

**THE IMPACT OF ONLINE TEACHING AND LEARNING ON THE
ACADEMIC PERFORMANCE OF UNDERGRADUATE STUDENTS IN
THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS, FACULTY
OF EDUCATION, UNIVERSITY OF BENIN**

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BENIN CITY.**

MAY 2024

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
FOUNDATIONS, FACULTY OF EDUCATION, UNIVERSITY OF BENIN,
BENIN CITY IN PARTIAL FULFILMENT FOR THE FOR THE AWARD
OF BACHELORS OF ARTS(B.A(Ed) DEGREE IN RELIGION
EDUCATION**

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CERTIFICATION

We certified that this project was carried out by **Dominion Ikenna, BERNARD**, with matriculation number **EDU1903683** in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin-City, Nigeria.

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Date: _____

DEDICATION

This project is dedicated to Almighty God for HIS divine love, grace, and mercy to me throughout my academic pursuit, and to my Mum, Pst. Mrs Eunice Bernard, Your love and guidance have encouraged and supported me all the way.

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My sincere appreciation goes to Almighty God for seeing me through from 100level till my final years, for his grace and mercy.

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ABSTRACT

The study was carried out to examine the impact of online teaching and learning on the academic performance of undergraduate students in the department of Educational Foundations, Faculty of Education, University of Benin. Five research questions was raised for this study: What are the social media platforms used by undergraduate students in the Department of Educational Foundations, Faculty of Education, University of Benin?, To what extent are social media platforms used by undergraduate students in the Department of Educational Foundations, Faculty of Education, University of Benin?, How does social media influences the academic performance of undergraduate students in the Department of Educational Foundations, Faculty of Education University of Benin. The research design that was used is the research survey technique and the data collected was analysed using a simple percentage and frequency table. The major findings of this research, revealed that the Impact of Online Teaching and Learning on the Academic Performance of undergraduate students in the Department of Educational Foundations, Faculty of Education, University of Benin can be analyzed through several lenses and it has potential to provide access to education for a wider range of students.

CHAPTER ONE

INTRODUCTION

Background to the Study

In recent years, the landscape of higher education has undergone a profound transformation with the rapid integration of online teaching and learning methodologies. This shift has been further accelerated by global events such as the COVID-19 pandemic, which necessitated the adoption of remote learning solutions. Within the context of the University of Benin, Benin City, this transition to online education has raised questions about its impact on the academic performance of undergraduate students.

Understanding the implications of online teaching and learning on student outcomes is crucial for institutions striving to deliver quality education in an increasingly digital world. The University of Benin, as a prominent institution of higher learning in Nigeria, serves as a compelling case study to explore the effects of this educational paradigm shift.

This study aims to investigate the multifaceted impact of online teaching and learning on undergraduate students' academic performance at the University of

Benin. By examining factors such as accessibility, engagement, and pedagogical effectiveness, we seek to provide valuable insights into how online education influences the learning experiences and outcomes of students in this academic setting.

As we delve into this exploration, it is important to recognize the complexities inherent in the online learning environment. Challenges such as technological limitations, digital divide issues, and the need for innovative instructional strategies must be carefully considered alongside the potential benefits of flexibility, inclusivity, and expanded access to educational resources.

Through a comprehensive analysis of existing literature, empirical data collection, and rigorous methodology, this study endeavors to contribute to the growing body of research on online education and its implications for student success. By shedding light on the strengths and limitations of online teaching and learning in the context of the University of Benin, we aim to inform pedagogical practices, institutional policies, and future directions for educational research and innovation.

In the following sections, we will review relevant literature, outline our research methodology, present our findings, and discuss their implications for academia and practice. By undertaking this investigation, we aspire to advance our understanding of how online education shapes the academic trajectories of undergraduate students, ultimately striving to enhance the quality and efficacy of higher education delivery in the digital age.

