

**USE OF SOCIAL INTERACTIVE PLATFORMS FOR TEACHING
AND LEARNING PROCESSES DURING THE COVID-19 IN
UNIVERSITY OF BENIN**

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UNIVERSITY OF BENIN**

OCTOBER, 2024

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AND LEARNING PROCESSES DURING THE COVID-19 IN
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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL MANAGEMENT, FACULTY OF EDUCATION, UNIVERSITY
OF BENIN, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
AWARD OF B.Sc(Ed) IN EDUCATIONAL MANAGEMENT POLITICAL
SCIENCE**

OCTOBER, 2024

CERTIFICATION

We, the undersigned certify that this research work was carried out by ATIBA EFUA LOVETH with the Matriculation Number EDU1904121 in partial fulfilment of the requirements for the award of Bachelor of Science B.Sc.(Ed) In Educational Management Political Science, Faculty of Education, University of Benin, Benin City.

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DEDICATION

This project work is dedicated to the Almighty God of the universe who is my inspiration for life and who has made this project work a success.

ACKNOWLEDGMENTS

The researcher wants to express her deepest gratitude to her Dearest Shepherd (God Almighty), The Author of her life who gives wisdom and knowledge freely and for seeing her through in this research work.

Her heartfelt appreciation goes to her distinguished project supervisor, Dr (Mrs) Famous-Izedonmi B. O for her patience, perseverance and advice. She also wants to specifically appreciate all her lecturers who in one way or the other broadened her knowledge, built her up academically and in character in the University of Benin.

Her heartfelt gratitude also goes to her dear family who also contributed to the success of her education, A big thank you to her dearest parents Mr and Mrs O.J Atiba for your unwavering love and support .To her dearest Sister Ufuoma Atiba, she loves you dearly.

To the girl who made sure i came to Uniben Late Miss Tracy Paula Ohenhen keep resting in peace and thank you for everything. Much Love to her school family in Ehico Hostel and to Araulene Remilekun Peculiar, Arasomwan Progress, Njoku Adaeze Nora, Obire Faithful, Edo Elizabeth, A big thank

you for the friendship and encouragement. To Adoga Daniel Adoga, she says a huge thank you. It has been a wholesome experience.

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ABSTRACT

This study investigated the use of social interactive platforms in teaching and learning process during Covid19 in university of Benin, Benin City. Six research questions guided the students, The study adopted the descriptive survey research design. The population of the study comprised of all the seventy four (74) departments in university of Benin. The respondents were the sixteen thousand (16,000) students of university of Benin, Benin City. Four (4) departments were selected as the sample size from the seventy four (74) departments using the simple random sampling technique and this represent twenty (20) percentage of the study population, Meanwhile, twenty-five (25) students were chosen from each sampled department making one hundred (100) students as respondents using convenient sampling technique. A Questionnaire titled “THE USE OF SOCIAL INTERACTIVE PLATFORMS FOR TEACHING AND LEARNING PROCESSES DURING THE COVID-19 QUESTIONNAIRE (TUSIPTLPQ)” was used. The reliability of the instrument was tested using the test re-test method and the result was calculated with the application of Pearson’s Product Method Correlation Coefficient and the reliability

coefficient was obtained to be 0.72. Simple percentages was used to analyze the data collected.

The findings revealed that Social media platforms like WhatsApp and Facebook played a significant role in helping university of Benin students learn during Covid-19 pandemic and students found it effective for learning. Social media platforms were used as an alternative pedagogical tool during the pandemic but the most preferred Social media platforms by university of Benin Students to receive lectures during COVID-19 era is WhatsApp platform.

From the findings, it was concluded that Social interactive platforms were used by Students in University of Benin during Covid-19 Era. The following recommendations were made: Teachers should develop interactive online classes to limit student's distraction and also improve satisfaction. Nigerian government, management of higher institutions and telecommunication industries should collaborate to subsidize cost of Internet for both students and teachers.

CHAPTER ONE

INTRODUCTION

Background of the Study

The use of social interactive platforms for teaching and learning process during the COVID-19 is a topic that is not new to the academic world of research. This topic is very consequential in that it unveils social interactive platforms used in teaching and learning process during the covid 19. This critical view will also help to know the benefits of using social interactive platforms in teaching and learning process during the covid 19 in University of Benin, Benin City Nigeria setting as a case study which this research is based on, and on the other hand, challenges the students encountered in teaching and learning process during the covid 19 era.

COVID-19 is a disease caused by the novel coronavirus, SARS-CoV-2. It was first identified in December 2019 in Wuhan, China, and has since spread globally, leading to a pandemic. Symptoms can range from mild to severe and may include fever, cough, shortness of breath, fatigue, body aches, and loss of taste or smell. It is primarily spread through respiratory droplets when an infected person coughs, sneezes, or talks. Preventive

measures such as wearing masks, practicing social distancing, and regular hand hygiene can help reduce the spread of the virus wikipedia (2022).

COVID-19 has led to fundamental changes in many areas of life in countries around the world. The pandemic has also impacted the higher education sector as the lockdown imposed in most countries resulted in the immediate closure of universities and schools and moved to remote delivery of all academic activities. This way, distance learning, increasingly became popular but mostly voluntary over the years. Learning with social interactive platforms can take various forms and be supported by different systems and applications. It can be referred to as e-learning, blended learning or mobile learning. The common feature of all these approaches is the fact that the delivery is remote. The focal point of remote delivery is to facilitate the exchange of information, which might enable the interaction and exchange of knowledge between students and teachers/lecturers at any time. In addition, remote delivery is compatible with other teaching methods and technologies of prior learning, in the sense that it can continue to support traditional learning tools. This type of interaction extends learning beyond

the four walls of the university and remove some of the restrictions imposed on learning, such as distance and space (Shannon 2016).

The use of social interactive platforms can be a powerful educational tool to make the students more interested in teaching and learning process, It might provides unique and dynamic learning experiences to students and teachers alike. As an academic device, the social interactive platforms may have become common tools that are used on academic institutions by everyone to share academic works, research findings, book reviews, and communicate with their peers and teachers. Social interactive platforms may improve the chances to learn by enabling learners and instructors to link and communicate in new interesting ways. Web websites such as Facebook, Twitter, and LinkedIn provide a place where users can dialogue, exchange ideas, and find solutions to problems. The most preferred social platforms used during the COVID 19 pandemic appears to be Zoom for video conferencing and virtual gatherings, Skype for video calls and messaging, WhatsApp for messaging and video calls, These platforms can help people maintain social connections and interact with others despite physical distancing requirements Wikipedia (2022).

Social interactive platforms or media can be considered to be a great source of materials which teachers use in teaching and learning processes in online classes. During the Covid-19 era, social interactive platforms such as WhatsApp and Zoom might have developed critical thinking skills in students. Online discussion forums can increase students critical thinking skills. Teachers can often Create a Google group or Facebook group and post questions for discussion. Social interactive platforms are said to have had both positive and negative effects on students' interest during the COVID-19 pandemic. Social interactive platforms can affect some students' interests in teaching and learning during the Covid-19 pandemic. The impact of social interactive platforms on students' interest during COVID-19 is observed to have varied based on factors such as individual usage patterns, platform preferences, and the balance between online and offline activities Wikipedia (2022).

Using social interactive platforms in the teaching and learning processes during the COVID-19 are perceived to have come with several benefits. Some of these advantages are that social interactive platforms seems to allow teachers to conduct classes and engage with students virtually,

enabling continuous learning even when physical classrooms are not an option. Platforms like Google Classroom, Microsoft Teams, and Zoom seems facilitated collaboration among students and teachers, making it to be easier to work on group projects and assignments remotely. Social platforms can provide channels for effective communication among students, teachers, and parents during difficulties such as COVID-19, fostering better engagement and support throughout the learning process (Baralt, 2014).

During the COVID-19 pandemic, students and educators might have faced several challenges in the teaching and learning processes. Some common challenges could be that, many students and teachers had to quickly adapt to online learning platforms, which may have been unfamiliar or difficult to navigate for some. Not all students might have had equal access to technology and internet connectivity, making it challenging for some to participate in online classes or access educational resources (Shannon 2016).

