expected to employ innovative instructional strategies that enhance students' learning experiences and improve educational outcomes.

Business educators' performance encompasses their effectiveness in lesson delivery, classroom management, communication, instructional planning, learner engagement, assessment practices, research productivity, and the integration of technology into teaching. As digital transformation continues to reshape educational practices, educators are increasingly expected to adopt technological tools that improve instructional quality and foster meaningful learning experiences.

One of the most widely adopted digital technologies in education is social media. Social media refers to internet-based applications that enable users to create, share, and exchange information, ideas, and educational content through virtual communities and online networks. Popular platforms such as Facebook, WhatsApp, YouTube, LinkedIn, and X (formerly Twitter) have evolved beyond social interaction to become valuable instructional tools that facilitate communication, collaboration, and knowledge sharing among educators and students. These platforms provide opportunities for business educators to disseminate course materials, coordinate academic discussions, provide instant feedback, supervise group activities, and extend learning beyond the classroom. Their interactive nature encourages collaborative learning, active student participation, and continuous engagement, all of which contribute to improved instructional effectiveness. Okiridu and Okafor (2022) emphasized that the utilization of instructional media during the COVID-19 pandemic, particularly through social media platforms, played a significant role in sustaining academic activities in universities in Rivers State. Through enhanced communication, timely dissemination of information, and increased learner interaction, social media has become an important tool for improving educators' instructional performance.

Another important digital instructional technology is video conferencing. Video conferencing refers to synchronous communication technology that enables real-time audio and visual interaction among participants located in different geographical locations. Platforms such as Zoom, Google Meet, Microsoft Teams, and Cisco Webex have become integral components of contemporary higher education because they provide opportunities for virtual teaching, collaborative learning, online seminars, academic supervision, and professional meetings. The COVID-19 pandemic accelerated the adoption of video conferencing technologies across educational institutions worldwide, demonstrating their effectiveness in ensuring instructional continuity despite physical restrictions (Stojanova, 2019). Singh and Thurman (2019) described online learning as an instructional process mediated through digital technologies, emphasizing that synchronous learning environments such as video conferencing closely replicate face-to-face classroom interactions. For business educators, video conferencing facilitates live lectures, demonstrations, presentations, collaborative discussions, student consultations, and online assessments, thereby enhancing instructional delivery and professional performance.

The increasing adoption of social media and video conferencing reflects the broader digital transformation occurring within higher education. These technologies provide flexible learning environments that support learner-centred pedagogy, continuous interaction, collaborative knowledge construction, and timely feedback. They also enable educators to reach larger audiences, facilitate blended learning, and maintain academic activities during emergencies. Consequently, digital instructional technologies have become essential tools for promoting educational quality, improving instructional efficiency, and supporting institutional competitiveness in the twenty-first century. Dambo and Ibitoroko (2022) observed that the growing demand for quality education and global competitiveness has compelled educators to embrace technological innovations capable of enhancing instructional delivery and overall teaching effectiveness.

Despite these numerous advantages, the effective integration of social media and video conferencing into instructional practice remains a significant challenge within many Nigerian tertiary institutions. Several institutional and individual factors continue to hinder their optimal utilization. These include inadequate digital infrastructure, unstable electricity supply, poor internet connectivity, insufficient technological facilities, limited digital literacy among educators, inadequate institutional support, and resistance to technological change. These constraints often reduce educators' ability to maximize the instructional benefits offered by digital technologies. Wolugbom (2017) observed that business education programmes in tertiary institutions in Rivers State experienced difficulties in fully integrating digital instructional methods capable of enhancing entrepreneurial and managerial skill development among students. Such challenges may ultimately affect the performance of business educators and limit the realization of educational objectives.

Although previous studies have acknowledged the educational benefits associated with social media and video conferencing, empirical evidence regarding their relationship with business educators' performance in tertiary institutions within South–South Nigeria remains limited (Gowon et al., 2022; Iyamu & Chiedu, 2020). Furthermore, while digital instructional technologies have become increasingly available across Nigerian tertiary institutions, their utilization among business educators appears to remain inconsistent (Jayade et al., 2020; Jokiaho et al., 2018). Consequently, the extent to which these technologies contribute to educators' instructional effectiveness, communication, learner engagement, and overall professional performance remains unclear.

