

**Social Media Language on Business Education Students' Proficiency in Business Communication in Federal College of Education, Abeokuta**

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**Abstract**

*The study examined the influence of social media language on business education students' proficiency in business communication in Federal College of Education Abeokuta. Descriptive survey design was adopted for the study. The population consisted of 471 Business Education Students. The Sample comprises 164 Business Education Students respondents using simple random sampling techniques. A structured questionnaire tagged Influence of Social Media language on Business Education Students' Proficiency in Business Communication Questionnaire (ISMLPQ) was used to collect data from the respondents. The instrument was subjected to face and content validation by two experts from Business Education Unit at Lead City University Ibadan. The instrument had a reliability coefficient of 0.87 using the Cronbach Alpha formula. Mean and standard deviation were used to answer research questions. The findings revealed among others that social media usage ascertains a positive influence on business education students' proficiency in business communication in colleges of education. The study found that the weighted SD = 3.30/0.60 indicated that the responded were homogeneous. The study also found that, with weighted mean of 3.32 and weighted SD of 0.59 results in the table 2 revealed that the respondents agree that all items are constitute positive influence social media language. The study equally found that the weighted mean (SD) = 2.59 shows that items 11 and 13 are negative influences of social media language on business education students' proficiency. It was concluded that social media language, if well utilized for academic purposes will improve business communication skills of Business Education students in colleges of education. It was recommended among others that students should be encouraged to use social media for academic purpose to acquire necessary information needed for academic performance.*

**Keywords:** Business communication, business education, Social media, Language, Proficiency.

## **Introduction**

Communication is a great skills in any educational system for both the lecturer and the student for better feedback. Business Communication is 1 unit course taken at the 300 level of the Nigeria Certificate in Education (NCE) Business Education Programme. It is coded BEO326 in the new National Commission for Colleges of Education Minimum Standards for School of Secondary Education, Vocational and Technical Education(NCCE Republic of Nigeria 2020). Business Communication refers to the skill of conveying ideas or information from a party to another in line with office and business policy. At the N.C.E level Business Communication course contents entail: Overview of Business Communication, Communication Process, Channels of Communication, Successful Communication Strategies, Communication in Organisation, Sources of information in Organisations, Business Writing, Business Letters, Report Writing, Information Technology, Office Automation, Management Information System, Public Speaking, Curriculum Vitae and Resume, Communication and Meetings, Listening as a skill in Business Communication, Legal Aspects in Business Communication, Virtual Office, Human Resource Management<sup>1</sup>. It was stated in the minimum standards that there should be emphasis on practical. From the foregoing it is obvious that communication system is of great significance in Business Education. This is because communication occupies a central place in any theory of Business Education. And for effective communication to take place in Business there is the need to stick to the canons of Business Communication, which are: Concreteness, Correctness, Conciseness, Clarity, Courtesy, Consideration, and Completeness. However the language used on social media seeks to use the fewest number of letters and helps in dealing with space constraints of messaging thereby promoting flexibility and informality. The social media are the fastest growing web applications in the 21<sup>st</sup> century, a fact attested to by its wide usage and the wide-ranging consequent influence on the populace. There is indeed abundant evidence that millions of people across the world use social media on a regular basis for various reasons (Daluba, & Maxwell, 2018). In fact, According to Onuohan& Saheed, (2018) the wide nature of applications like Wiki, video streaming and applications, and social networks makes it the phenomenon of the century.

Though social media use cuts across all age groups, studies have, in addition, shown that it is predominant among young persons and/or students. In was found that while those born between 1970-1999 ('Generation X'), spend approximately 13 hours per day on social media, those born between 2000 till date ('I Generation') spend not less than 20 hours per day on social media.it was also noticed that these young people use social media for interaction, socialization and entertainment. Social media play an important role in raising awareness about the reliable sources of information among the students and society by providing alternative sources of knowledge. Social media are means to employ mobile and web based technology to create highly integrative platforms which individuals and community share, create, discuss and modify user generated content. There are various categories of social media sites used in education which are also useful in business education for enhancing students' communication skills. The following have been identified as the most common social media platforms currently in use, these are; Facebook, Twitter, Whatsapp, YouTube, Wikipedia, LinkedIn, Tiktoks, Bolgs, Instagram, Pinterest and so on. Among these numerous social media platforms, the Facebook, Twitter, Instagram and Whatsapp have been recognized as the ones commonly used by students; in Nigeria for instance, majority of students spend an ample of their time on platforms such as the Facebook, Twitter and Whatsapp while making use of smartphones which is now a common gadgets among them; for this reason, very many students spend 2 to 3 hours checking

activities and updating their profiles on these social networks even at the peril of their educational and career pursuit. Perhaps, this is the reason that teachers have started thinking differently about the utilization of social media tools for education (Rose, 2019). This has accelerated the pace at which teachers incorporate social media into academic curricula. Communication can be described as the interaction between people. Conventional communication involves face-to-face interaction, but in social media, communication occurs when someone is responds or comments on others' status or initiates conversation with someone else.

