

## Connecting Classrooms Exploring Educators' Use of Whatsapp for Professional Learning

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### Abstract

This comprehensive study investigated the dynamic landscape of educators' utilization of WhatsApp for professional learning, employing a mixed-methods approach encompassing both quantitative and qualitative data. The research delved into usage patterns, benefits, security practices, and the diverse experiences of educators within the educational community. Quantitative insights were gathered through an online survey, analyzing demographics, roles, and geographic distribution, with a specific focus on Ghana and Kenya. Findings revealed prevalent adoption among mid-career educators, prompting consideration for more inclusive strategies for older age groups. The gender distribution emphasized active female participation, advocating for gender-balanced representation in future research. Roles within the education sector were explored quantitatively, recognizing the dominance of teachers and the need for diverse perspectives from tutors and school administrators. The study underscored the importance of future research to delve into the distinct needs of each role for targeted professional development initiatives. Quantitative analysis of educators at different career stages and with varying professional qualifications provided a nuanced understanding, emphasizing tailored strategies for effective professional learning initiatives. Geographical reach offered cross-country comparisons and informed international educational policies. Qualitative insights emerged from educators' narratives, shedding light on their experiences, challenges, and aspirations with WhatsApp for professional learning. The study provided an in-depth exploration of educators' security practices on WhatsApp, unveiling positive trends in encryption usage, privacy settings awareness, and proactive measures for account security. Qualitative data enriched the study by offering a more holistic understanding of educators' perspectives and motivations. In conclusion, this mixed-methods research contributed to a comprehensive understanding of educators' engagement with WhatsApp for professional learning, providing valuable insights for educational stakeholders to optimize the platform's



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potential within the global education community. The integration of quantitative and qualitative data ensured a holistic exploration of educators' experiences, needs, and practices.

**Keywords:** Educators, WhatsApp, Professional learning