The University of Benin, situated in Benin City, Nigeria, stands as a beacon of academic excellence and innovation within the region. With a diverse student body and a commitment to fostering intellectual growth and development, the institution has embraced the opportunities presented by online teaching and learning to adapt to the evolving educational landscape.

However, the transition to online education has brought about both opportunities and challenges for undergraduate students at the University of Benin. On one hand, online platforms offer unprecedented access to educational resources, interactive learning modules, and collaborative tools, empowering students to engage with course materials in new and dynamic ways. Furthermore, the

flexibility afforded by online learning can accommodate diverse learning styles and accommodate students' individual needs and preferences.

On the other hand, the shift to online education has also raised concerns about equity, inclusivity, and the quality of the learning experience. Students from disadvantaged backgrounds may face barriers to accessing reliable internet connectivity or suitable learning environments, exacerbating existing disparities in educational attainment. Moreover, the absence of face-to-face interaction in online settings may diminish opportunities for peer collaboration, instructor feedback, and active participation, potentially impacting students' academic motivation and performance.

As we embark on this inquiry, it is essential to adopt a holistic approach that considers the interconnected factors shaping the online learning experience at the University of Benin. By examining not only academic outcomes but also student engagement, satisfaction, and well-being, we aim to provide a comprehensive understanding of the impact of online teaching and learning on undergraduate students' academic performance.

Through collaboration with faculty, administrators, and students, we endeavor to identify effective strategies for optimizing the online learning environment and promoting student success. By leveraging technology, pedagogical innovation, and evidence-based practices, we aspire to cultivate a vibrant online learning community that fosters intellectual curiosity, critical thinking, and lifelong learning among undergraduate students at the University of Benin.

In the subsequent sections of this study, we will delve into the theoretical frameworks informing our research, elucidate our methodology for data collection and analysis, present our findings, and discuss their implications for theory, practice, and future research endeavors. By engaging in this scholarly inquiry, we aim to contribute to the ongoing discourse on online education and its transformative potential in shaping the academic landscape of the University of Benin and beyond.

The advent of digital technologies has revolutionized the field of education, ushering in a new era of online teaching and learning. This paradigm shift has been particularly pronounced in higher education institutions like the University of

Benin, located in Benin City, Nigeria. Against the backdrop of technological advancements and evolving pedagogical practices, it has become imperative to examine the impact of online education on undergraduate students' academic performance within this esteemed institution.

Historically, traditional face-to-face instruction has been the cornerstone of higher education, providing students with direct interaction with instructors and peers in physical classroom settings. However, the emergence of online learning platforms has introduced alternative modes of instruction that transcend geographical boundaries and time constraints. This shift has been propelled by factors such as the democratization of information, the proliferation of digital devices, and the increasing demand for flexible learning options.

In the context of the University of Benin, the adoption of online teaching and learning has been driven by a commitment to innovation, accessibility, and student-centered education. Recognizing the need to adapt to changing student demographics, technological advancements, and global trends in education, the institution has embraced online education as a means of enhancing the quality and reach of its academic programs.

Nevertheless, the integration of online education into the curriculum poses several challenges and considerations. Issues such as digital literacy, infrastructural constraints, and pedagogical effectiveness must be addressed to ensure equitable access to educational opportunities and optimize student learning outcomes. Additionally, concerns regarding the authenticity of online assessments, the preservation of academic integrity, and the maintenance of student engagement warrant careful consideration in the design and delivery of online courses.

As the University of Benin navigates the complexities of online education, it is essential to evaluate its impact on undergraduate students' academic performance rigorously. By conducting empirical research that examines student outcomes, experiences, and perceptions in online learning environments, we can gain valuable insights into the efficacy of online education and identify areas for improvement.

Through this study, we seek to contribute to the existing body of knowledge on online teaching and learning by focusing specifically on its impact on undergraduate students at the University of Benin. By elucidating the opportunities and challenges inherent in online education and identifying best

practices for enhancing student success, we aim to inform institutional policies, pedagogical approaches, and future research endeavors in the realm of online education. Ultimately, our goal is to foster a culture of continuous improvement and innovation in higher education, ensuring that all students have access to high-quality learning experiences that empower them to thrive academically and professionally in the digital age.