In response to these issues, this study seeks to unravel the use of social interactive platforms for teaching and learning process during the COVID-19. The use of social interactive platforms can be a powerful educational tool making the students more interested in teaching and learning processes.

It can provide unique and dynamic learning experiences to students and teachers alike. As an academic device, the social interactive platforms might become common tools that's used on academic institutions especially during difficult periods such as COVID-19 by everyone to share academic works, research findings, book reviews, and communicate with their peers and teachers

During the COVID-19 era, and even after the COVID-19 pandemic, the use of Social interactive platforms for teaching and learning processes is becoming predominant in educational institutions like the University of Benin, Benin City. However, this approaches to have faced several challenges during the COVID-19 era. Some of the challenges were observed include lack of immediately feedback from instructors, lack of effective interaction between instructors and learners, unequal access to technology and Internet connectivity, constant interruption of power supply, difficulties in adapting to online platforms, resulting in varying levels of digital literacy and technical proficiency. Moreover, technical glitches and platform malfunctions can disrupted learning continuity, which might lead to frustrations and setbacks for both students and instructors. Lack of ICT

gadgets by some students for the accessing social interactive platforms can also be a challenge to some students. If these challenges are not properly taken care of, it might leads to total lock down of educational institutions without any alternate ways of learning In case of another difficult issue worse than Covid-19 pandemic arises in the future.

In this regard, it is however noted that social interactive platforms are important educational tools that should be inculcate into the educational systems along side with the the usual classroom face to face learning. In this light, this research work tend to critically study and analyze the social interactive platforms that can be used by some institutions like University of Benin, Benin City during the Covid-19 pandemic, the benefits, the barriers, and possible solutions to the challenges faced in using social interactive platforms.

Statement of Problem

The use of social interactive platforms can be a powerful educational tool to make the students more interested in teaching and learning process, it can provides unique and dynamic learning experiences to students and teachers alike. As an academic device, the social interactive platforms might become

common tools that's used on academic institutions by everyone to share academic works, research findings, book reviews, and communicate with their peers and teachers

During the COVID-19 era, and even after the Covid-19 pandemic, the use of Social interactive platforms for teaching and learning process is becoming predominant in educational institutions like the University of Benin, Benin City. However, this approach faced several challenges during the Covid-19 era. Some of the challenges might include lack of immediately feedback from instructors, lack of effective interaction between instructors and learners, unequal access to technology and Internet connectivity, constant interruption of power supply, many students and educators may face difficulties in adapting to online platforms, resulting in varying levels of digital literacy and technical proficiency. Moreover, technical glitches and platform malfunctions can disrupted learning continuity, which might lead to frustrations and setbacks for both students and instructors. Lack of ICT gradgets by some students for the accessing social interactive platforms can also be a challenge to some students. If these challenges are not properly taken care of, it might leads to total lock down of educational institutions

without any alternate ways of learning In case of another difficult issue worse than Covid-19 pandemic arises in the future.

In this regard, it is however noted that social interactive platforms are important educational tools that should be inculcate into the educational systems along side with the the usual classroom face to face learning. In this light, this research work tend to critically study and analyze the social interactive platforms that can be used by some institutions like University of Benin, Benin City during the Covid-19 pandemic, the benefits, the barriers, and possible solutions to the challenges faced in using social interactive platforms.

Research Questions

In other to properly analysed this topic, research questions are framed which will serve as guide to this project work which include the following:

- 1: Did you use social interactive platforms during the covid 19 in the university of Benin, Benin City?
- 2: What was the most preferred platform to receive lectures by the student of the university of Benin, Benin City during covid 19 era.?

3: What were some of the benefits of using social interactive platforms in teaching and learning process during the covid 19 era in the university of Benin, Benin City?

4: What were the challenges the students encountered in teaching and learning process during the covid 19 era in the university of Benin, Benin City?

5: What were the factors that triggered social interactive platforms by the students during covid 19 era in the university of Benin, Benin City?

6: What are the possible solutions to take in case of another pandemic not to affect teaching and learning processes in the university of Benin, Benin City?

Purpose of the Study

The purpose of the study was to determine the use of social interactive platforms in teaching and learning process during the Covid-19 era in university of Benin, Benin city. Specifically to:

1. Find out if social interactive platforms was used in teaching and learning process during the covid 19 in the university of Benin, Benin City.
2. Critically study and analyze the most preferred platform to receive

lectures by the student of the university of Benin, Benin City during covid 19 era.

3. Unravel the benefits of using social interactive platforms in teaching and learning process during the covid 19 era in the university of Benin, Benin City.
4. Critically study and analyze the challenges the students encountered in teaching and learning process during the covid 19 era in the university of Benin, Benin City.
5. Analyze the factors that triggered social interactive platforms by the students during covid 19 era in the university of Benin, Benin City.
6. Critically study and analyze the possible solutions to take in case of another pandemic not to affect teaching and learning processes in the university of Benin, Benin City

Significance of the Study

This study will be of great benefits to students, teachers, school authorities, curriculum planners, educational stakeholders and Ministries of Education at different level of government.

The findings from this study can be of immense benefit because it can enhance the learning processes of the students and thereby improve on their overall academic performance, since it can increase the motivation of the students, add clarity to the topics taught and make learning more interesting.

The result from this study will help to re-emphasize the need for teachers of universities on importance of social media in promoting teaching and learning. And this in no small measure provides a basis that complements and supports the use of teaching skills and enhances effectiveness.

Findings from this study will further help to reveal and create awareness among the school authorities of the importance or otherwise of the impact of social media on teaching and learning in universities .

This research work will enable curriculum planners to appreciate the importance of social interactive platforms as a means of implementing the curriculum alongside with the face to face classroom learning and as such, social interactive platforms should be included as a means of implementing the curriculum during the development of the school curriculum for higher institutions.

It might also expose the educational stakeholders to the benefits of social interactive platforms. Thereby, prompting them to act towards ensuring social interactive platforms are use in teaching and learning process.

Furthermore, findings from this study can have much significance on the ministries of education at all government levels in Nigeria. This is because it might serve as a source of information to the government that the provision of social media can enhance teaching and learning and as well as enhancing academic performance.

Scope and Delimitation of the Study

The study examined the use of social interactive platforms in teaching and learning process during Covid19 era in University of Benin, Edo State. It is limited to four different departments which consist of Educational Management (DEM), Educational Evaluation and Counseling Psychology (EECP), Human kinetics (HKS), Vocational and Technical Education (VTE) Department of University of Benin Edo state.

Limitations of the Study

This Study is limited to Educational Management (DEM), Educational Evaluation and Counseling Psychology (EECP), Human kinetics (HKS),

Vocational and Technical Education (VTE) Department of University of Benin Edo state. So the findings may not be a true reflection of other departments or schools in other states. Therefore the findings may not be generalized.

Definition of Terms

The following were operationally defined as used in the study.

Social interactive platforms: refer to online websites or applications that allow users to create profiles, connect with others, share content, and interact with one another. Some examples of social interactive platforms include social media sites like Facebook, Instagram, Twitter, and LinkedIn, as well as messaging apps like WhatsApp and Snapchat. These platforms provide a space for users to communicate, share experiences, participate in discussions, and build online communities.

Preferred Online platform: There are several popular online platforms that people use for various purposes. Some of the preferred online platforms are Facebook, WhatsApp, Instagram, zoom and telegram.

Factors that triggered social interactive platforms: There are several factors that have contributed to the rise and popularity of social interactive

platforms. Some of the key factors are Advancements in Technology, Social Connectivity, Globalization, Entertainment and Information, Marketing Opportunities, Personal Branding. These factors, among others, have played a significant role in the popularity and widespread adoption of social interactive platforms in today's digital age.

Challenges Students Encountered: It refers to the difficulties, obstacles, or problems that students face while learning during the Covid-19 in University of Benin.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, the literature review with respect to the topic has been presented under the following subheadings.

