

## Use of WhatsApp in academic activities of Tourism Administration students in Peru during Covid-19

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### Abstract

The whole world and Peru are experiencing a critical situation as a result of an unknown disease called Covid-19. Faced with this situation, the use of WhatsApp has played a leading role in the field of education, driving a remarkable development in academic activities among students and teachers. In this research we reviewed a diverse number of articles from the last 5 years. The objective of the study was to determine the influence of the use of WhatsApp on academic activities during the Covid-19 pandemic in students of Tourism Administration, Amazonas-Peru-2021. The research was quantitative, descriptive, with a non-experimental design, considering a sample of 120 university students. A questionnaire with 22 dichotomous questions was applied. 82.5% of the students said that the use of WhatsApp influenced academic support, 70.8% to make queries and absolve doubts, and 70% in collaborative work, 61.7% in communication between teachers and students, and 60% in participation, while 56.7% to present academic papers. With regard to the tools used, 47.5% of the students used email, 46.7% WhatsApp, 5.8% Facebook. In relation to the type of information shared through WhatsApp, 59% indicated academic information, 24% photographs, 10% thoughts-feelings and emotions. 80.8% of respondents believed that the use of WhatsApp influenced learning-teaching; 60% in academic performance. Regarding the reason for use, 44.2% of the students said they were in contact with their peers and friends, while 28.3% to communicate between peers and teachers, 16.7% to exchange information, 7.5% to perform tasks, and finally 3.3% indicated for entertainment. As for the frequency of use of WhatsApp, 26.7% used more hours, 24.2% used 3 hours a day, 17.5% used an hour a day. It was evidenced that the use of WhatsApp influenced the academic activities during the Covid-19 pandemic of the students of the Professional School of Administration in Tourism, Amazonas-Peru-2021.

**Keywords:** WhatsApp, academic activities, Covid-19.

### Introduction

Worldwide we live from contagions due to Covid-19, which has generated a great negative impact on all sectors of initial, primary and university education, which has forced the governments of the different developed and developing countries to take measures that restrict the concentration of people; being the center of contagion is why governments decide to suspend classes in all educational institutions around the world and suggesting migration to virtual learning strategies. Local and regional governments on the front lines of the COVID-19 crisis have turned to digital technologies to provide

education to students who cannot access school and foster social cohesion while respecting physical distancing. According to UNESCO, the number of students affected worldwide by the closure of schools and universities in (UCLG & UN, 2020) 138 countries quadrupled to 1.37 million students worldwide. In addition, nearly 60.2 million teachers are no longer in the classroom as school closures affect nearly 80% of the world's student population. (UNESCO, 2020)

Education in the country of Ecuador faces several challenges more than 1300 million students who were studying their educational process worldwide have been affected by the COVID-19 pandemic, according to data from the National Institute of Statistics and Censuses (INEC) 37.23% of households have a computer and in rural areas the percentage is lower which is equivalent to 23.27%, which aggravates inequalities in education and affects the most vulnerable children and young people where it is determined that students do not all have access to a technological resource, to be able to access this new mechanism proposed by the Ecuadorian Ministry of Education. For his part, the author said that the alternative of distance education becomes for many an impossible because they are not prepared in the use of digital devices which have been excluded from virtual education, another element that affected is students from families with low economic resources, in Chile one of the countries with the highest levels of connectivity, only about 57% of households have a fixed network connection. According to Semana, 2020 cited in indicated that in Colombia has also hindered the expected implementation of virtual, online and remote education which became evident a minimum navigation and access to some social networks such as WhatsApp (Bonilla, 2020) (Murillo & Duk, 2020) (Rubio, and others, 2020).

(UNESCO, 2020) in most countries have established different ways to give continuity to studies in various distance modalities implementing forms of learning by internet which highlighted the use of virtual platforms of asynchronous and synchronous learning used in 18 countries and only 8 countries contemplate among the measures adopted to implement distance learning activities the delivery of technological devices (Argentina, Chile, Colombia, El Salvador, Jamaica, Peru, Saint Vincent and the Grenadines and Uruguay). The main difficulties of higher education students during the pandemic according to UNESCO the temporary closures of higher education institutions due to the COVID-19 pandemic most countries have stopped operating in person affecting some 23.4 million students in higher education and 1.4 million teachers in Latin America and the Caribbean; this represents 98% of the population of students and teachers of higher education, generating difficulties to adapt to these new forms of teaching and learning within it this e-learning as a means to ensure pedagogical continuity which has been rejected by several student organizations in different African countries, in Spain it has been calculated that between 3% and 20% of students do not have appropriate conditions of connectivity. (UNESCO - IESALC, 2020)