The decision to investigate the impact of online teaching and learning on undergraduate students' academic performance at the University of Benin is rooted in the institution's commitment to academic excellence and student success. As one of Nigeria's foremost universities, the University of Benin has a rich history of providing quality education and nurturing future leaders across various disciplines. In recent years, the university has recognized the need to adapt to changing educational paradigms and leverage technological innovations to meet the evolving needs of its student population. The integration of online teaching and learning into the university's academic programs reflects a proactive approach to addressing the challenges and opportunities posed by the digital age.

However, the transition to online education is not without its complexities. The University of Benin, like many institutions worldwide, faces unique challenges in ensuring the effective implementation and uptake of online learning initiatives. Factors such as infrastructure limitations, internet accessibility, and digital literacy levels among students and faculty may influence the success of online education endeavors.

Furthermore, the COVID-19 pandemic has underscored the importance of online education as a means of ensuring continuity of learning in times of crisis. The university's response to the pandemic, including the rapid deployment of online learning platforms and the adaptation of teaching methodologies, highlights its commitment to resilience and innovation in the face of adversity. Against this backdrop, it is essential to assess the impact of online teaching and learning on undergraduate students' academic performance at the University of Benin comprehensively. By examining factors such as student engagement, learning outcomes, and satisfaction with online courses, we can gain a nuanced understanding of the strengths and limitations of online education in this specific context.

Moreover, by soliciting feedback from students, faculty, and administrators, we can identify areas for improvement and inform strategic decision-making regarding the future of online education at the University of Benin. Through evidence-based research and collaborative partnerships, we aim to contribute to the university's ongoing efforts to enhance the quality, accessibility, and relevance of its academic programs in the digital age.

Statement of the Problem

The evolution of technology and tremendous growth of internet usage has impacted highly on students' development especially on how they socialize and interact. According to Mulindi, Ogoma and Wanami (2019), many internet-mediated platforms, such as e-newspapers, e-mails, internet telephony and social media platforms have become a social norm for computer literates.

The rising popularity social media platforms have not spared young people and students in the society. This is because students derive the feeling of gratification and satisfaction from social media usage and as such constantly hooked on to the social media platforms to feel connected to other people who share similar interests, views, opinions and values as them (Sharma & Naik,2020).

However, studies have revealed that the excessive use of social media platforms can have a direct influence on study habits and thus, on the academic performance of students. This is because the recognition and usage of these social media platforms that include Twitter, WhatsApp, Instagram, Facebook, Snapchat and TikTok among others by students, especially from secondary school level to tertiary level has diverted most of their attention from class to media networking, an addiction that is now causing adverse effects on their performance (Mulindi, Ogoma & Wanami, 2019).

Nicole (2007) found that social media platforms have been discovered by students, who use such platforms to communicate to their peers, reinvent their personas, share information and showcase their social lifestyles. This could have both positive and negative effects. For instance, while the interactive participation of students through social media may promote a constructivist approach to learning with learners and educators working together to co-create and understand a particular topic (Stevens, 2009), privacy concerns have also been on the rise such as cyber-bullying, plagiarism, inappropriate actions and non-educational chats (Jackson, 2011; Chen & Bryer, 2012). It therefore becomes a social concern

when students spend most of their time on social media not for academic purposes but for non academic activities affecting how they perform in school. When schools closes, students spend most of their time on social media and parents have found it hard to have them settle to do any holiday assignments (Mulindi, Ogoma &Wanami, 2019). This is a major distraction to most students in secondary schools especially those from affluent homes who own smartphones, laptops, and other handheld devices at home. They may not be able to draw maximum attention to any details in their assignments. One implication of this can be the fact that students who are regularly exposed to social and electronic media may spend more time doing their homework for an idea of understanding it completely, and this may result in the inability of these students to manage their time efficiently. Therefore, this research attempts an interrogation of the influence of social media usage on the academic performance of undergraduate students in the University of Benin, Benin City.