The apparent gap between the increasing availability of digital instructional technologies and their effective utilization by business educators presents an important research concern. Many business educators in South–South Nigeria continue to encounter challenges associated with inadequate technological infrastructure, unreliable internet services, insufficient professional training, and weak institutional support for technology integration. As a result, the expected benefits of social media and video conferencing for enhancing teaching quality, instructional effectiveness, learner engagement, and academic productivity may not have been fully realized. This situation necessitated an empirical investigation into the extent to which social media and video conferencing relate to business educators' performance in tertiary institutions in South–South Nigeria. Specifically, the study sought to determine the extent to which social media related to business educators' performance and to ascertain the extent to which video conferencing related to business educators' performance in tertiary institutions in South–South Nigeria. The study further tested the hypotheses that social media did not significantly relate to business educators' performance in tertiary institutions in South–South Nigeria and that video conferencing did not significantly relate to business educators' performance in tertiary institutions in South–South Nigeria.

Statement of problem

The integration of digital technologies into higher education has transformed instructional delivery and created opportunities for improving teaching effectiveness, communication, collaboration, and learner engagement. Social media platforms and video conferencing technologies have become indispensable instructional tools that enable educators to facilitate interactive learning, share educational resources, provide timely feedback, and sustain academic activities beyond the traditional classroom. Consequently, tertiary institutions have increasingly encouraged business educators to adopt these technologies to enhance their instructional performance and meet the demands of twenty-first-century education.

Despite the increasing availability and recognized educational benefits of these digital technologies, observations indicate that the performance of some business educators in tertiary institutions in South–South Nigeria has not improved to the expected level. Many educators still experience challenges in integrating social media and video conferencing into instructional

practice due to inadequate digital infrastructure, unstable internet connectivity, insufficient technological competence, inadequate institutional support, and limited opportunities for professional development. These challenges have continued to affect effective lesson delivery, learner engagement, communication, collaboration, assessment practices, and overall instructional effectiveness.

Although previous studies have examined the utilization of digital technologies in higher education, most have focused on students' learning outcomes, e-learning adoption, or the use of instructional technologies generally, with relatively limited attention given to how specific digital communication technologies such as social media and video conferencing relate to the performance of business educators, particularly within tertiary institutions in South-South Nigeria. Consequently, empirical evidence on the extent to which these technologies are associated with business educators' performance in the study area remains inadequate.

The inability to clearly establish the relationship between social media, video conferencing, and business educators' performance creates uncertainty for institutional administrators, policymakers, and curriculum planners regarding the effectiveness of investments in digital instructional technologies. If this knowledge gap persists, efforts aimed at improving instructional quality through technology integration may not produce the desired outcomes. It was against this background that this study investigated the extent to which social media and video conferencing related to business educators' performance in tertiary institutions in South-South Nigeria.

Purpose of the Study

The main purpose of this study was to examine social media and video conferencing as correlates of business educators' performance in tertiary institutions in South-South Nigeria. Specifically, the study sought to:

1. Determine the relationship between social media and business educators' performance in tertiary institutions in South-South Nigeria.
2. Examine the relationship between video conferencing and business educators' performance in tertiary institutions in South-South Nigeria.

Research Questions

The following research questions guided the study:

1. To what extent did social media relate to business educators' performance in tertiary institutions in South-South Nigeria?
2. To what extent did video conferencing relate to business educators' performance in tertiary institutions in South-South Nigeria?

Research Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

H₀₁: There was no significant relationship between social media and business educators' performance in tertiary institutions in South-South Nigeria.

H₀₂: There was no significant relationship between video conferencing and business educators' performance in tertiary institutions in South-South Nigeria.