- Concept of Social Interactive Platforms
- Concept of Covid-19
- Factors that Triggered Social Interactive Platforms by Students and Teachers during Covid-19
- Use of Social Interactive Platforms to receive Lectures by Students during Covid-19
- Benefits of using Social Interactive Platforms in Teaching and Learning Processes during Covid-19
- Challenges Students Encountered in the Teaching and Learning Processes during Covid-19
- Possible Solutions to the Use of Social Interactive Platforms during Periods such as Covid-19
- Empirical Study
- Summary of Review of related Literature

Concept of Social Interactive Platforms

Social interactive platforms refer to online spaces or tools that enable users to interact with each other, share content, and engage in social activities. Social interactive platforms are online environments that facilitate social interaction, communication, and content sharing among users. These platforms facilitate communication, collaboration, and community-building among users, often through features like User-generated content such as text, images, videos, and live streams. Social networking: Users connect with others, forming online relationships and communities. Interaction tools: Features like commenting, liking, sharing, and messaging enable user engagement. Community building:

Users join groups, forums, and discussions centered around shared interests. Real-time engagement: Platforms offer instant feedback, live updates, and simultaneous interactions. Collaborative environments: Users work together on projects, share resources, and co-create content. Virtual events and meetups: Platforms host online events, webinars, and conferences. Gamification and incentives: Rewards, badges, and leaderboards encourage user participation and engagement. Personalization: Algorithms tailor

content and recommendations to individual user preferences. Mobile accessibility: Platforms are accessible on various devices, enabling anytime, anywhere interaction. Social interactive platforms have revolutionized how we communicate, share information, and form connections, fostering global communities and new forms of social interaction Halley (2020).

Examples of social interactive platforms include Social media platforms (Facebook, Twitter, Instagram, LinkedIn), Online forums and discussion boards, Social networking sites (Reddit, Quora, Stack Overflow), Collaborative workspaces (Slack, Trello, Asana), Virtual event platforms (Zoom, Skype, Google Meet), Online gaming communities (Xbox, PlayStation, Steam), Social learning platforms (Udemy, Coursera, edX), Virtual reality and augmented reality experiences. These platforms have transformed the way people connect, communicate, and interact with each other, enabling global relationships, knowledge sharing, and community building.

Concept of COVID-19

The coronavirus SARS-CoV-2 is the cause of the infectious disease known as coronavirus disease 2019 (COVID-19). In December 2019, Wuhan, China, reported the first recorded case (Page, Hinshaw, McKay, 2021). Rapid global spread of the illness led to the COVID-19 pandemic. While COVID-19 symptoms might vary, they frequently include fever, exhaustion, coughing, dyspnea, loss of taste and smell, and loss of scent. One to fourteen days following viral exposure is when symptoms can start to appear. Among those infected, at least one-third do not show any symptoms at all. Eleven percent of individuals who exhibit symptoms severe enough to be considered patients experience mild to moderate symptoms, up to mild pneumonia, and fourteen percent experience severe symptoms, such as dyspnea, hypoxia, or more than fifty percent lung involvement imaging), and 5% experience severe symptoms such as shock, multiorgan dysfunction, or respiratory failure. Severe symptoms are more likely to strike older adults. Certain difficulties lead to demise. Organ damage has been reported, and some persons endure a variety of side symptoms (long COVID) months or years after infection. Studies spanning several years are being conducted to learn more about the disease's long-term impact Davis, 2023.

Infectious particles can spread COVID-19 when they are inhaled or come into touch with the mouth, nose, or eyes. Although the risk is greatest when people are close to one another, the virus can spread over greater distances, especially indoors, when tiny airborne particles are suspended in the atmosphere. Transfer can also happen when people touch their lips, nose, or eyes after coming into contact with infected surfaces or objects. Even in the absence of symptoms, people can still spread the virus and remain contagious for up to 20 days. Reverse transcription polymerase chain reaction (RT-PCR), transcription-mediated amplification, and reverse transcription loop-mediated isothermal amplification from a nasopharyngeal swab are among the testing techniques for COVID-19 that can be used to detect the virus's nucleic acid Gu & Wang (2020). Numerous nations have approved and begun to supply COVID-19 vaccines, and many of them have started widespread immunization campaigns.

Additional precautions include removing oneself from the situation physically or socially, isolating an area, ventilating indoor areas, wearing face masks or other coverings when in public, covering coughs and sneezes, washing one's hands, and avoiding touching the face with dirty hands.

Despite the development of medications that block the virus, supportive care, isolation, and experimental methods are still the mainstays of the disease's management. The severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) that triggered the global coronavirus disease 2019 pandemic included the Nigerian COVID-19 pandemic. Maclean, Ruth; Dahir, Abdi Latif (2020): An Italian national in Lagos tested positive for the virus, marking the first confirmed case in Nigeria. A second incidence of the virus, involving a Nigerian person who had contact with the Italian national, was reported in Ewekoro, Ogun State, on 2020.

In a nation of more than 200 million people, the impact of the virus in Nigeria has been notably overstated globally, with just under 255,000 confirmed cases; yet, compared to other nations, much fewer tests have been conducted for the virus in Nigeria. But the number of deaths has been low (3,155) WHO (2023). This has been attributed to a number of factors, including a warmer climate, younger populations (fewer nursing home residents), quicker government reactions, and most importantly experience handling recent epidemics like the Ebola virus, which most Western nations lacked.

Factors that Triggered Social Interactive Platforms by Students and Teachers during Covid-19

The COVID-19 pandemic accelerated the adoption of social interactive platforms by students and teachers due to the following factors:

The need for remote learning: Due to the closure of schools and universities during the Covid-19 pandemic, students and teachers were forced to adapt to remote learning. This created a need for social interactive platforms where students and teachers could communicate and continue their educational activities.

Limited physical interaction: With strict social distancing measures in place, physical interaction between students and teachers became limited. Social interactive platforms provided a way for students and teachers to stay connected and maintain a sense of community.

Ease of communication: Social interactive platforms such as Zoom, Google Meet, and Microsoft Teams provided easy and convenient ways for students and teachers to communicate during Covid-19 Era. This made it easier for teachers to deliver lessons and for students to ask questions and participate in discussions Kozma (2018).

Collaborative learning: Social interactive platforms allow for collaborative learning, where students can work together on projects, share resources, and learn from each other. This was especially important during the pandemic when students were unable to physically work together in groups.

Virtual classroom experience: Social interactive platforms offered a virtual classroom experience, with features like virtual whiteboards, screen sharing, and breakout rooms. This allowed teachers to replicate the classroom experience and engage students in interactive activities.

Accessibility: Social interactive platforms can be accessed from any location with an internet connection, making it possible for students and teachers to continue their education from home or other remote locations Mishra & Koehler (2016).

Facilitating teacher-student relationships: These platforms helped maintain and strengthen the relationships between students and teachers. Student-teacher interactions on social interactive platforms could also be more informal and personal, creating a more relaxed and comfortable learning environment.

Personalization of learning: Social interactive platforms allow for personalized learning, where teachers can tailor lessons and assignments to meet the needs of individual students. This helped students to learn at their own pace and in a way that suited their learning style.

Availability of resources: Social interactive platforms provided access to a wide range of educational resources, including videos, online textbooks, and interactive learning tools. This helped enhance the learning experience for students and provided teachers with additional resources to use in their lessons.

Social support: Online learning can be isolating, and social interactive platforms provided a way for students and teachers to support each other during a challenging time. The platforms also allowed for socialization and a sense of belonging, which can positively impact students' mental health and well-being.

Use of Social Interactive Platforms to Receive Lectures by Students during COVID-19

Technological innovation is changing how people transmit knowledge through a variety of platforms, especially social media, and these

developments are having an impact on how education is taught and learned. Without needing to connect to the website, users can connect to social networking sites like Facebook, Instagram, YouTube, LinkedIn, and WhatsApp from any location with the help of programs for smartphones and Android phones (Magro, 2013). The use of social media by Malaysian undergraduate informatics students for academic purposes was examined by Lim, (2014). The findings showed that informatics and non-informatics students closely matched in terms of ownership, amount of time spent online, kinds of social media users, and usage patterns. Additionally, the study showed that instructors and students had acknowledged and investigated the potency use social media to interact with the organization, their colleagues, and for educational objectives. Similar findings were made by Froment (2017), who examined how teachers used social media as a communication tool and discovered that their main purpose was academic.