Research Questions

To achieve the above-stated purpose, the following research questions were raised;

1. What are social media platforms used by undergraduate students in the University of Benin, Benin City?
2. To what extent are social media platforms used among undergraduate students in the University of Benin, Benin City?
3. How does social media usage influences the academic performance of students in the University of Benin, Benin City

Purpose of the Study

This study aimed at investigating social media usage on the academic performance of undergraduate students in the University of Benin, Benin City, Nigeria. Specifically, it also seeks to:

- Identify the social media platforms used by undergraduate students in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City ;
- Determine the extent of social media usage among undergraduate students in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City; and

- Examine how social media usage influences the academic performance of undergraduate students in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City

Significance of the Study

The fact that this study is important cannot be overemphasized. Hence, the study will bring to the fore, the importance of using the internet as a means of learning and teaching in schools in order to effect the academic performance of the students .

The significance of studying this topic is that it could help us better understand the benefits and challenges of online learning for undergraduate students at the University of Benin. The findings of the study could inform decisions about how to improve the quality of online teaching and learning for undergraduate students, and could also help to improve the overall academic performance of these students.

The findings of the study could inform decisions about how to improve the quality of online teaching and learning for undergraduate students, and could also help to improve the overall academic performance of these students.

Another significant aspect of the study is that it could highlight the challenges and barriers that undergraduate students face when using online learning platforms. Understanding these challenges could lead to the development of strategies and solutions to help students overcome them, and could ultimately improve the quality of their learning experience.

Scope and Delimitation of the Study

The scope of the study is limited to only undergraduate students at the University of Benin, and is focused specifically on their experiences with online teaching and learning platforms. The study would not cover other types of students (e.g. graduate students) or other universities. The study would also focus on a specific time period, such as the past two years.

Another aspect is the research methods that will be used in the study. For example, the study could include both quantitative and qualitative methods, such as surveys and interviews, to gather data on the experiences and opinions of undergraduate students. Limitations related to sample size, geographical location, and time constraints may affect the generalizability of the findings.

Definition of Terms

Online Teaching and Learning: The process of delivering educational content and facilitating learning interactions using digital platforms, including but not limited to video lectures, online discussions, virtual classrooms, and digital resources.

Academic Performance: The measure of a student's achievement in academic activities, including grades, test scores, class participation, and overall mastery of course content.

Undergraduate Students: Individuals enrolled in a bachelor's degree program at the University of Benin, Benin City, pursuing their first tertiary education degree.

Impact: The effect or influence of online teaching and learning methods on undergraduate students' academic performance, encompassing both positive and negative outcomes.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter discussed the review of related literature to the study. The review was presented under the following subheadings:

- Concept of Online Teaching and learning
- Importance of Online Teaching and Learning
- Social media platforms used by undergraduate students
- Positive Impact of Online Teaching and Learning on Academic Performance
- Challenges and Limitations of Online Teaching and Learning on Academic Performance
- Faculty Training and Support towards Online Teaching and Learning
- Summary and review of Online Teaching and Learning

Concept of Online Teaching and Learning

Today's students are exposed to a technological era in which they are engulfed with an array of mobile technology and learning tools to include, ipads, computers, iphones, interactive audio or videoconferencing, webcasts, instructional videos via CD-ROMs or DVDs and computer-based systems

transmitted through the Internet (The National Center for Education Statistics, 2011). Mobile devices provide education to students by allowing them to download necessary materials, immediately, to help fulfill requirements for issues they are confronted with daily (Bonk, 2009). Digital learning tools such as webcams, electronic books, and audio devices for recording lectures, to be used by students at their convenience, are effective tools offered by educational institutions to increase students' success rate with course requirements.