Social media have emerged as part of the basic features of students' life. They has revolutionized the way students think, interact and communicate. Students use social media as platforms for many activities such as bonding relations, finding lost contacts, discussing common interests and others. With the existence of smart phones, students have become more attracted to use social media in their daily routines. Information and communication technologies and social network can be used as effective tools to improve instructional approaches and enhance students' academic performance using the online environment (West, 2018). The advancement of social media has taken over almost all spheres of human endeavors despite negative implications. The educational environment is equally not left out of this; people are therefore tempted to claim that these social applications-social media carries with it the potential to further improve learning and sharing of information among learners and teachers. Social media has the ability to close the gap between the learners as the teacher even though a physical distance is existing between them; in essence, it enables learners from all parts of the world to learn and work together without any hindrances. Social media was seen as a central path through which individuals frequently interact and share ideas despite been far apart. Social media has proven to improve communication skills, social participation and commitment, improve peer support, and ensure the realization of education based on collaborative strategies; thus, the impacts of social media on communication, learning, research and education in general cannot be overemphasized. Miah *et al* (2019) described proficiency is the demonstration of high skills, expertise and advancement in knowledge by a person. Proficiency can be defined as the amount of quality work accomplished by an individual, compared to the time and resources used. Student proficiency was seen as an index of achievement on the part of individual student from training. Students' proficiency in business communication is important because business education is critical to national development. Business education is a vital program in tertiary institution that has the capacity to bring about the required liberation and stimulation of the citizens for national development. It was also described as an academic program intended to inculcate in the students; understanding, values, knowledge, business skills, and technical skills required in the world of work and for teaching other business students.

Specifically, according to Mehmood & Taswir (2020) the skills to be learnt by business education students are technical, manipulative and thinking habits applied to social media tools and machines, tasks, procedures and operations. These skills are necessary to operate new technologies that social media platforms depend on, in the real world of work and are required globally by businesses, employees, and individuals. Thus, while social media, generally, presents such benefits as encouraging greater social interaction via electronic mediums, promoting interactions among students and teachers, providing greater access to information and information sources, creating a sense of belonging among users, reducing barriers to group interaction and communications such as distance and social/economic status, and increasing the

technological competency levels of frequent users, among others. Umoru (2018) conducted an investigation with some teachers and students, however, revealed a number of challenges in relation to student's participation on social media networks and the many adverse influences on them. These include a high addiction rate by business education students, which affects their time of study, researching, listening during lecture periods, the wrong usage of grammar and spelling in social media discourse as well as failure in their academic achievement. There is, therefore, the need for business education lecturers to think of re-directing their classroom delivery from traditional face-to-face methods to the use of social media which will enable them to acquire basic skills that will give them comparative advantage in the world of work.

Despite some important limitations, social media constitutes, perhaps, the biggest change of the last few decades in terms of human communication and students' academic engagement. Notwithstanding, despite these benefits of social media, it appears that the negative impacts of it on students is alarming as students tend to abandon their studies in a bid to catch up with the trends and distractions of these platforms such as chatting, texting, gaming etc. Othman & Noah, (2018) noted that through social media, students learn correct spellings, sentences, pronunciations, and essay writings through the usage of Google. It was discovered that social networking sites can become useful instruments in improving correct spellings and writings among students as it offers elasticity in learning, inspires inventive ideas and increases interpersonal interactions among students and instructors. It was pointed out that the usage of Facebook has raised the level of anxiety among students as they appear to become apprehensive about being without their cell phones for a few hours. Omeje, investigate on the influence of social media on the performance of secondary school students in English language in Nsukka Education Zone of Enugu State. Responses were elicited from students and teachers in ten secondary schools in the three local governments (Nsukka, Uzo-uwani and Igbo-Etiti) that made up the Nsukka Education zone. The study sample was fifty nine (59) secondary schools, in which twenty three thousand, two hundred and fifty nine (23,259) were students and one thousand, seven hundred and ninety two (1,792) were teachers. A four-point likert type rating questionnaire titled 'Social Media and Academic Performance of students in English Language' (SMAPOSIEL) was used to collect data from the respondents. The descriptive survey design was used. Simple random sampling was employed in sampling the respondents. Frequency and mean ( $\bar{X}$ ) were used in the analysis of data. To achieve the objectives of the research, the study used a mixed method approach which involved the survey of student's addictiveness and the teacher's response on its effect on students.

