Students' Opinions on Using Apps and Whatsapp as a Learning Tool to Pass Pre-employment Screening

Dr. Saurabh Bhardwaj
Guru Kashi University

Abstract

WhatsApp is a popular teaching and learning tool, a free messaging app that works on all platforms like iPhone and android phones, and this app is widely used among students to send multimedia messages such as photos, videos, audio and simple text messages. Most readers these days have already been exposed to this app and often use it for communication purposes. Therefore, it builds my interest in doing this research and using the WhatsApp program .The main purpose of this paper is to improve the communication skills of final year students to clear the pre-employment test process using Whatsapp as a tool so that they can cope with other categories in the interview process. internal and interpersonal skills and social factors that are part of the recruitment process in India.This study also examines the need to change the existing educational design of the English Language Teaching and Learning process. .That is why there was a huge gap between skills needs and employment. Data were collected from the last 25 years under graduate students from different rivers from five different regions such as Virudhunagar, Thirunelvelli, Madurai, Coimbatore and Chennai using a questionnaire. The experimental study was performed on 25 respondents to determine the reliability of the materials in this study. Quantity data was collected and the result collects the total sample size and percentage of returns. Data are summarized to determine the usefulness of the learning tool for students. The findings of this study suggested that the use of WhatsApp is important in helping students learn the language better and improve their ability to use the English language. This study suggests that the use of WhatsApp should be encouraged for students and institutions should provide online services as a priority in modern education.

Key words: Whatsapp, multimedia messages, pre-employment screening and societal traits.

Introduction:

It's hard to believe, but WhatsApp can be used as a learning tool. Some of the features of the popular messaging app make it an ideal solution for teachers and students.The main purpose of WhatsApp is to make communication easier, and at its most basic level, education is nothing without communication. WhatsApp can provide a channel where teachers can access instant and seamless communication with their students. It can also increase the level of communication between students and create more learning space. WhatsApp has grown in popularity due to its benefits such as being able to send real-time messages to one person or groups of friends simultaneously, low cost, and privacy. While there are plenty of instant messaging apps that can work on mobile devices, it is clear that the WhatsApp system is one of the most popular mobile based apps. So I decided to use WhatsApp to improve student communication skills to get rid of pre-employment exams as it is a popular app among students, does not require a computer, is accessible and is not very expensive. I thought of using WhatsApp to help and make learning and communication as well, as it is a very common app for students, and they always have their cell phones and smart phones in their hands, except that it is cheaper to activate the App. After getting students' permission to use WhatsApp to study outside the classroom, I formed two student groups they named, "SRNMC techclass" and "SRNMC techtest" and started opening group discussions, uploading videos, audios, and a chart. WhatsApp as a Learning Teaching Tool, requirements for flexible methods for intelligent members, as well as materials and methods used in conducting this research. Data were collected in various ways; Readers' attitude towards WhatsApp and how they perceive the app and its ease / ease of use, usefulness of WhatsApp and purpose of behavior on WhatsApp. Based on such a discussion, the results were presented in the form of tables. In addition, the study also provided additional implications and recommendations for a number of employees. It is hoped that this study will launch WhatsApp as a learning and teaching tool.

Advantages of WhatsApp as a Teaching Learning tool

WhatsApp is a Mobile Instant Messaging (MIM) program that was made available to the public for the first time in 2009. Within a few years, WhatsApp gained tremendous popularity in many countries around the world. In early 2016, WhatsApp reported that one in seven worldwide uses the app (compared to 700 million Facebook Messenger users). In Israel, about 93% of adults use

the app, and the average number of WhatsApp messages received by teens is about 500 per day (Rosenberg, 2016). WhatsApp has many benefits that all teachers should be aware of: WhatsApp can be used to send videos, audio messages, and photos. It can be used on a variety of phones, including Android, Windows Phone, BlackBerry 10, Nokia. S40, iPhone, Blackberry, and Nokia S60 devices. That means it can be used by people with the most accessible phones. WhatsApp can be used to reach students with the most familiar technology: their phones. Not every student has access to a computer, but almost everyone has a smartphone these days. This makes WhatsApp a great solution for working teachers and low-paid students. WhatsApp can be used to reach students and parents who do not use other means of communication, such as landlines and emails, because most of those people have phones. That makes the solution a great way to reach working-class parents.Technology is rapidly evolving, and there seems to be an application for anything these days, and education is the same. If you try to search for "educational product updates" on Google, there are probably 35,300,000 search engines that come with it. Amazon.com offers about 14,000 educational apps and games, and the App Store has more than 80,000 educational apps, according to Apple. By using WhatsApp, a teacher can connect the classroom with the real world and make education a part of students' lives. All teachers need to use WhatsApp inside and outside the classroom is a little ingenuity and imagination. Used properly, WhatsApp can bring classroom and classroom communication to social media.