Electronic books can reduce the cost of and ensure use of most current reading materials, and a larger variety of sources. The growth of these devices has provided instructors new and innovative tools to promote teaching and learning for students with varied educational needs. Not only are technology devices necessary for success in the online environment, but the design of the online program, including the instructor, the curriculum, and student support services accompanied by a strong sense of community and connectedness within the program, are significant as well.

The Online Learning Experience

The online learning environment is characterized by several terms. According to Kearsley and Moore (2012), distance learning implies a distant and reciprocal interaction between student and teacher. Online learning and e-learning are other terms used in describing distance education. Both terms represent a two-sided relationship between student and teacher which embraces the deliberate goal of helping students to learn through use of the Internet.

The online learning experience, comprised of students, instructors, and the course curriculum, require the use of technological tools for accessing the online environment (Ally 2008). The digital generation of students seems to be more self-reliant, disciplined, and tech-savvy, which fits in well with the online setting. Although the online learning environment offers autonomy, it also necessitates self-directed learning and self-discipline, which could make the difference between an online learner's success and failure. On the other hand, providing the greatest practices and learning environment does not guarantee that online learners will succeed or that their experience will be positive. Both the instructor and the student need to be committed to the online program. Instruction should be tailored to support student experiential learning with interactive elements, engaging a

variety of learning styles, fostering critical thinking, and encouraging collaborative learning experiences in order to meet the needs of this technologically savvy population (Tapscott, 2009).

The learning process is strengthened and sustainable when institutions help students feel committed and satisfied with their online practices and when they experience a strong sense of community within the learning environment (Tinto, 1993). Online education may not work for every student. Some students may experience isolation and a sense of disconnectedness during the learning experience. The reduced sense of community may increase dissatisfaction and discontentment and increase the dropout rates.

According to Rovai (2002), a strong feeling of community and camaraderie among students is crucial, not only to increase diligence in coursework, but also to encourage cooperation and commitment among students and student goals. Instructors can help reduce isolation in the online environment by teaching face-to-face in a traditional classroom, record the collaboration among students, and incorporate the audio/video into online courses. Students that have a continual need to communicate with peers and the instructor can schedule chat sessions and

online group discussions to participate and respond to questions, assignments, problems, and projects. The four interacting components of a sense of community within the online learning environment are connectedness, interdependency, socialization, and common goals (Rovai, 2002). When students can experience and embrace these components, their online experience may be more positive and lead to their success in the program. Experts suggest that instructors of online learning programs can mitigate the isolation felt by students and increase a sense of community by increasing dialogue, encouraging mutual awareness and interaction, establishing proper netiquette, providing small group collaborative experiences, ensuring that group tasks are effective for all, embracing differentiated instruction practices, and managing community size as appropriate for student success (Rovai, 2002).

Importance of Online Teaching and Learning

One of the most oft-used terms after the pandemic is the term “new normal.” The new normal in education is the increased use of online learning tools. The COVID-19 pandemic has triggered new ways of learning. All around the world, educational institutions are looking toward online learning platforms to continue

with the process of educating students. The new normal now is a transformed concept of education with online learning at the core of this transformation. Today, digital learning has emerged as a necessary resource for students and schools all over the world. For many educational institutes, this is an entirely new way of education that they have had to adopt. Online learning is now applicable not just to learn academics but it also extends to learning extracurricular activities for students as well. In recent months, the demand for online learning has risen significantly, and it will continue doing so in the future.

As with most teaching methods, online learning also has its own set of positives and negatives. Decoding and understanding these positives and negatives will help institutes in creating strategies for more efficiently delivering the lessons, ensuring an uninterrupted learning journey for students.

Advantages of Online Learning?

- Efficiency

Online learning offers teachers an efficient way to deliver lessons to students. Online learning has a number of tools such as videos, PDFs, podcasts,

and teachers can use all these tools as part of their lesson plans. By extending the lesson plan beyond traditional textbooks to include online resources, teachers are able to become more efficient educators.