Before the arrival of the so-called coronavirus the exchanges of communication between friends, family especially in educational context the use of WhatsApp allowed to maintain in contacts remotely between students and teachers for different academic activities, with this crisis that we are going through these interactions by WhatsApp has positively impacted on education at all three levels promoting a remarkable development in collaborative learning between students and teachers sharing topics of interest of class as well as the author points out the 8%, considers that his self-training has allowed him to have greater knowledge with regard to this new modality of teaching-learning, the 62%, considers pertinent the training of the students on the use of the TIC in order to promote a better

learning, the 38%, considers updating teaching resources in ICT in order to increase meaningful learning. In the same way, he said that in the midst of the state of emergency that is experienced at the level of the world, conversation groups on WhatsApp have acquired significant importance in the field of higher education for the exchange of educational messages, establish group communicative interactions, coordinating different activities of an academic nature, carry out small tutorials for greater rapprochement with students, among others. For their part, the authors highlighted that 90% of the works are sent virtually, 59% by email, 54% by WhatsApp, video calls by platforms such as Zoom or Meet 38%, virtual classrooms 34%, telephone 14%, social networks 12% were the means used by teachers and students to communicate during social isolation. In addition, the Inter-American Development Bank said that in other countries they complemented with communication tools so that teachers can communicate with their students (WhatsApp, Facebook, Zoom, Microsoft Teams, Skype, etc.).(Argandoña, Ayón, García, Zambran, & Barcia, 2020)(Montenegro, 2020)(Rubio, and others, 2020)(BID, 2020)

(UNICEF, 2020) he noted that teachers are conducting home visits to check students' progress, tracking by phone, WhatsApp, email, he also noted that teachers should obtain the phone numbers of their students' parents and create WhatsApp groups to track students' progress and share academic activities using mobile phones. According to indicated that the countries Bolivia, Colombia, Brazil and Peru the total of the teachers surveyed answered that the activities used to accompany students 73.57% did so through workshops via WhatsApp and 13.56% by phone call, email and Skype. In Mexico, a study conducted by the author indicated that teachers maintain communication with their students using WhatsApp, most teachers maintain communication with parents through WhatsApp, with video calls, through chat and a cell phone call. The author also mentioned that the health situation of the Covid-19 pandemic represented an opportunity to develop skills and abilities. From this, the students considered three necessary competencies to develop in this health contingency organization (25%), self-learning (25%) and technological (20.59%). While, at a moderately acceptable level, they sought to develop autonomy (7.35%), adaptation (5.88%) and patience (4.41%). With regard to the teachers, they show a feeling contrary to what the students mentioned; they feel comfortable (24.24%); well (21.21%) and take the situation as a challenge and an opportunity (9.09%). (Terre des hommes switzerland, 2020) (Baptista, Almazán, Loeza, López, & Cárdenas, 2020) (Miguel, 2020)

Countries such as Argentina, Belize, El Salvador and Venezuela have promoted organized WhatsApp groups as a means of coordinating learning groups among members of a school course. Other valuable lessons learned in this crisis were to gather educational resources in one place, implement a hotline, and use WhatsApp to provide guidance and pedagogical assistance. A study carried out in Lima by the author indicates that there is a significant relationship between the use of WhatsApp and collaborative learning, also the use of WhatsApp improved the level of learning support among peers, improved in level of learning of individual responsibility in students of the specialty of gastronomy of CEPRO Tarma. Also, the author in his research concluded that the students of the Faculty of Engineering and Architecture of the Universidad Peruana Unión of the year 2018, had a high use of the WhatsApp application for work in groups, which represented a potential tool to improve and take advantage of the communication process for academic purposes. Likewise, the author (Reindeer, 2020) (Quispe, 2020) (Lynch, 2018) (Quispe, 2019) in his research pointed out that: WhatsApp is a communication tool that has great acceptance. The students of the second semester have favorable scores in the