The study revealed that a great number of students in Nsukka education Zone are addicted to social media such as WhatsApp, Facebook, twitter and so on for making friends and chatting instead of academic work. In addition, the negative effects of this trend are seen in their wrong use of language, grammar and spelling such as the use of short phrases and incomplete sentences, sentence structure, content organization, incessant use of acronyms, misuse of phonetic spelling, and less study time due to the heavy participation on social media networks. Nevertheless, there were cases where others experience improvement in their academic performance as a result of participation on social media networks. The findings of the study led to the conclusion that the dominance and addiction on social media are the major causes of poor performance in English language both in internal and external examinations among secondary school students of Nsukka Education Zone of Enugu State. Ademiluyi, Suleman and Dauda, (2019) also supported by assessing the influence of social media on communication skill acquisition and academic performance of business education students. The study had two specific purposes, three research questions and two hypotheses. Descriptive

survey design was adopted for the study. The population consisted of 461 respondents. A structured questionnaire tagged Influence of Social Media on Communication Skills and Academic Performance Questionnaire (ISMCSAPQ) was used to collect data from the respondents. The instrument was subjected to face and content validation by three experts with a Cronbach reliability coefficient of 0.87. Mean and standard deviation were used to analyse the data to answer the research questions while linear regression statistic was used to test the hypotheses. The findings revealed among others that social media use significantly positively influence communication skills and academic performance of office technology and management students in polytechnic in Osun State. Based on the foregoing, therefore, this study seeks to investigate the influence of social media language on business education student's proficiency in business communication in Federal College of Education Abeokuta.

### **Statement of the Problem**

Social media have been created to support or improve communication proficiency in students. The introduction of social media languages in general have solidified their place as the foundation of the educational system of the 21st century. Facebook, whatsapps, Instagram, Imo, e-mail have become common place in all the nooks and crannies of the planet with great impact on all activities, especially as they help students learn more and get ready for the competitive job market of today (Ahmed & Qazi, 2019). Class work, assignments, lecture materials among others are frequently posted on social media and often engendering extensive creative interactions among the participants. Arguably, social media language, if properly managed can have significant effect on teaching and learning of business communication in Business education. However, observation revealed that social media may also interfere with Business students' concentration, potentially to the detriment of learning and communication skills because of the language variations and writing styles used on the media platforms like Asap, Imo, Lol among others. On the contrary, with new social media being developed and introduced, the trends suggest an approaching explosion in the ubiquity of the social media language with great implications for teaching and learning in business education and other fields. There is therefore a need to determine the influence of social media language on business education students' proficiency in business communication in federal college of education Abeokuta.

### **Aim and Objective of the Study**

The aim of this study is to examine the influence of social media language on Business Education students' proficiency in business communication in federal college of education Abeokuta. Specifically, the study sought to:

1. identify the social media tools commonly used by business education students
2. determine the positive and negative influences of social media language usage on Business Education students' proficiency in business communication in Federal College of Education Abeokuta.

### **Research Questions**

The following research questions guided the study.

1. What are the social media tools commonly utilized by business education students?
2. What is the positive and negative influences of social media language usage on Business Education students' proficiency in business communication in Federal College of Education Abeokuta?



**Methodology**

This study adopted descriptive survey research design. The population of this study comprise 471 Business Education Students from Federal College of Education Abeokuta out which 164 business education students as respondents for the study were sample through simple random sampling techniques. One instruments were used to collect data for the study. A self-structured questionnaire tagged Influence of Social Media language on business education students' proficiency Questionnaire (ISMLPQ) was used to collect data for social media language use from the respondents. The instruments were subjected to face validation by two experts from Business Education unit, Lead City University Ibadan. The internal consistency of the instrument was ascertained using Cronbach Alpha which yielded a coefficient of 0.87 indicating that the instrument was reliable for the study. The instrument has 15items generated from the research questions. The instrument was placed on four point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The scales were scored using 4, 3, 2, and 1 point respectively and Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). Mean and standard deviation were used to analyze the data to answer the research questions.

Research question 1: What are the social media tools commonly utilized by business education students.