- Accessibility of Time And Place

Another advantage of online education is that it allows students to attend classes from any location of their choice. It also allows schools to reach out to a more extensive network of students, instead of being restricted by geographical boundaries. Additionally, online lectures can be recorded, archived, and shared for future reference. This allows students to access the learning material at a time of their comfort. Thus, online learning offers students the accessibility of time and place in education.

- Affordability

Another advantage of online learning is reduced financial costs. Online education is far more affordable as compared to physical learning. This is because online learning eliminates the cost points of student transportation, student meals, and most importantly, real estate. Additionally, all the course or study materials

are available online, thus creating a paperless learning environment which is more affordable, while also being beneficial to the environment.

- Improved Student Attendance

Since online classes can be taken from home or location of choice, there are fewer chances of students missing out on lessons.

- Suits a Variety of Learning Styles

Every student has a different learning journey and a different learning style. Some students are visual learners, while some students prefer to learn through audio. Similarly, some students thrive in the classroom, and other students are solo learners who get distracted by large groups.

- Adaptability:

Online teaching and learning have demonstrated their adaptability during crises such as the COVID-19 pandemic, ensuring continuity of education when traditional methods were disrupted.

Here are some references to support the advantages of online learning:

- Allen, I. E., & Seaman, J. (2013). Changing Course: Ten Years of Tracking Online Education in the United States. Babson Survey Research Group.

- Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2009). Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies. U.S. Department of Education
- Hew, K. F., & Cheung, W. S. (2014). Students' and instructors' use of massive open online courses (MOOCs): Motivations and challenges. Educational Research Review, 12, 45-58. doi:10.1016/j.edurev.2014.05.001

These sources provide research-based evidence and analysis on the benefits of online learning.

Social Media Platforms Used by Undergraduate Students

The biggest revolution in the history of communication is social media and this has started a completely new era altogether. Social media refers to the means of interactions among people in which they create, share, and/or exchange information and ideas in virtual communities and networks. Social media is being used in various forms by many different platforms for numerous reasons. Many people define social media as applications on their smartphones, tablets or computers. It is a tool that is becoming quite popular these days because of its user-friendly features. It has become an integral part of the lives of people of all

ages around the world as it enables people to communicate easily and across distances.

In today's world, it is undeniable that social media plays an important role in impacting our culture, our economy and our overall view of the world. Social media has removed communication barriers and created decentralized communication channel and open the door for all to have a voice and participate in a democratic fashion including people in repressive countries. Before social media, people must buy the newspaper to keep up with daily news but nowadays a click or two is enough to read any news source from anywhere in the world, updated up to the minute. Almost all day-to-day activities can be done through social media such as ordering food, buying groceries, promoting business and even finding a partner. Social media also has clearly impacted all levels of education by providing unbounded possibilities for learning. Social networking use has shot up in past decade. Nearly two-thirds of American adults i.e 65% use social networking sites. Research reports have documented in great detail how the rise of social media has affected such things as work, politics and political deliberation, communications patterns around the globe, as well as the way people get and share

information about health, civic life, news consumption, communities, teenage life, parenting, dating and even people's level of stress. Adults who live in rural communities have historically been the least likely to use social media. Today, 58% of rural residents, 68% of suburban residents and 64% of urban residents use social media. This shows how social media has greatly impacted the world and it has clearly changed the way everyone across the world lives their daily lives. The usage and impact of social medias in developed countries plays important role in businesses and economies. As social media have become very popular amongst people and have become an integral part of the world economy in recent years, predicting impact of social media sites has become a major goal of many researchers in academia and industry.