Needs of the changing methodologies of faculty members

English as a language plays an important role in shaping one's personality. From education to industry the need for English is inevitable. The need for this hour is for there to be some change in the English Language Curriculum that will address the needs of the changing economy and take appropriate steps in providing mandatory English communication training for the purpose of youth employment. This will ultimately benefit all stakeholders, industry, government and the economy by increasing productivity and creating a higher national GDP. India's GDP growth is relatively stable compared to the rest of the world. India's economy is the third largest economy. Despite the unemployment rate it is also very high. The Unemployment rate in India rose to 3.52 percent in 2017 from 3.51 percent in 2016. There are about 31 million unemployed Indians looking for jobs now - the highest since October 2016, according to a report published in Feb. 27
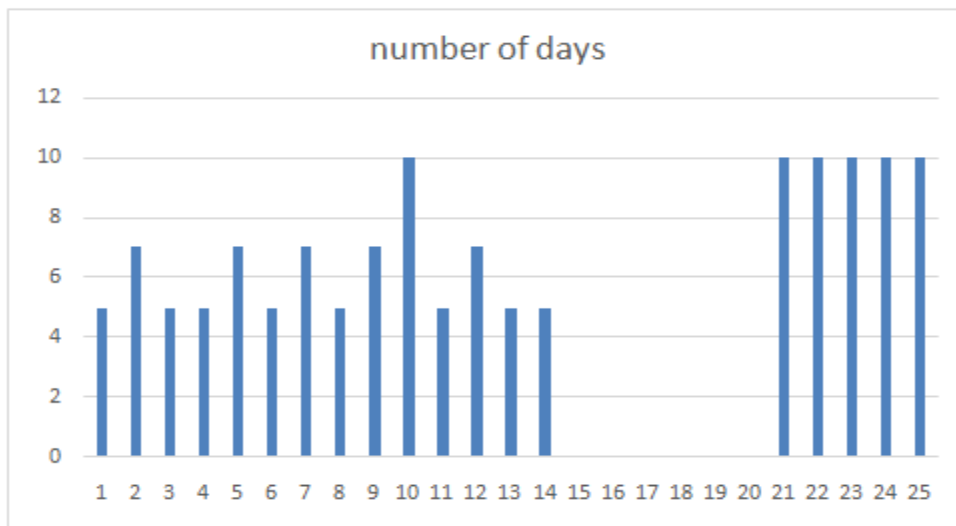
by the Center for Monitoring Indian Economy (CMIE), a think tank that tracks business and economic data. Many graduates in India are found to be unemployed due to their poor communication skills and lack of confidence.The employer's expectations are very high compared to the current skills of recent graduates. In addition, it has been found that the methods of intelligent members need to be improved as a large number of students need more time to work together to improve their language skills.

As the ability to communicate in English is one of the most important employment requirements in modern India, candidates are expected to express their views in English without confusion and fear but it has been identified that many last-year students lack confidence to cope with inclusion on their campuses. will be in the final year of study. The teaching team has been striving to improve students' communication skills since the British era. Despite these efforts, the lack of fluency in English has been a constant challenge for many Indian students.
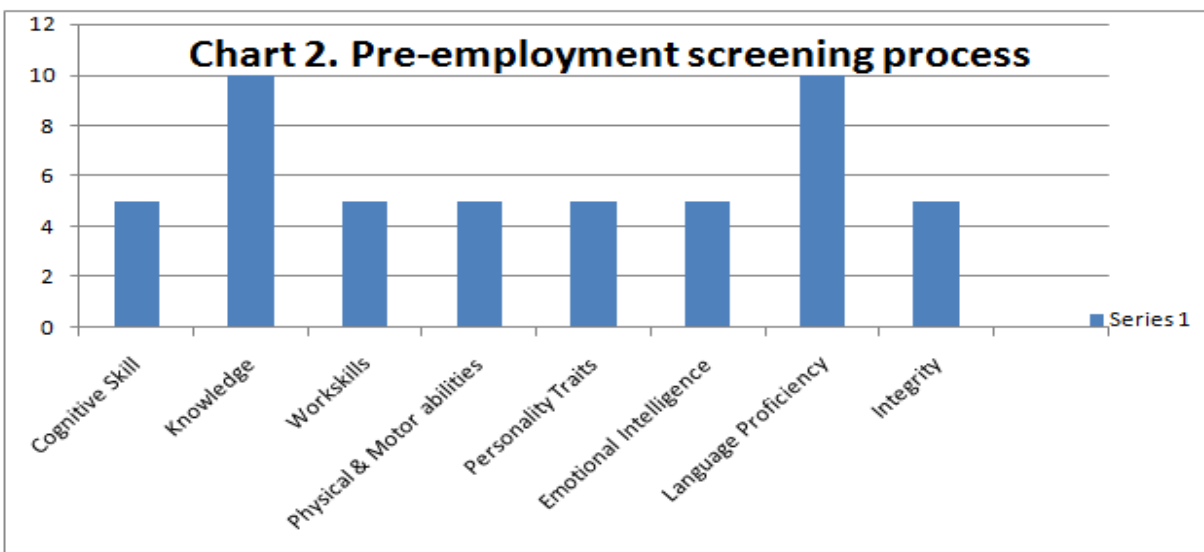
Materials and methodologies