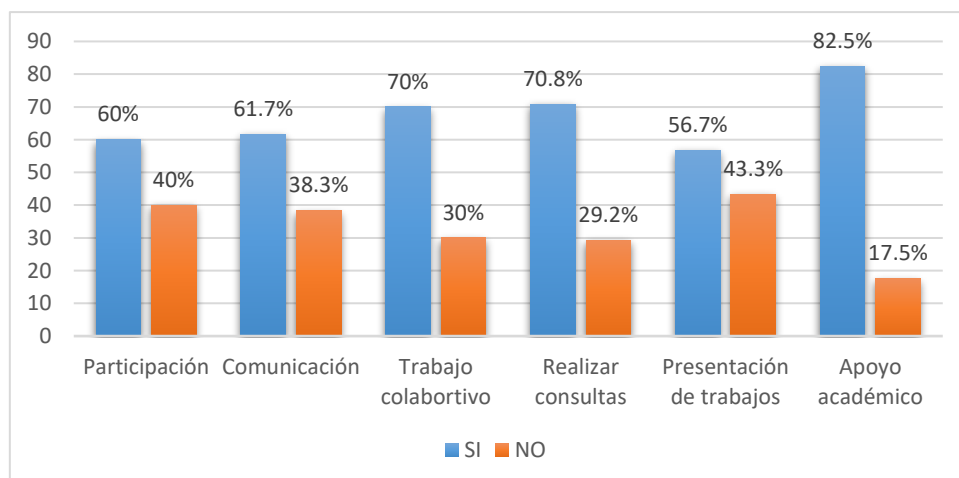
dimensions organization of group works being the 35.4%; as a communication system for group tasks, the percentage was 39.2%, while better scores corresponded to interpersonal relationships being 40.5%. In that sense, the objective of the study is to determine if the use of WhatsApp influences the academic activities during the Covid-19 pandemic of the students of the Professional School of Administration in Tourism, Amazonas-Peru-2021.

## METHODOLOGY

The research is basic, descriptive, non-experimental design, transversal. The sampling was non-probabilistic, quantitative. The sample was made up of 120 students from the professional school of Tourism Administration of the Faculty of Economic and Administrative Sciences of the National University Toribio Rodríguez de Mendoza in 2021. A questionnaire with 22 dichotomous questions was used. The validation of the instruments in this research work was analyzed and validated by experts who were provided with the format of the evaluation criterion.