The first phase of the research using web content analysis revealed that Facebook is the most popular social media presence among various organizations. It was also found that there are a higher percentage of organizations that use Facebook for interactivity with stakeholders. social media helps developing countries be more visible to the rest of the world. On platforms such as YouTube, Facebook, Twitter, Instagram, and Tumblr, they all provide a voice and insight

into what's happening. Social media is also helping to fuel the global economy by creating new jobs, democratizing information and pushing brands far beyond their borders. Social media network has become a trendy style for youngsters nowadays including undergraduate students. Based on study in University in Nigeria, major effect of using social media is meeting with new friends, getting news, communication and online teaching and learning purpose. Low level of social media addiction and excellent self-perception are achieved among these students too.⁴ On the other hand, another study done in Kenyan Universities show that majority students spent more time on social media than lecture hours. They have found out that the social media have negatively affect the students' study performance and behaviours. Another study in developing countries show that undergraduates students using effective social media will have learnt new skillful technique in learning.⁶ Similar study done show that students who addicted to social media will have depression and anxiety compared to students that are not using social media. Therefore, in developing and developed countries, undergraduate students show different outcome toward social media. Social Media based on Cambridge definition, can be defined as websites or computer programs

that allow people to communicate and share information on internet using computer or mobile phones. Many have not known that social media can be divided into 6 classes. The classes are social networks, bookmarking sites, social news, media sharing, micro blogging, blog comment and forums.

Social networks are a social media sites that enhances communication with people surrounding with same interest and background. Examples are Facebook, Twitter and Instagram. Bookmarking Sites are sites that allow user to save and organize link to numbers of online resources and website. Popular example for this media is Pinterest. Furthermore, Social News sites allow it user to post new link and item to external websites which then users will proceed to vote on said items, therefore item with highest votes will prominently displayed. Reddit is example for this kind of social media. Next, Media Sharing website allow its users to share different type of media, which 2 major media is image sharing and video hosting media. Usually this platform encourages user-generated content where anyone can create, curate, and share the creativity that speaks about them or spark conversations. YouTube still been the top well known Media Sharing platform worldwide till now. Microblogging allowed the users to submit their short-written

entries, which can include links to product and service sites, as well as links to other social media sites. These are then posted on the 'walls' of everyone who has subscribed to that user's account. Examples are like Twitter, Weibo and Facebook. Finally, Blog comment and forums, a site that lets users communicate in conversations by posting and responding to community messages like in Blogger.

Pros of Using Social Media:

1. Meet New Friends

Social media is undeniably a perfect platform to meet new people online. There are a lot of social media provides the features such as Facebook, Instagram, Twitter and the others. With the help of the advanced search tools of these applications, one can easily find a he/she who is also having the same interest, which could be a starting point of a great friendship.⁸ Based on research done among 918 adolescents on this topic, whereby 186 (20.6%) of them had claimed that they are using social media to make new friends. Besides, regarding the number of friends on social networks, out of 918 participants, 189 (20.9%) of them have from 300 to 500 friends and 153 (16.9%) from 700 to 1000. There are only 45 (5%) of participants have less than 100 friends on social networks.⁹ These results have proven that social media indeed a great platform for students to meet new friends online.

B. Facilitate Communication

According to a study in Malaysia, the results demonstrated that the interaction between students and teachers was found to be lower than interactivity

with peers. It was also revealed that these interaction and communication improve the students' academic performance.¹⁰ Based on the similar study majority of respondents - 61% find it convenient to use social media for discussion. This may be because interaction, communication and sharing between users are enhanced by using social media. Thus, the communication tools and environments of social media are much more beneficial than what could be usually found in learning management systems (LMS) used in Malaysian universities.

C. Learn New Skill and Talent

Social media has become a powerful tool for learning various things. Through social networking sites such as Facebook and Myspace, users can improve their social skills. They can increase their social and political awareness by watching the news, programs on current events and documentaries. Engagement with social media can parallel engagement in the learning process over time, to the extent that online social networking fosters feedback and collaboration. The use of social media and online networking platforms are a keyway to continuously learn in today's information sharing society. As with many professional opportunities, simply signing up for social media accounts is not

enough. It is important that continue use of these sites. The next section offers key tips for optimizing use of social media to include ;

- 1) choosing the right channels for yourself,
- 2) continually updating your profiles
- 3) staying connected for self or organizational promotion.