Methodology

The study adopted a correlational research design. A correlational research design is appropriate for studies that seek to determine the nature and extent of the relationship between two or more quantifiable variables without manipulating them. The design was considered suitable because the study examined the relationship between social media, video conferencing, and business

educators' performance in tertiary institutions in South-South Nigeria. The study was conducted in South-South Nigeria, one of the six geopolitical zones in the country, comprising Akwa Ibom, Bayelsa, Cross River, Delta, Edo, and Rivers States. The region hosts several tertiary institutions offering Business Education programmes and has experienced increasing adoption of digital technologies for instructional delivery.

The population of the study comprised 254 business educators in tertiary institutions in South-South Nigeria. The population figure was obtained from the Business Education staff disposition records (2022) of the respective institutions included in the study. A sample of 216 business educators, representing 85% of the population, was selected using the proportionate sampling technique to ensure adequate representation of business educators across the tertiary institutions in the study area. The relatively large sample enhanced the representativeness of the study and improved the generalizability of the findings. Data were collected using a researcher-developed questionnaire titled *Social Media, Video Conferencing and Business Educators' Performance Questionnaire (SMVCBEPQ)*. The instrument was designed to elicit information on the extent to which social media and video conferencing related to business educators' performance.

Data collected were analysed using simple linear regression analysis. The correlation coefficient (R-value) generated from the regression analysis was used to answer the research questions by determining the extent of the relationship between the independent and dependent variables. The interpretation of the R-values followed these benchmarks: 0.01–0.20 = Very Low Relationship; 0.21–0.40 = Low Relationship; 0.41–0.60 = Moderate Relationship; 0.61–0.80 = High Relationship; and 0.81–1.00 = Very High Relationship. The null hypotheses were tested using the F-statistic associated with the regression analysis at the 0.05 level of significance. The null hypothesis was rejected whenever the associated probability value (p-value) was less than 0.05 ($p < 0.05$), indicating a statistically significant relationship. Conversely, the null hypothesis was retained when the p-value exceeded 0.05 ($p > 0.05$), indicating that the relationship was not statistically significant.

Table 1. Spread of Population/Sample

	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

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	.556	.309	30.9	ME
Business Educators' performance				

Source: Field Work, 2025.

A simple linear regression analysis was conducted to determine the extent to which 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	.680	.462	46.2	HE
Business Educators' performance				

Source: Field Work, 2025.

A simple linear regression analysis was conducted to determine the extent to which 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.

Hypothesis 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 $P \leq .05$, 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 $P \leq .05$, 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 Results

The findings of the 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 approximately 30.9% of the variation in business educators' performance was associated with their utilization of social media, while the correlation coefficient ($R = 0.556$) reflected a moderate relationship between the two variables. This finding implies that the effective use of social media platforms contributes positively to educators' instructional performance by facilitating communication, promoting collaborative learning, enhancing learner engagement, and supporting the timely dissemination of instructional materials. Through platforms such as WhatsApp, Facebook, YouTube, LinkedIn, and X (formerly Twitter), business educators are able to extend learning beyond the physical classroom, encourage

interaction among students, provide academic support, and create flexible learning environments that promote continuous knowledge sharing.

The moderate magnitude of the relationship, however, suggests that although social media contributes to improved educators' performance, it is not the only determinant of instructional effectiveness. Other factors such as educators' digital competence, institutional policies on technology integration, availability of internet facilities, access to digital devices, and organizational support may also influence performance. Furthermore, inappropriate or excessive use of social media for non-academic purposes, concerns relating to information credibility, and inadequate professional training may reduce its overall effectiveness in instructional delivery. These factors could explain why social media accounted for only a moderate proportion of the variation in business educators' performance.

The finding is consistent with the study of Okiridu and Okafor (2022), who reported that the utilization of digital instructional media, particularly social media platforms, enhanced communication, instructional continuity, and teaching effectiveness among educators during the COVID-19 pandemic. The finding also supports the position of Dambo and Ibitoroko (2022) that digital technologies have become indispensable tools for improving instructional delivery and educational quality in higher education. The implication of this finding is that tertiary institutions should continue to encourage the pedagogical use of social media by providing institutional policies, digital literacy programmes, and adequate technological support that will enable business educators to maximize the instructional benefits of these platforms.