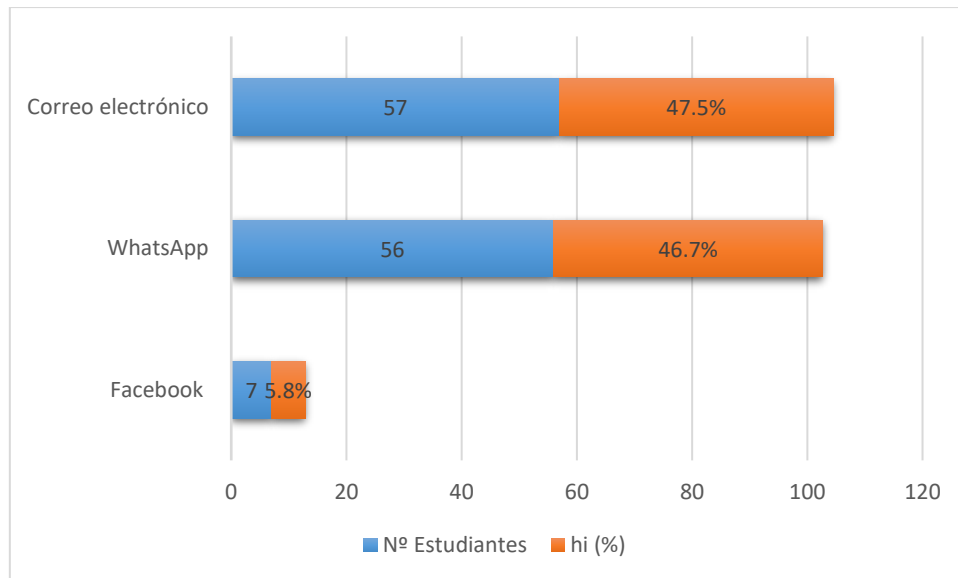
## RESULTS

In Figure 1, 82.5% said that the use of WhatsApp in academic activities during the Covid-19 pandemic influenced academic support, 17.5% indicated that it did not influence academic support. Likewise, 70.8% stated that, if it influenced to consult and resolve doubts through the use of WhatsApp in academic activities, 29.2% indicated that it did not influence to consult and absolve doubts through the use of WhatsApp. 70% of students felt that the use of WhatsApp encouraged collaborative work in activities during the Covid-19 pandemic, among classmates, while 30% of students said that the use of WhatsApp did not encourage collaborative work. Likewise, 61.7% indicated that communication by WhatsApp was efficient, while 38.3% indicated that communication by WhatsApp was not efficient. 60% of the students felt better participating through WhatsApp than in the classroom, while 40% thought otherwise; and finally it was determined that 56.7% of the students indicated that the use of WhatsApp allowed them to make the presentation of academic papers during the Covid-19 pandemic and 43.3% said that it was not possible to send academic papers through the use of WhatsApp in academic activities during the Covid-19 pandemic, of the students of the Professional School of Administration in Tourism, Amazonas-Peru-2021



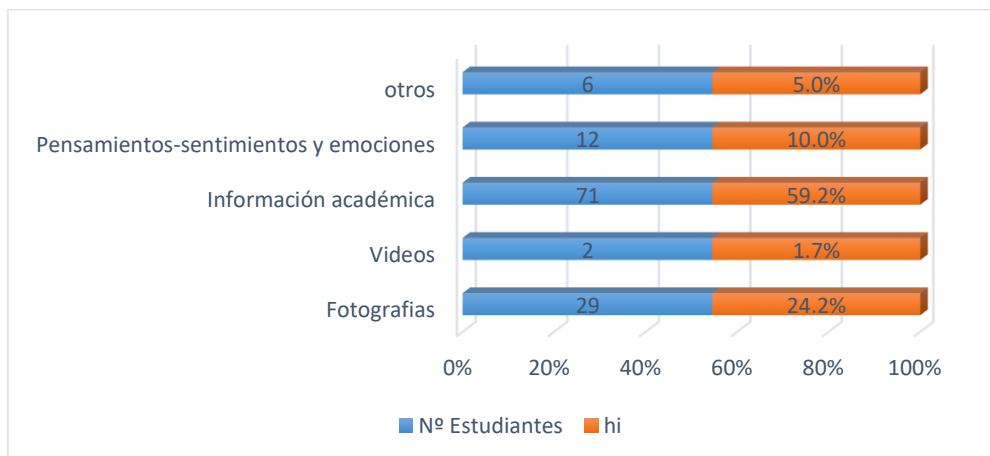
**Figure 1.** Use of WhatsApp in the academic activities of students of a Professional School of Management in Tourism, Amazonas-Peru, during the Covid-19 pandemic in 2021.

In Figure 2, 47.5% of students reported the use of email as a tool used in academic activities during the Covid-19 pandemic, 46.7% WhatsApp, 5.8% said that Facebook was the tool that facilitated the delivery and /or presentation of papers to teachers during the Covid-19 pandemic.



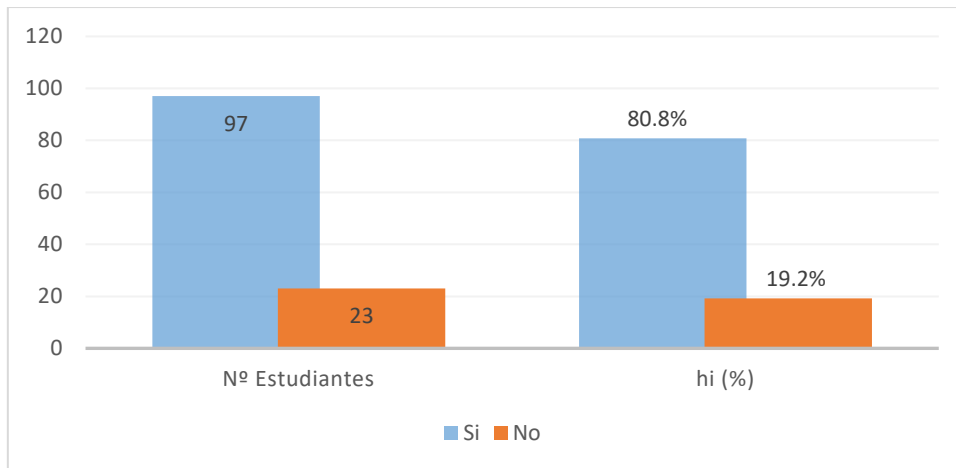
**Figure 2.** Tools used in academic activities during the Covid-19 pandemic of students of the Professional School of Administration in Tourism, Amazonas-Peru-2021.