This prospective ananlytical interventional study was conducted with the help of 25 final year under graduate students'from different streams who are from five different districts such as Virudhunagar, Thirunelvelli, Madurai, Coimbatore and Chennai via a set of questionnaires. "SRNMC studygroup" and "SRNMC techtest" are formed, the purpose of former one is to send lessons in the form of audia and video and the later is for testing students' performance.Fifty pre-employment interview questions were posted for prior practice of the students in five modules to screen their cognitive abilities, knowledge, work skills, physical and motor abilities, personality, emotional intelligence, language proficiency and even integrity to clear mock telephone interview. Eight samplers took 5 days to complete the five modules, five samplers for 7 days, six samplers for 10 days and six samplers became inactive due to lack of self-confidence. The inactive samplers were boosted and motivated to perform well by sending extra lessons in the form of videos which was shown below in bar chart.

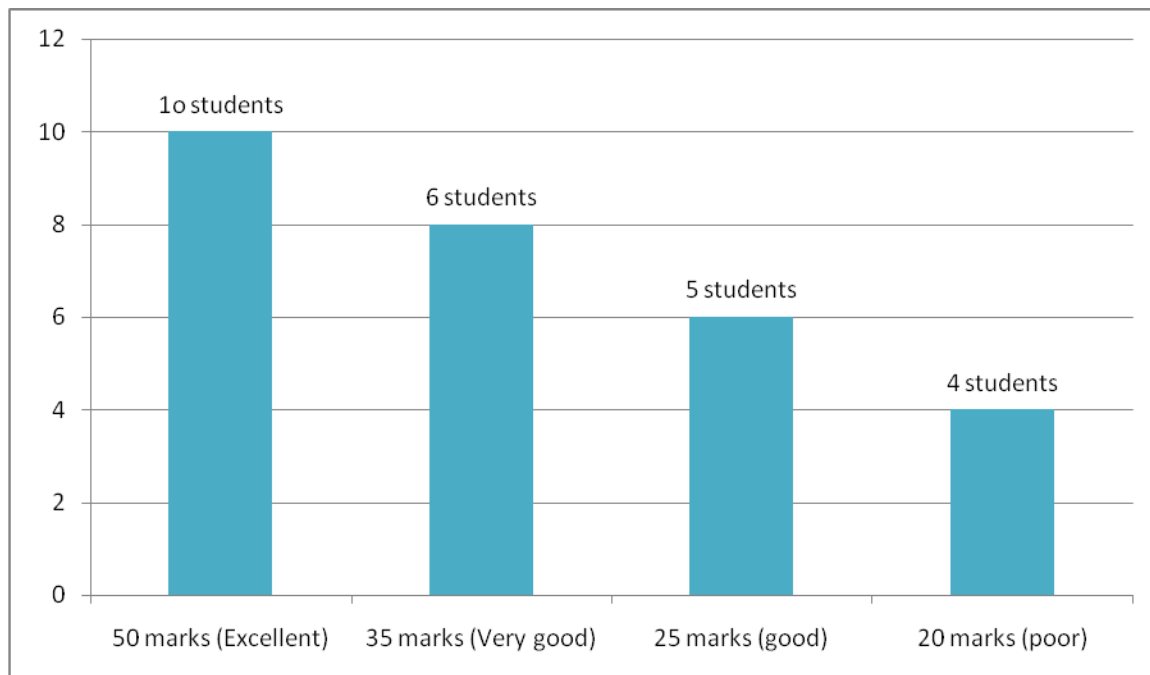**Chart 1. Time taken to complete five modules**

Twenty five samplers were attended mock telephone interview with the help of eight HR interviewers from different parts of Tamil Nadu and feedback about their performance were also produced by HR interviewers which was really useful for fresh under graduate students who have chosen as sampling for this study.Pre – employment screening process was done by HR interviewers with 50 marks each.Eight marks for cognitive ability test,ten marks for subject knowledge, five marks for work skills, five marks for phusical and motor abilities,five marks for pernolity traits, five marks for emotional intelligence ten marks for language proficiency and five marks for integrity.