According to the study, teachers considered Facebook and WhatsApp to be the most useful social media platforms because of Facebook's widespread use and adaptability and WhatsApp's user-friendly communication features. Teachers can use social media to reach out to students more easily,

especially in big class lecture formats or distance learning courses. They can ask questions during "virtual office hours" via Skype or by having them use Facebook, Twitter, or WhatsApp. In class, they were unable to do so (Froment, 2017). Froment (2017) came to the conclusion that educators should use social media as a communication tool for matters solely academic, including dealing with concerns pertaining to homework and class management. In the study, Chawinga (2017) integrated Twitter and blogs into two undergraduate courses provided by Mzuzu University, a public university in Malawi, in the Department of Library and Information Science.

The findings indicate that, when used effectively, Twitter and blogs can serve as catalysts for the much-heralded learner-centered approach to instruction. Through the use of these platforms, students were able to post their course reflections, share and discuss course materials, and communicate with their lecturers around the clock.

One of the main mobile instant messaging apps is called WhatsApp, which lets users message each other with text, photos, videos, and voice. With an Internet connection, people may interact socially and maintain connections. Numerous studies concluded that WhatsApp was a helpful tool that could

transport data quickly and that it was an efficient communication technology (Dorwal, 2016; Gulacti, 2016). While several instant messaging apps are available for mobile devices, it appears that WhatsApp is one of the most popular apps for mobile devices (Statista, 2016). Church and de Oliveira (2013) highlighted this phenomenon in their study and claimed that WhatsApp's growing popularity is a result of its advantages, which include being able to instantly message one or more friends in real time, at a minimal cost, and in private. Numerous researchers have worked on developing WhatsApp into a discussion group. The usage of WhatsApp as a discussion group has been supported by the findings of multiple studies (Martinez, 2017; Willemse, 2015).

A feature of the WhatsApp app that allows you to create a group discussion on a certain subject is WhatsApp Group Discussion. A unique feature of WhatsApp is its ability to form and communicate with groups consisting of three to twenty-six people. Nearly all students, according to studies, already have WhatsApp installed on their smartphones. This software is the most widely used since it streamlines user interfaces and reduces the time it takes to obtain information (Baro 2015; Semode 2017; Willemse, 2015). Fauzi

(2019) studied how to create a WhatsApp group chat to address the issue of lecturer-student interaction being limited in the classroom at Universitas Nahdlatul Ulama Blitar (UNU), Indonesia. The study is predicated on the notion of resolving issues with the restricted connection that exists between educators and learners within the classroom, as well as adapting to technology advancements that impact education.

A WhatsApp Group Discussion product that can be utilized in lectures is the result of the study. The study's findings demonstrated that the generated product collectively satisfied the requirements in a sufficiently legitimate manner. This suggests that the product (WhatsApp Group Discussion) is feasible and can be used in lectures in terms of learning and technology. This product can be utilized to address the issue of insufficient communication between the instructors and UNU Blitar students during a lecture (Fauzi, 2019). In the Nigerian setting, Agbo et al. (2020) looked into how students felt about using WhatsApp social media groups for computing education. The study investigates how students' use of social media affects how they perceive their learning outcomes. According to the study, perceived learning results and social media use for computer instruction are

positively correlated. The study also discovered a linear connection between group communication and perceived learning objectives. Similar to this, Cetinkaya (2017) investigated the impact of using WhatsApp for education and found out what the students thought of the procedure. According to the data, students' progress is impacted differently by both learning environments, and supporting the It is more efficient to use WhatsApp in a traditional setting. According to the qualitative investigation, students' perceptions of using WhatsApp in class have become more positive. According to the respondents, learning can also occur subconsciously, and they found that messaging containing visuals helped them learn more.

Benefits of using Social Interactive Platforms in Teaching and Learning Processes during COVID-19

Social media by their very nature have the capacity to educate, inform, entertain, and inflame the audience all of which are also basic functions of mass media—but they also have a contagious and outreaching influence that the conventional media lacks (Agbo, 2020). This potential is most likely what Osahenye (2011) referred to as the "unstoppable power of the social media." The social media and social network tools, particularly Facebook,

Viber, and WhatsApp Messenger, have become a dominant factor in the digital age and are having an impact on how people communicate and how companies run (Yeboah 2014). In addition to being used in the classroom, social media may be used in a variety of ways to market and promote colleges and universities (West, 2019). According to West (2019), social media can be used in the following ways to further education. First of all, social media gives students, instructors, and parents a more direct and gentler means of connection via which they may check in and ask or answer questions.

Additional e-learning options are made possible by social media. Social media can assist in preparing pupils for working from a distance, which is a vital lesson as remote employment and online education gain popularity. Studies have indicated that certain social media sites, like WhatsApp, offer advantages Gon and Rawekar (2017) evaluated the efficacy of social media like WhatsApp in delivering knowledge to 4th semester MBBS students and to compare the improvement of knowledge gain through e-learning and didactic lecture. The post test results revealed that the learners with WhatsApp as a learning tool scored in the range of 5–20 marks while those

with didactic lecture scored in the range of 3–17.5 marks and had an average of 11.6 and 11.9 scores. These features, along with the ability to create, share, adapt, and reuse content, engage in digital dialogue and collaborate, have peer-to-peer contact, social interaction with other users, its discoverability, and continuously accessible, have drawn a greater number of digital communication users using the platform (Lenhart et al., 2007; Yeboah & Ewur, 2014). The benefits of using WhatsApp for teaching learning activities are outweighed by its technical, educational, and instructional drawbacks.

According to Abdulahi, (2014) and Oyelere, (2016), social networking platforms give students the chance to interact, converse, exchange information, do research, and connect. Teachers are using social media as an e-learning platform because of how widely used it is (Qi, 2019). Students can utilize Instagram to deliver a sequence of photographs or graphics in a visually appealing way in a visually heavy lesson, claims West (2019). In ways that other social media platforms might not be able to match, Instagram gives students the opportunity to practice digital storytelling. According to West (2019), students have the option to set up Instagram

accounts just for their classes and remove them after the term is over if they decide to do so. According to Agbo (2020), WhatsApp is a useful tool for students in Nigerian higher education institutions to communicate and work together with instructors and other students. The authors also mentioned that WhatsApp allows students to communicate virtually, even if they are reluctant to ask teachers or peers for in-person academic assistance. Evidence presented by Lane (2016) suggests that students find a collaborative learning environment—like WhatsApp satisfying and inspiring to keep studying. According to Kolog et al. (2018), electronic gadgets can be used as instruments in the classroom to foster group and social learning.

The researchers did, however, issue a warning: using electronic gadgets in a classroom requires tight guidelines that are geared toward learning. There are many purposes for social media, but many people especially students find that using it for group learning is more effective (Fauzi, 2019). According to a study by Abbas (2019), student performance improved as a result of Massive Open Online Courses (MOOCs) offered via social media. Additionally, it showed that integrating social media and technology into educational initiatives did contribute to a decrease in the number of students

quitting the courses. Teachers can create a new Twitter handle for each school year, or they can create a single handle for each class and reuse it every year, according to West (2019). The 280-character constraint forces students to consider the importance of communicating clearly and succinctly a useful skill to have.