In Figure 3, 59% of students stated that the type of information they share through the use of WhatsApp in academic activities during the Covid-19 pandemic was academic information, 24% photographs, 10% thoughts-feelings and emotions.



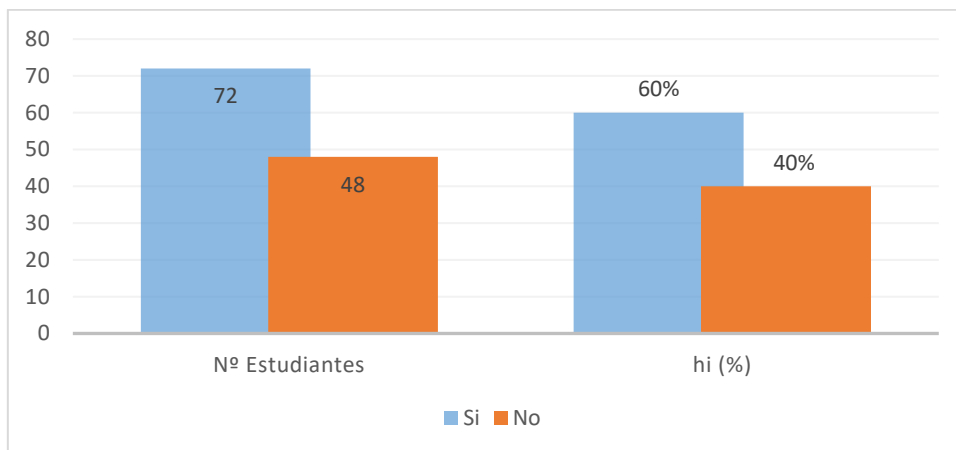
**Figure 3.** Type of information shared through use of WhatsApp in academic activities during the Covid-19 pandemic of students of Professional School of Administration in Tourism, Amazonas-Peru-2021.

In Figure 4, 80.8% of respondents answered that the use of WhatsApp influenced the learning-teaching process in academic activities during the Covid-19 pandemic, 19.2% considered that the use of WhatsApp did not influence the learning-teaching process.



**Figure 4.** Use of WhatsApp in the learning-teaching process in academic activities during the Covid-19 pandemic of students of Professional School of Administration in Tourism, Amazonas-Peru-2021.

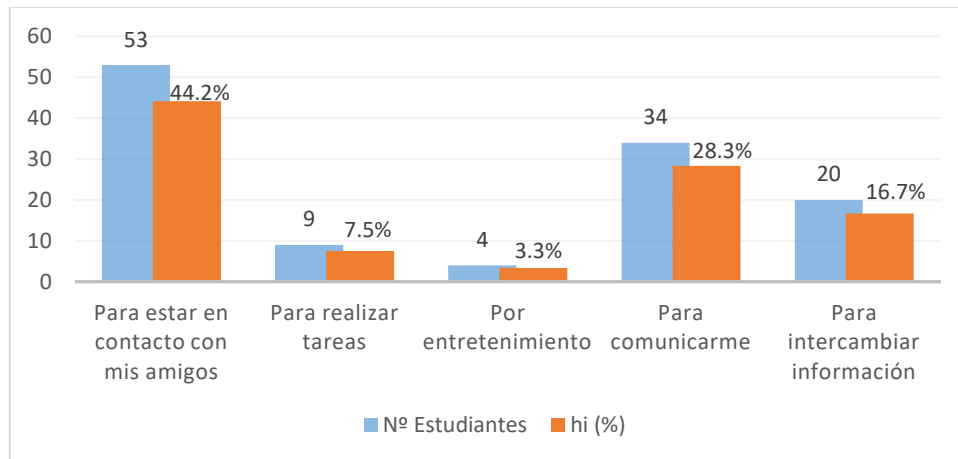
In Figure 5, 60% of students stated that the use of WhatsApp has managed to influence academic performance in academic activities in some way during the Covid-19 pandemic; 40% of students indicated that the use of WhatsApp has failed to influence academic performance.



**Figure 5.** Use of WhatsApp in the achievement of academic performance in academic activities during the Covid-19 pandemic of students of the Professional School of Tourism Management, Amazonas-Peru-2021.