HR interviewers highlighted that ten samplers were excellent performers out of 25, six were very good performers, five were good performers and four were poor performers.Very good, good and poor performmers were tried to become excellent peformers after attending number courses on Grammar, Fluency and Pronunciation, Content and Consistency, Accent and Creativity and Body Language with the help many free educational Apps.

Chart 3. HR Interviewers' feedback

Discussion

WhatsApp has advantages over other technological tools used by the education system, such as low cost, simplicity, accessibility, efficiency, and natural language. Student interaction, sharing of materials, easy access to learning materials, Top Collaboration with Assistant and Deleted Deletion were all other educational benefits of WhatsApp. Gaining via WhatsApp has educational benefits as a quick response to the problem; walking reading; in-depth clarity on issues; a review of previously read articles; learning from others the problems; healthy conversations; and the availability of regular learning materials. WhatsApp makes learning transcend classroom boundaries and high teacher availability in student questions can improve

the Learning Process. It also enables easy and fast transfer of reading materials1The combination of videos such as videos, photos and voice notes as well as frequent access to help and reading anytime anywhere, has made WhatsApp a new and convenient tool for teaching learning activity.

Conclusion

Influence of social media such as WhatsApp is tremendously increased among students. The query aroused was whether such a familiar platform could be used as a learning tool.This research answered this query because WhatsApp can prove to be highly advantageous and enhance learning in undergraduate students when used in supplementation to the conventional learning methods. If social media can be effectively used for unambiguous communication, it could have been modified as a learning tool, especially for undergraduate students. Therefore, a question aroused if the social media such as WhatsApp can alternatively be resourced effectively to teach employability skills in the changed milieu. On the light of the present study and information gathered from other researches, we put forward few suggestions while introducing novel methods into education. First, educators should make students aware about safe and healthy usage of social media and should be able to limit discussions toward respective subjects. Proper institutional guidelines for social media behavior may ensure the above-mentioned objectives. Discussions at a leisure pace will encourage even slow learners to follow. Group members should be encouraged and there should be an open mindedness so that everyone can raise their doubts without hesitation.

WhatsApp is much quicker and more convenient way to interact with people which enhance the effective flow of massages and ideas among youth. Indeed intensity of whatsapp is very high among youth because it reduces calling and SMS costs. Therefore its primary objective and hypothesis evidently accepted. The main goal of this paper is to find out impact of whatsapp on education. The use of WhatsApp in the process of English learning to train students' critical thinking skills conceptually can be declared worthy of being applied in the classroom. Technical obstacles arise due to the use of WhatsApp i.e. time consuming and eyestrain. Besides, the use of WhatsApp also takes a huge memory of the smartphone. The constraint is overcome by limiting the duration of learning time to just 100 minutes. The use of WhatsApp is effective because it trains students' critical thinking skills through the elements of analyzing, evaluating, applying,

generating ideas, and expressing ideas, with which the categories are measured by clarity, accuracy, relevance, depth, and logic indicators. Moreover, it also gets a positive response from students. Learning by using WhatsApp can be used to train students' critical thinking skills.

References

1. Aaen, J., & Dalsgaard, C. (2016). Student Facebook groups as a third space: Between social life and schoolwork. *Learning, Media and Technology, 41*(1), 160-186. https://doi.org/10.1080/17439884.2015.1111241

2. Ahad, A. D., & Lim, S. M. A. (2014). Convenience or nuisance? The 'WhatsApp' dilemma. *Procedia-Social and Behavioral Sciences*, *155*, 189-196. https://doi.org/10.1016/j.sbspro.2014.10.278

3. Allagui, B. (2014). Writing through WhatsApp: an evaluation of students writing performance. *International Journal of Mobile Learning and Organization*, *8*(3-4), 216-231.

4. Amry, A. B. (2014). The impact of Whatsapp mobile social learning on the achievement and attitudes of fe-male students compared with face to face learning in the classroom. *European Scientific Journal, 10* (22). 1857-1881

5. Lenhart A, Madden M, Macgill A, Smith A. Teens and social media. York Press; 2007.

6. Fogg P. The 24-7 professor- what to do when home is just another word for the office. Chronicle of Higher Education. 2010; 54 (21):12.