This demonstrates how effective Twitter can be used as a class message or discussion board. West (2019) made the observation that educators can utilize Twitter to communicate motivational sayings, useful links to practice tests or resources, and reminders for assignment due dates. He continued by saying that educators can also start Twitter talks and discussions around a custom hashtag. Menkhoff et al. (2014) extol the virtues of student feedback, stating that it is a crucial tool for teachers to assess their students' understanding of the material covered in class, allowing them to discover any knowledge gaps and immediately fill them in. More significantly, in contrast to the conventional in-person teaching method which has certain time and space constraints, in With the help of electronic media, the world is accessible around-the-clock and is not limited to the hours of Monday through Friday (Dzvapatsva, 2014). In this context, the idea of 24/7 merely

means that lecturers and students can engage more freely outside of scheduled class time by adopting social media. Menkhoff et al. (2014) and Wheeler (2010) noted three benefits of social media in a university classroom, regardless of whether it is computer- or mobile-based. Initially, social media enhances blended learning by assisting students in producing constructive contextual learning that aligns with educational goals. For instance, Twitter can be utilized to interact with students both during in-person instruction and during the distance learning phase when they are at home.

Finally, social media encourages students to publish questions or comments on blogs or Twitter about their subject matter. Second, social media gives students the opportunity to participate in collaborative learning. The advantages and application of Twitter in educational settings have been demonstrated by a few earlier research (Chawinga, 2017; Conole & Alevizou, 2010; Jones, 2015; Menkhoff et al. 2014). Jones (2015) stressed student participation in a literature class at the University of California by using Twitter. The class consisted of thirty undergraduate students. As per the study, "my students came to class with improved attitudes toward, and

readiness for class discussions" and "embraced Twitter as a collaboration tool" (Jones, 2015).

Conole and Alevizou's (2010) study, which was commissioned by the Higher Education Academy in the United Kingdom, emphasized data supporting social media's advantages for higher education. Conole and Alevizou (2010) asserted that Twitter, blogs, and other Web 2.0 technologies are catalysts of academic practice and the sharing of designs and best practices based on data from published reports, conference papers, journal articles, and anecdotal evidence. This is made feasible by giving students the opportunity to engage in a dispersed network of scholars and educators, co-create knowledge, and hone their content criticism skills (Conole & Alevizou, 2010). Concerning how teacher-student communication via social networks affects the process of teaching and learning, how to enhance teacher-student communication, and how to A relationship is noteworthy (Yildirim & Albayrak, 2015; Ean & Lee, 2016). Teachers can make Pinterest boards for each of their classes, according to West (2019), and save pins that are pertinent to the lessons. Teachers may create and arrange resources, lesson plans, and worksheets for their courses in one location by

using Pinterest, a superb social media tool. Make subtopic boards for each weekly unit or set of worksheets, as well as boards categorized by class or subject. Students can utilize Pinterest to compile an electronic bibliography for papers, research projects, or group assignments. When it comes time to write, students can refer back to websites, books, or videos that they have pinned to a board about a certain subject.

Challenges Students Encountered in the Teaching and Learning Processes during Covid-19

Although there are advantages to using social media in the teaching and learning process, some research indicates that there are a number of obstacles that make it difficult to successfully integrate most social media in university settings. According to Dzvapatsva (2014) at the University of the Western Cape in South Africa, for instance, there are a number of factors that work against students using social media, such as the lack of technical skills they encounter when using social media portals for learning or education, as well as inadequate technological infrastructure and bandwidth that leads to student abuse. Conole and Alevizou's (2010) study showed a number of issues, including privacy, where it is said that teachers are not

being rewarded or encouraged for using these technologies in the classroom, they are not being taught how to use these technologies, and they are under the impression that these technologies might not always function in a classroom. Few students voiced negative thoughts about the timing of some postings and the repetition of posts inside the group in Cetinkaya's (2017) study.

According to certain studies, educators believe that it is improper for other educators to bully or make fun of students, use unapproved information, spread misleading information, make up profiles, post disruptive content, or disparage national values on social media (Asterhan & Rosenberg, 2015). According to several additional research, students' use of social media during lectures has a negative impact on their performance. Paul (2012), for instance, looked studied the connection between 340 business students' usage of social media and their academic achievement at a big public institution. They discovered a bad correlation between students' social media usage and their academic achievement (Paul 2012). Obi (2017) looked into how mobile phone services affected the study habits of students in South-South and South-East Nigerian postsecondary institutions. The study found

that among the mobile phone Internet services used by students include Facebook chat, online sports betting, music downloads and plays, WhatsApp chat, and email services. The investigation discovered Using these mobile phone services during lecture and individual study periods impairs students' ability to manage their time and diverts their attention. According to Barczyk and Duncan (2011), academics who criticize social media frequently note that learning is distracted by social networking sites like Facebook and Twitter. As a result, some professors at universities have been hesitant to include social media into their lesson plans (Galagan, 2010).

Despite social media's overwhelming influence on students' and teachers' daily lives, Abbas (2019) cautioned that users should maintain a healthy balance because research has shown that social media can have both positive and negative effects on students' learning processes (Obi 2017; van Zoonen 2017). examined the connection between university students' attitudes about studying and the pros and cons of social media for Pakistani sustainable education. According to the study, social media use among students in Pakistan influences behavior more negatively than positively. The authors did, however, note that the results are limited to the particular research

situation and suggested more investigation. Fauzi (2019) claims that students' attention is diverted from lectures by their obsession with using their smartphones. He continued by saying that research team observations during lectures showed that students seated in the back were able to use their smartphones without looking up at their front-row peers during presentations. Only the pupils seated ahead of time participate fully in the debate when it starts. The author claims that the incidence occurred multiple times over the course of several encounters. As a result, there is less interaction in the classroom between teachers and pupils. This affects their participation in the conversation and how little exercise they have, but they will learn a lot from the discussion activities. Creating a WhatsApp Group Discussion is the answer to that issue (Fauzi, 2019).

Possible Solutions To The Use Of Social Interactive Platforms During Periods Such As Covid 19

Possible solutions to the use of social interactive platforms during periods like COVID-19 include:

1. Virtual Events: Organizing virtual events on social media platforms can help people to stay socially connected while maintaining physical distancing.

These events can include webinars, live streams, online games, or virtual parties Selwyn (2013).

2. Online Communities: Creating or joining online communities on social media platforms can provide a sense of belonging and support during periods of isolation. These communities can be based on shared interests, hobbies, or location.

3. Video Calls: Using video conferencing platforms such as Zoom, Skype, or Google Meet can facilitate face-to-face communication with friends and family. This can help to combat feelings of loneliness and maintain social connections.

4. Social Media Challenges: Participating in trending challenges on social media can be a fun and interactive way to stay connected with friends and family. It can also help to boost creativity and provide a sense of community.

5. Online Classes or Workshops: Many schools, universities, and businesses have shifted to online learning and remote work during the pandemic. Taking advantage of these opportunities can provide a sense of structure and purpose while also allowing for social interaction through group discussions and projects Mayer, (2019).

6. Virtual Volunteerism: Many organizations have switched to virtual volunteer opportunities to continue their work during the pandemic. This can provide a sense of fulfillment and social interaction while making a positive impact on the community.

7. Online Gaming: Online gaming platforms can offer an outlet for social interaction and entertainment during periods of isolation. Playing with friends or joining virtual communities can provide a sense of camaraderie and connection.

8. Social Media Support Groups: Many people are struggling with mental health issues during the pandemic, and social media can be a helpful platform to connect with support groups. These groups can provide a safe space to share experiences, seek advice, and provide emotional support to one another.

9. Collaborative Projects: Collaborating on online projects such as music, art, or writing can be a fun and interactive way to stay connected with others. This can also promote creativity and teamwork Kozma (2018).

10. Online Therapy Sessions: Many therapists have shifted to online therapy sessions during the pandemic, allowing individuals to seek professional

support and maintain social connections while staying safe at home. These solutions can help maximize the benefits of social interactive platforms while minimizing their risks during periods like COVID-19.

Empirical Study

Utilizing specifically created learning platforms is not the only aspect of online education. The purpose of this study was to ascertain how students perceived the use of one social media site as the main tool for language learning in the extensive reading course. Semi-structured interviews and open-ended questionnaires were the methods utilized in this case study to collect data. Purposive sampling was used to select 64 students 52 females and 12 males from three classrooms and one professor to participate in the study. The results demonstrated how beneficial and fulfilling it was to use Facebook as one of the social media platforms for online learning. Additionally, the results of surveys given to students and conversations with lecturers indicated that Facebook is user-friendly and a viable medium for communication.