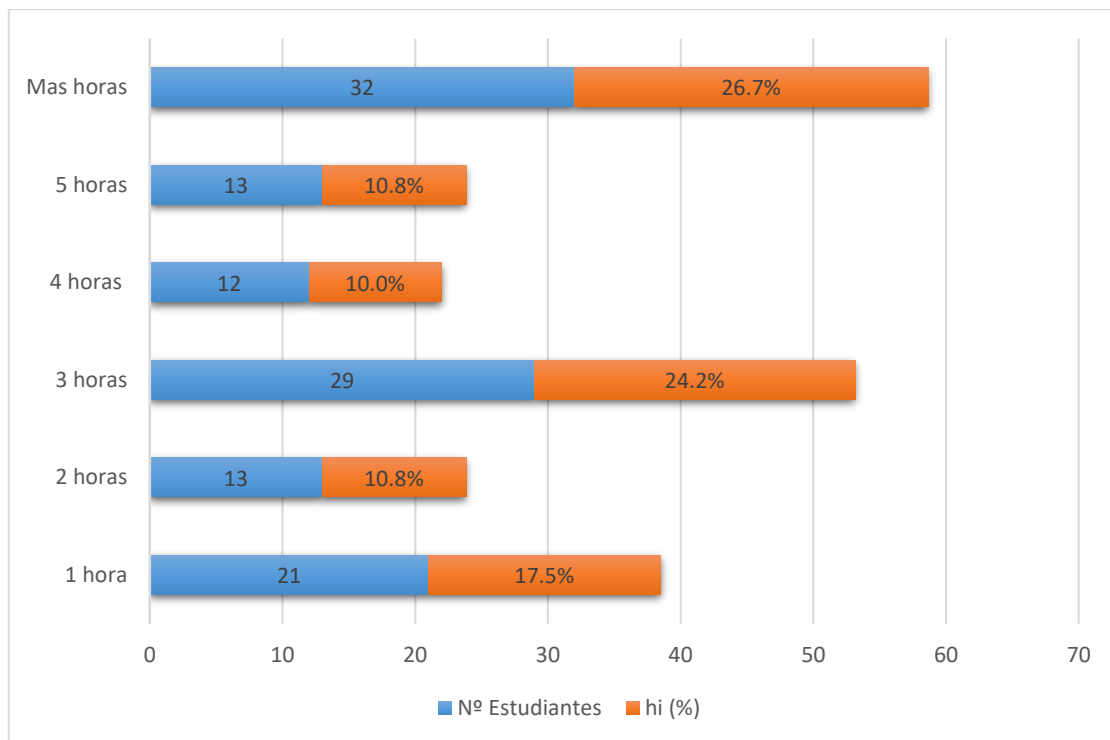
In Figure 6, 44.2% of students consider that the reason why they use WhatsApp in academic activities during the Covid-19 pandemic is to be in contact with their peers and/or friends, 28.3% to communicate between peers and teachers, 16.7% to exchange information, 7.5% to perform tasks, and 3.3% for entertainment.

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**Figure 6.** This is why WhatsApp is used in academic activities during the Covid-19 pandemic of students of the Professional School of Tourism Administration, Amazonas-Peru-2021.

In Figure 7, 26.7% said they used WhatsApp more hours in academic activities during the Covid-19 pandemic, followed by 24.2% who used it 3 hours a day and 17.5% use it one hour a day.



**Figure 7.** Frequency of use of WhatsApp in academic activities during the Covid-19 pandemic of students of Professional School of Administration in Tourism, Amazonas-Peru-2021.

**CONCLUSIONS**

The use of WhatsApp significantly and positively influences academic support, to make inquiries and absolve doubts, in collaborative work, in communication between teachers and students, in participation, to present academic works. The tools used by the students were email, WhatsApp, and Facebook. The type of information shared through WhatsApp was mainly academic information, photographs, thoughts-feelings and emotions. The use of WhatsApp significantly influenced learning-

teaching and academic performance. Students in general used WhatsApp to stay in touch with their peers and friends, to communicate between peers and teachers, to exchange information, to perform tasks, and pointed out for entertainment. In general, students used WhatsApp with frequencies ranging from more than three hours, up to 3 hours a day, and one hour a day. Finally, it is concluded that, there is a significant influence of the use of WhatsApp in the academic activities during the Covid-19 pandemic of the students of the Professional School of Administration in Tourism, Amazonas-Peru-2021.

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