The study 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 ($R^2 = 0.462$) showed that 46.2% of the variation in educators' performance was explained by their utilization of video conferencing technologies, while the correlation coefficient ($R = 0.680$) indicated a high positive relationship between the variables. This finding demonstrates that video conferencing represents a more influential digital instructional tool in enhancing business educators' performance than social media. The finding suggests that educators who effectively utilize video conferencing applications such as Zoom, Google Meet, Microsoft Teams, and similar platforms are more likely to improve lesson delivery, facilitate real-time interaction, promote collaborative learning, provide immediate feedback, supervise students effectively, and maintain instructional continuity irrespective of geographical limitations.

The stronger relationship observed for video conferencing may be attributed to its ability to closely simulate face-to-face classroom interaction through synchronous communication. Unlike most social media platforms, video conferencing provides opportunities for live lectures, demonstrations, presentations, discussions, question-and-answer sessions, virtual mentoring, and collaborative activities that enhance both teaching effectiveness and student participation. Consequently, business educators who integrate video conferencing into their instructional practices are better positioned to achieve improved teaching outcomes, increase learner engagement, and enhance overall academic productivity.

This finding corroborates the work of Singh and Thurman (2019), who asserted that synchronous online learning environments significantly improve instructional effectiveness by promoting meaningful interaction between educators and learners. Similarly, the finding agrees with Stojanova (2019), who observed that video conferencing technologies have become essential tools for ensuring quality instructional delivery, particularly in higher education institutions adopting blended and online learning approaches. The finding further lends support to contemporary views on digital pedagogy, which emphasize that synchronous instructional technologies enhance communication, collaboration, learner participation, and instructional efficiency.

Comparatively, the findings indicate that although both social media and video conferencing were positively related to business educators' performance, video conferencing demonstrated a stronger relationship than social media. This suggests that while both technologies

are valuable digital instructional resources, video conferencing offers greater opportunities for direct interaction, immediate feedback, classroom simulation, and collaborative learning, thereby exerting a greater influence on educators' overall performance. The findings therefore underscore the need for tertiary institutions in South–South Nigeria to strengthen investments in digital infrastructure, provide continuous professional development programmes, improve internet connectivity, and formulate institutional policies that encourage the effective integration of both social media and video conferencing into business education instructional practices.

Conclusion

The study concluded that social media and video conferencing are significant digital instructional technologies that relate positively to business educators' performance in tertiary institutions in South–South Nigeria. The findings demonstrated that while social media exhibited a moderate positive relationship with business educators' performance, video conferencing showed a stronger positive relationship, indicating that both technologies contribute meaningfully to improving instructional delivery, communication, learner engagement, collaboration, and overall teaching effectiveness.

The study further established that business educators who effectively integrate social media platforms into instructional activities are better able to facilitate knowledge sharing, provide timely feedback, and sustain student interaction beyond the conventional classroom environment. Similarly, the utilization of video conferencing technologies enhances real-time teaching, promotes collaborative learning, supports interactive classroom experiences, and improves educators' ability to deliver quality instruction irrespective of geographical constraints.

Overall, the study concludes that the effective integration of social media and video conferencing into business education significantly enhances educators' performance and supports the realization of quality teaching and learning in tertiary institutions. Consequently, strengthening digital infrastructure, improving internet connectivity, providing continuous professional development in educational technology, and promoting institutional support for technology integration are essential for maximizing the instructional benefits of these digital tools and improving the performance of business educators in tertiary institutions in South–South Nigeria.

Recommendations

1. Tertiary institutions should formally integrate video conferencing platforms into their instructional systems to facilitate flexible and interactive teaching. Also, regular digital literacy training should be provided for business educators to enhance their proficiency in using both social media and video conferencing tools for teaching and assessment.
2. Government and school administrators should invest in stable internet access, digital devices, and technical support to sustain virtual and blended learning environments. Institutions should adopt a hybrid model combining video conferencing and educational social media tools to optimize communication, collaboration, and content delivery.

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