This research implies that teachers were supposed to begin utilizing social media more extensively so that they might leverage those platforms for their

in-class instruction. Investigating the online learning and teaching platforms utilized during the COVID-19 pandemic lockdown is the aim of the study. Students at Delta State University's Abraka Department of Library and Information Science provided the data for the study, which used a survey approach. Students in their second year (200 level) during the second semester of the 2019–2020 academic year were specifically chosen for the research. An online survey was created using Survey Monkey, and students were sent the link. 187 students in all took part in the study. To add to the information gathered from the using a WhatsApp chat, three instructors and their students participated in an open-ended interview.

According to the study, LIS educators used WhatsApp and Telegram as venues for their online lectures during the COVID-19 pandemic-related countrywide lockdown. Benefits of taking lectures online include the availability of lecturers round the clock, the ability to save lectures and files for later use, collaborative learning, sharing of course materials, the freedom to ask questions of the lecturer, and home-based learning environments. While not owning a smartphone or Android phone, the abundance of learning resources available, the excessive number of messages that appear

during lectures, the expense of purchasing data for each lecture, the time-consuming, eye-straining nature of the process, and network failure were mentioned as some difficulties with getting lectures delivered in Nigeria using internet platforms.

Some issues related with teaching utilizing an online platform were also identified by the LIS instructors who were interviewed. These challenges included the cost of paying for data, network failure, laxity of students, inability to administer tests, and a careless attitude toward lectures from students. When used in the classroom, social networking apps like WhatsApp can greatly enhance the relationship between teachers and students. The integration of social media platforms such as WhatsApp into the educational process will enable all students to participate, collaborate, and engage in an interactive learning environment.

Summary of Literature Reviewed

The review of literature was presented under Brief General Overview of COVID-19, the Social media learning environments, use of Social media platforms in education,

Benefits of using social media in Education, Challenges of using Social media in the teaching and learning process during COVID-19, Empirical Study and Summary of review of related literature.

Utilizing social interactive platforms for teaching and learning during the COVID-19 pandemic has become increasingly prevalent. These platforms, such as Zoom, Google Meet, Microsoft Teams, and others, offer a variety of benefits for teachers and students alike. Such as Social interactive platforms allow for real-time interactions, which can help keep students engaged and focused during lessons. Students can collaborate on group projects, share resources, and communicate more effectively with their peers and teachers. Online platforms make it easier for students to access learning materials from anywhere, making education more flexible and accessible. Features such as chat, polls, breakout rooms, and shared whiteboards enhance the learning experience and cater to different learning styles, Particularly important during the pandemic, these platforms enable distance learning, ensuring continuity in education despite physical distancing requirements., Platforms often provide tools for assessments, quizzes, and immediate feedback to track student progress and understanding. The use of social

interactive platforms in education has proven to be beneficial, offering a more dynamic and inclusive learning environment.

There are no empirical studies that have been conducted in educational management department of university of Benin, Edo state in Nigeria that address the use of social interactive platforms in teaching and learning process during Covid19 era, thus the rationale for this study in addressing this gap.

CHAPTER THREE

METHODOLOGY

This chapter described the research methodology used in this study. It shall be discussed under the following sub-headings

- ❖ Research Design
- ❖ Population of the Study
- ❖ Sample and Sampling Technique
- ❖ Research Instrument
- ❖ Validity of the Instrument
- ❖ Reliability of the Instrument
- ❖ Methods of Data Collection
- ❖ Method of Data Analysis.

Research Design

A descriptive survey research design was chosen for this study. The choice of this design stems from its strength as a useful means for fact finding acknowledged methods of obtaining social facts and opinions for the purpose of enabling the researcher to make generalization concerning the population of the study from the result obtained from the sample selected.

Population of the Study

The population of the Study consist of all the 74 departments in University of Benin, Benin City with Students population of 16,000 as respondents (Source: Benin Journal of Education Studies,2023).

Sample and Sampling Techniques

The researcher selected 4 department out of a total of 74 departments in University of Benin, Benin City as sample using the simple random sampling technique, and this represents 20 percentage of the study population and these four departments are Educational Management (DEM), Educational Evaluation and Counseling Psychology (EECP), Human kinetics (HKS), Vocational and Technical Education (VTE) Department. In each of the department, 25 students were selected using the convenient sampling technique. A Total of 100 students were therefore selected respondents.

Research Instrument

The instrument that was adopted for the collection of the needed data for the study is a questionnaire. The questionnaire was titled “THE USE OF SOCIAL INTERACTIVE PLATFORMS IN TEACHING AND

LEARNING PROCESSES DURING COVID-19 QUESTIONNAIRE (TUSIPTLP)". The questionnaire comprised of two Sections; A and B. The section A of the instrument focused on gathering personal information of the respondents while the section B was designed towards seeking information on the use of social interactive platforms in teaching and learning process during Covid-19.

Validity of the Instrument

The questionnaire was subjected to the researcher's supervisor and two other lecturers in the Department of Educational Management, Faculty of Education, University of Benin, Benin City, Nigeria for item scrutiny. Their inputs and suggestions were embedded in the final draft of the instrument.

Reliability of the Instrument

To determine the reliability of the instrument, A test-re-test method was adopted. Twenty (20) copies of the instrument were administered to the respondents who were not pan of the target population. After a time lag of two weeks, the instrument was re-administered to the same group of respondents. Thereafter, their responses on the two occasions were collated and correlated using Pearson's Product Moment Correlation Coefficient. A

reliability coefficient of 0.72 was obtained, which indicates that the instrument is reliable for the study.

Method of Data Collection

The researcher and two other research assistants administered the questionnaire to respondents using direct administration approach and in addition, explanation was also provided where necessary to ensure that all the items were responded to.

Method of Data Analysis

Simple percentages were used to analyze the research questions.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with the presentation of results and the discussion of findings.

Research Question 1: Did you use Social Interactive Platforms during the covid 19 in University of Benin, Benin City?

Table 1: Use of Social Interactive Platforms During the Covid-19 in University of Benin, Benin City.

S/N	Items	(SA)%	(A)%	(D)%	(SD)%	TOTAL
1.	I extensively used social interactive platforms during the COVID-19 pandemic	31	49	15	5	100
2.	I Joined virtual study groups and discussion forums during COVID-19.	18	48	29	5	100
3.	Social interactive learning platform helped me adapt to the new virtual learning environment during COVID-19 pandemic.	19	48	29	4	100

Source: Field Survey, 2024

The analysis of Table 1, The result of Item 1 shows that 80% agreed while 20% of the respondents disagreed respectively to the objective that they extensively used social interactive platforms during the COVID-19 pandemic.

The Result of Item 2 shows that 66% agreed while 34% of the respondents disagreed respectively to the objective that they Joined virtual study groups and discussion forums during COVID-19.

The Result of Item 3 shows that 67% agreed while 33% of the respondents disagreed respectively to the objective that Social interactive learning platform helped them adapt to the new virtual learning environment during COVID-19 pandemic.

Research Question 2. What was the most preferred platform to receive lectures by the student of the university of Benin, Benin City during covid 19 era?

Table 2: Most Preferred Platform to Receive Lectures by the Students of University of Benin, Benin City during Covid-19 Era.

S/N	STATEMENT	(SA)%	(A)%	(D)%	(SD)%	TOTAL
4.	Students preferred receiving lectures with WhatsApp during COVID-19 era.	43	41	13	3	100
5.	Telegram had a significant impact on the students listening comprehension ability.	34	44	17	6	100
6.	Zoom was used for teaching and learning during the COVID-19 pandemic.	12	41	38	9	100
7.	The most preferred social interactive platforms for receiving lectures by students during the COVID-19 era is Facebook	26	33	32	9	100

Source: Field Survey, 2024

The analysis of Table 2, The Result of Item 4 shows that 84% agreed while 16% of the respondents disagreed to the objective that Students preferred receiving lectures with WhatsApp during COVID-19 era.