**Table 1: Mean Responses on Social Media Tools Commonly Utilized by Business Education Students**

S/N	Items	N	FX	Mean	SD	Remarks
1	WhatsApp	160	576	3.60	0.42	Agreed
2	Facebook	160	536	3.55	0.61	Agreed
3	Tiktok	160	512	3.20	0.58	Agreed
4	Instagram	160	528	3.30	0.71	Agreed
5	YouTube	160	484	3.03	0.64	Agreed

**Decision Rule 2.50, Weighted mean/ SD= 3.30/0.60.**

**Source: Researchers' Fieldwork (2024)**

With a weighted mean of 3.30 result in Table 1 revealed that the respondents agreed that all the items are social media truly commonly utilized by Business Education Students. The weighted SD of 0.60 indicated that the responded are homogeneous.

Research question 2: What is the positive influence of social media language usage on Business Education students' proficiency in business communication in Federal College of Education Abeokuta?

**Table 2: Mean Responses on Positive influence of Social Media Language Usage in Business Education Students Proficiency in Business Courses**

S/N	Items	N	Fx	Mean	SD	Remarks
6	Improvement in writing skills	160	528	3.30	0.58	Agree
7	Ability to capture the interest of the audience	160	528	3.30	0.62	Agree
8	Improvement in Listen skills	160	566	3.48	0.45	Agree
9	Communication without being emotional	160	532	3.32	0.72	Agree
10	Ability to construct simple and better sentence	160	520	3.25	0.61	Agree

With a weighted mean of 3.32 results in the table 2 revealed that the respondents agreed that all the items are constitute positive influence of social media language usage on Business Education Students proficiency in business communication. The weighted SD of 0.59 indicates the homogeneity of the responses indicated.

Research question 3: What is the negative influence of social media language usage on business education students' proficiency in business communication in Federal College of Education.

**Table 3: Mean Response on Negative Influence of Social Media Language Usage in Business Education Students Proficiency in Business Courses**

S/N	Items	F <sub>x</sub>	Mean	SD	Remarks
11	Use of social media slangs for business communication	488	3.05	0.62	Agree
12	Use of informal language for business correspondence	476	2.37	0.57	Disagree
13	Use of abbreviation in business communication	468	2.32	0.72	Disagree
14	Difficulty in structuring business correspondence	460	2.87	0.61	Agree
15	Inadequate attention to facts and details of business communication	468	2.33	0.45	Disagree

**Decision Rule = 2.50, Weighted Mean (SD) 2.59**

Results in table 3 shows that respondents agreed that items 11 and 13 are negative influences of social media language usage on Business Education Students proficiency in business communication.

### **Discussion of Findings**

This paper examined the influence of social media language on business education students' proficiency in business communication in Federal College of Education. The findings of the study are discusses below: Research question one, are sought to identify the social media tools commonly utilized by business education students'. In response, Table 1 revealed that WhatsApp, Facebook, Tiktok, Instagram, YouTube are commonly utilized by business education students. This findings supported the opinion that Facebook, Twitter, WhatsApp, YouTube, Wikipedia, Linkedin, Tiktoks, Instagram have been identified as the most commonly social media platform.

Research question two, sought to ascertain the positive influence of social media usage on business education students' proficiency in Business Communication.

Responses in Table 2 indicated that social media help students' to improve their writing skills, capture the interest of the audience, improve listening skills, communicate without being emotional and construct simple sentences. This findings corroborated the findings that social media use had a significant positive influence on the communication skills and academic performance of office technology and management (OTM) in polytechnics in Osun State, Nigeria (Ademiluyi, Suleman & Dauda, 2019).

Research question three sought to examine the negative influence of social media language usage on business education students' proficiency in Business Communication. In response, findings in Table 3 showed that social media language usage has the following negative influence on business education students' proficiency in Business Communication; use of slangs, use of informal terminologies, use of abbreviations and inadequate attention to facts and details of Business Communication. This findings buttressed that the social media dominance and addiction are the major causes of poor performance in English language both in internal and external examination among Secondary school students' of Nsukka Education Zone in Enugu State (Omeje, 2018).

### **Conclusion**

Based on the findings of the study, it was concluded that social media language usage positively influenced business education students' proficiency in business communication. This implied that social media language if well utilized for academic purposes will improve business communication skills of business education students in Federal College of Education Abeokuta.

### **Recommendations**

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

1. Lecturer should use social media tools in teaching business education students with the teacher controlling the platform.
2. Students should be encouraged to use social media for academic purpose to acquire necessary information needed for academic performance.
3. Students should avoid the use of slangs, abbreviations, informal terminologies, in business communication and other related courses because it can affect the knowledge of good spelling skills in their writing and speaking skills in business education department, also students should be properly guided in the way they use social media. Negative aspect of social media should not be welcome by the students.

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