The Result of Item 5 shows that 78% agreed while 22% of the respondents disagreed to the objective that telegram had a significant impact on the students listening comprehension ability.

The Result of Item 6 shows that 53% agreed while 47% of the respondents disagreed to the objective that Zoom was used for teaching and learning during the COVID-19 pandemic.

The Result of Item 7 shows that 59% agreed while 41% of the respondents disagreed to the objective that the most preferred social interactive platforms for receiving lectures by students during the COVID-19 era is Facebook

Research Question 3. What were some of the benefits of using social interactive platforms in teaching and learning process during the covid 19 era in the university of Benin, Benin City?

Table 3: Benefits of Using soycial Interactive Platforms in Teaching and Learning Processes during the Covid 19 era in University of Benin, Benin City

S/N	STATEMENT	(SA)%	(A)%	(D)%	(SD)%	TOTAL
8.	Social interactive platforms is used to create a conducive learning environment at home.	37	44	14	5	100
9.	Social interactive platforms provide access to a wide range of educational resources.	20	52	21	7	100
10.	Social media platforms bring teachers and students together to share ideas.	31	47	17	5	100
11.	Students developed essential skills for the digital age, preparing them for future careers.	18	50	26	6	100

Source: Field Survey 2024

The analysis of Table 3, The Result of Item 8 shows that 81% agreed while 19% of the respondents disagreed to the objective that Social interactive platforms is used to create a conducive learning environment at home.

The Result of Item 9 shows that 72% agreed while 28% of the respondents disagreed to the objective that Social interactive platforms provide access to a wide range of educational resources.

The Result of Item 10 shows that 78% agreed while 22% of the respondents disagreed to the objective that Social media platforms bring teachers and students together to share ideas.

The Result of Item 11 shows that 68% agreed while 32% of the respondents disagreed to the objective that Students developed essential skills for the digital age, preparing them for future careers.

Research Question 4. What were the challenges the students encountered in teaching and learning process during the covid 19 era in the university of Benin, Benin City?

Table 4: Challenges the Students Encountered in Teaching and Learning Processes during the covyid 19 era in University of Benin, Benin City.

S/N	STATEMENT	(SA)%	(A)%	(D)%	(SD)%	TOTAL
12.	Students faced difficulties with internet connectivity, poor video quality, and troubleshooting technical problems.	49	37	10	4	100
13	Students had limited access to resources such as textbooks, libraries,	32	52	15	1	100

	and laboratories.					
14	Students found it challenging to understand complex concepts without hands-on experiences and direct teacher support.	21	27	37	15	100
15	Students had limited opportunities for immediate feedback and support from teachers.	20	28	41	11	100

Source: Field Survey, 2024

The analysis of the Table 4, The Result of Item 12 shows that 86% agreed while 14% of the respondents disagreed to the objective that Students faced difficulties with internet connectivity, poor video quality, and troubleshooting technical problems.

The Result of Item 13 shows that 84% agreed while 16% of the respondents disagreed to the objective that Students had limited access to resources such as textbooks, libraries, and laboratories.

The Result of Item 14 shows that 48% agreed while 52% of the respondents disagreed to the objective that Students found it challenging to understand complex concepts without hands-on experiences and direct teacher support.

The Result of Item 15 shows that 48% agreed while 52% of the respondents disagreed to the objective that Students had limited opportunities for immediate feedback and support from teachers.

Research Question 5. What were the factors that triggered social interactive platforms by the students during covid 19 era in the university of Benin, Benin City?

Table 5: Factors that triggered Social Interactive Platforms by the Students during Covid 19 Era in University of Benin, Benin City.

S/N	STATEMENT	(SA)%	(A)%	(D)%	(SD)%	TOTAL
16	The need for students connection and learning is the factors that triggered social interactive platforms by the students during covid 19 era	17	33	37	13	100
17.	Total Lockdown is the major factors that triggered social interactive platforms by students during covid 19 era	13	46	19	22	100

Source: Field Survey, 2024

The analysis of the Table 5, The Result of Item 16 shows that 50% agreed while 50% of the respondents disagreed to the objective that the need for students connection and learning is the factors that triggered social interactive platforms by the students during covid 19 era.

The Result of Item 17 shows that 59% agreed while 41% of the respondents disagreed to the objective that total Lockdown is the major factors that triggered social interactive platforms by students during covid 19 era.

Research Question 6. What are the possible solutions to take in case of another pandemic not to affect teaching and learning processes in the university of Benin, Benin City?

Table 6: Possible Solutions in case of Another Pandemic so as not to Affect Teaching and Learning Processes in University of Benin, Benin City?

S/N	STATEMENT	(SA)%	(A)%	(D)%	(SD)%	TOTAL
18.	Regularly assessing and refining virtual learning platforms and resources to meet evolving student needs.	29	30	30	11	100
19.	Utilizing platforms that offer flexibility in terms of accessibility, usability, and adaptability.	17	45	35	3	100
20.	Creating virtual classrooms that simulate in-person learning experiences.	22	51	25	2	100

Source: Field Survey, 2024

The analysis of the Table 6, The Result of Item 18 shows that 59% agreed while 41% of the respondents disagreed to the objective that regularly assessing and refining virtual learning platforms and resources to meet evolving student needs.

The Result of Item 19 shows that 62% agreed while 38% of the respondents disagreed to the objective that utilizing platforms that offer flexibility in terms of accessibility, usability, and adaptability.

The Result of Item 20 shows that 73% agreed while 27% of the respondents disagreed to the objective that creating virtual classrooms that simulate in-person learning experiences.

Discussion of Findings

Based on Research Question One, The findings from the data analysis revealed that majority of the sampled population agree that they used social interactive platforms during the COVID-19 pandemic. Social media platforms like WhatsApp and Facebook played a significant role in helping students learn during Covid-19 pandemic and students found it effective for learning. This study is in line with Halley (2020) Who said Social interactive platforms have revolutionized how we communicate, share information, and form connections, fostering global communities during Covid-19 pandemic.

Based on Research Question Two, The findings from the data analysis revealed that majority of the sampled population agree that Social media platforms were used as an alternative pedagogical tool during the pandemic

but the most preferred Social media platforms by university of Benin Students to receive lectures during COVID-19 era is WhatsApp platform. Telegram had a significant impact on the students listening comprehension ability but there was a lack of well-defined policy that hindered the effective utilization of social media in the teaching and learning process. The finding is supported by kozma (2018) who said that Social interactive platforms such as Zoom, Google Meet, and Microsoft Teams provided easy and convenient ways for students and teachers to communicate during Covid-19 Era.

Based on Research Question Three, The findings from the data analysis it was seen that majority of the sampled population agree strongly that there are benefits of using social interactive platforms in teaching and learning process during the covid 19 era in the university of Benin, Benin City. The benefits of using social interactive platforms in teaching and learning processes during the COVID-19 era are Social interactive platforms is used to create a conducive learning environment at home, Social interactive platforms provide access to a wide range of educational resources and lastly Social media platforms bring teachers and students together to share ideas. The finding agrees with the finding of Oyelere (2016) who said social

networking platforms give students the chance to interact, converse, exchange information, do research, and connect.

Based on Research Question Four. The findings from the data analysis revealed that majority of the sampled population agree that there are challenges the students encountered in teaching and learning process during the covid 19 era in the university of Benin, Benin City. Some challenges that students encountered in the teaching and learning process during the COVID-19 era include Digital competence, the ability to effectively use digital tools and technology for learning. Limited access to resources, such as computers and internet connectivity, particularly for students in low-income areas. Limited technical support and guidance from teachers, Difficulty with self-directed learning and time management, Limited social interaction and sense of isolation. Students faced difficulties with internet connectivity, poor video quality, and troubleshooting technical problems. The finding is supported by Mishra & Koehler (2016) who stated that Students sought online communities and support systems to cope with the challenges of the pandemic.

Based on Research Question Five. The findings from the data analysis revealed that majority of the sampled population agree that there are factors that triggered social interactive platforms by the students during covid 19 era in the university of Benin, Benin City. The factors that triggered the use of social interactive platforms by students during the COVID-19 era are the need for students connection and learning is the factors that triggered social interactive platforms by the students during covid 19 era and total Lockdown is the major factors that triggered social interactive platforms by students during covid 19 era. The finding agrees with the finding of Dzvapatsva (2014) stated that there are a number of factors that work against students using social media, such as the lack of technical skills they encounter when using social media portals for learning or education and inadequate technological infrastructure.

Based on Research Question six. The findings from the data analysis revealed that majority of the sampled population agree that there are possible solutions to take in case of another pandemic not to affect teaching and learning processes in the university of Benin, Benin City. To minimize the impact of another pandemic on teaching and learning, the following should

be considered Implementation of a hybrid approach combining online and offline learning to ensure continuity. Invest in robust digital infrastructure, including reliable internet, devices, and learning management systems. Provide educators with professional development opportunities to enhance their online teaching skills. Establish virtual classrooms and video conferencing tools to facilitate remote learning. Regularly assessing and refining virtual learning platforms and resources to meet evolving student needs. By implementing these solutions, educational institutions can better prepare for future pandemics and minimize disruptions to teaching and learning. The finding is supported by Selwyn (2013) who said Organizing virtual events on social media platforms can help people to stay socially connected while maintaining physical distancing.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, the summary of the study, conclusion and recommendations are presented.

Summary

The study investigated the use of social interactive platforms in teaching and learning process during Covid19 in university of Benin, Benin City. These research questions were raised to guide the study.

- 1: Did you use social interactive platforms during the covid 19 in the university of Benin, Benin City?
- 2: What was the most preferred platform to receive lectures by the student of the university of Benin, Benin City during covid 19 era.?
- 3: What were some of the benefits of using social interactive platforms in teaching and learning process during the covid 19 era in the university of Benin, Benin City?
- 4: What were the challenges the students encountered in teaching and learning process during the covid 19 era in the university of Benin, Benin City?

5: What were the factors that triggered social interactive platforms by the students during covid 19 era in the university of Benin, Benin City?

6: What are the possible solutions to take in case of another pandemic not to affect teaching and learning processes in the university of Benin, Benin City?

Survey research design was adopted for the study. The population comprised of all the 74 departments in university of Benin, Benin City. The respondents were 16,000 students in all the departments of university of Benin, Benin City . 4 departments were selected from the 74 departments as sample using simple random sampling technique, and this represents 20 percentage of the study population. 25 students were chosen from each sampled department making one hundred (100) students as respondents using the convenient sampling technique. A Questionnaire titled “The use of social interactive platforms in teaching and learning process during Covid19 Questionnaire” was validated by the supervisor. The reliability of the instrument was tested using the test-retest method and the result was calculated with the application of Pearsons Product Moment Correlation Coefficient and the reliability was found to be 0.72. Simple percentage was used to analyze the data collected.

Findings

1. University of Benin Students used social interactive platforms during the COVID-19 pandemic. Social media platforms like WhatsApp and Facebook played a significant role in helping University of Benin students learn during Covid-19 pandemic and students found it effective for learning.
2. Social media platforms were used as an alternative pedagogical tool during the pandemic but the most preferred Social media platforms by University of Benin Students to receive lectures during COVID-19 era was WhatsApp platform.
3. Social interactive platforms provided access to a wide range of educational resources, Social media platforms bring teachers and students together to share ideas are benefits of using social interactive platforms in teaching and learning processes during the COVID-19 era.
4. Some challenges that students encountered in the teaching and learning process during the COVID-19 era include Digital competence and the ability to effectively use digital tools and technology for learning.
5. Total Lockdown was the major factor that triggered social interactive platforms by students during Covid 19 era. Students sought online

communities and support systems to cope with the challenges of the pandemic.

6. To minimize the impact of another pandemic on teaching and learning, Implementation of hybrid approach combining online and offline learning to ensure continuity should be considered.

Conclusion

Based on finding, use of social interactive platforms for teaching and learning processes were used during the covid-19 in University of Benin.

Recommendations

1. Teachers should develop interactive online classes to limit student's distraction and also improve satisfaction.
2. Nigerian government, management of higher institutions and telecommunication industries should collaborate to subsidize cost of Internet for both students and teachers.
3. Telecommunication industries should increase Internet coverage and broadband services so as to overcome Internet-related issues.

4. This is the first time most institutions in Nigeria are using distance learning tools and it is recommended that the Federal Government of Nigeria and the Ministry of Education should see the COVID-19 pandemic lockdown as an opportunity to invest and promote virtual learning in Nigerian institutions.

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APPENDIX I
DEPARTMENT OF EDUCATIONAL MANAGEMENT
FACULTY OF EDUCATION
UNIVERSITY OF BENIN

**THE USE OF SOCIAL INTERACTIVE PLATFORMS FOR
TEACHING AND LEARNING PROCESS DURING THE COVID-19**

Dear Respondent,

I would like to thank you most sincerely in advance for filling out a copy of this questionnaire. The questionnaire is intended to elicit the use of social interactive platforms in teaching and learning process during Covid19 Questionnaire. The survey is only an academic exercise, purely for research purposes. So, feel free to express yourself in responding to the questionnaire. Confidentiality of your responses is guaranteed. Thank you in anticipation.

Atiba Efua Loveth

**APPENDIX II
QUESTIONNAIRE**

SECTION A

INSTRUCTION: Fill in the blank space

Name Of School: _____

SECTION B

INSTRUCTION: Please read the questions carefully and tick (✓) in the box provided that corresponds to the answer of your choice using the following options

Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	Statement	SA	A	D	SD
RQ1: Did you use social interactive platforms during the covid 19 in the university of Benin, Benin City?					
1.	I extensively used social interactive platforms during the COVID-19 pandemic				
2.	I Joined virtual study groups and discussion forums during COVID-19.				
3.	Social interactive learning platform helped me adapt to the new virtual learning environment during COVID-19 pandemic.				
RQ2: What was the most preferred platform to receive lectures by the student of the university of Benin, Benin City during covid 19 era.?					
4.	Students preferred receiving lectures with WhatsApp during COVID-19 era.				
5.	Telegram had a significant impact on the students listening comprehension ability.				
6.	Zoom was used for teaching and learning during the COVID-19 pandemic.				
7.	The most preferred social interactive platforms for receiving lectures by students during the COVID-19 era is Facebook				
RQ3: What were some of the benefits of using social interactive platforms in teaching and learning process during the covid 19 era in the university of Benin,					

Benin City?				
8.	Social interactive platforms is used to create a conducive learning environment at home.			
9.	Social interactive platforms provide access to a wide range of educational resources.			
10.	Social media platforms bring teachers and students together to share ideas.			
11.	Students developed essential skills for the digital age, preparing them for future careers.			
RQ4: What were the challenges the students encountered in teaching and learning process during the covid 19 era in the university of Benin, Benin City?				
12.	Students faced difficulties with internet connectivity, poor video quality, and troubleshooting technical problems.			
13.	Students had limited access to resources such as textbooks, libraries, and laboratories.			
14.	Students found it challenging to understand complex concepts without hands-on experiences and direct teacher support.			
15.	Students had limited opportunities for immediate feedback and support from teachers.			
RQ5: What were the factors that triggered social interactive platforms by the students during covid 19 era in the university of Benin, Benin City?				
16.	The need for students connection and learning is the factors that triggered social interactive platforms by the students during covid 19 era			
17.	Total Lockdown is the major factors that triggered social interactive platforms by students during covid 19 era			
RQ6: What are the possible solutions to take in case of another pandemic not to affect teaching and learning processes in the university of Benin, Benin City?				

18.	Regularly assessing and refining virtual learning platforms and resources to meet evolving student needs.				
19.	Utilizing platforms that offer flexibility in terms of accessibility, usability, and adaptability.				
20.	Creating virtual classrooms that simulate in-person learning experiences.				