Professionals are practicing now in an increasing digital era. It is critical that young and mature professionals alike are cognizant of different types of social media and how to capitalize on those resources for career enhancement. Social media provides users with a variety of platforms to successfully contribute, learn, and teach related to their profession .

D. Easy Access to Information

Students use social media for many purposes such as sharing resources and access to information. Students believe that they can acquire more information and have access to learning resources through the use of social media. Third most used social media to gain information is YouTube. YouTube has dedicated a special channel for education called Teacher Tube for teachers to upload instructional

materials and it provides great resources for students. There are evidences in education that students.

E. Flexibility

Online learning offers flexibility in scheduling, allowing students to learn at their own pace and at times convenient for them. This can lead to better time management and reduced stress, ultimately improving academic performance.

F. Accessibility

Online learning eliminates geographical barriers, making education accessible to a wider range of students, including those with physical disabilities or those living in remote areas. Increased access to resources and experts can enhance learning outcomes.

G. Personalized Learning

Online platforms often provide personalized learning experiences through adaptive learning technologies and tailored content. This individualized approach can cater to different learning styles and abilities, leading to improved comprehension and retention of material.

H. Engagement

Digital tools such as interactive simulations, multimedia presentations, and online discussions can enhance student engagement and participation. Engaged students are more likely to be motivated and perform better academically.

I. Collaboration

Online learning fosters collaboration among students through virtual group projects, discussion forums, and peer feedback mechanisms. Collaborative learning promotes critical thinking, problem-solving skills, and deeper understanding of course material.

J. Data-driven Insights

Online platforms often provide instructors with data analytics tools to track student progress and identify areas where additional support may be needed. This enables instructors to intervene proactively, leading to better academic outcomes.

K. Cost-effectiveness

Online learning can be more cost-effective for both students and institutions, eliminating expenses associated with commuting, housing, and physical infrastructure. This cost savings can reduce financial barriers to education and allow institutions to invest in improving teaching and learning resources.

Here are some references supporting the advantages of using social media:

- Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook "friends:" Social capital and college students' use of online social network sites. *Journal of Computer-Mediated Communication*, 12(4), 1143-1168.
- Hampton, K., Goulet, L. S., Rainie, L., & Purcell, K. (2011). Social networking sites and our lives. Pew Research Center's Internet & American Life Project.

- Duggan, M., & Smith, A. (2013). Social media update 2013. Pew Research Center's Internet & American Life Project.
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- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons*, 53(1), 59-68.
- Alhabash, S., Park, H. S., Kononova, A., Chiang, Y. H., & Wise, K. (2012). Exploring online news credibility: The relative influence of traditional and technological factors. *Journal of Computer-Mediated Communication*, 17(2), 171-186.

These references provide empirical evidence and analysis on the various benefits and advantages of using social media platforms.

Challenges and Limitations of Online Teaching And Learning on Academic Performance

Online teaching and learning offer flexibility and accessibility, but they also present challenges and limitations that can impact academic performance.

These include:

- Technological barriers: Not all students have access to reliable internet or necessary devices, hindering their ability to fully engage in online learning.
- Lack of face-to-face interaction: Some students may struggle with the absence of in-person interactions with teachers and peers, which can affect their engagement and motivation.
- Distractions: Home environments may not be conducive to learning, leading to distractions that impede students' focus and productivity.
- Limited feedback: Providing timely and personalized feedback can be more challenging in online settings, potentially affecting students' ability to understand and apply course materials effectively.
- Social isolation: Online learning can exacerbate feelings of isolation and detachment from the academic community, impacting students' overall well-being and academic performance.
- Self-regulation: Online learning requires a high level of self-discipline and time management skills, which some students may struggle with, leading to procrastination and poor performance.

- **Assessment integrity:** Ensuring academic integrity in online assessments can be more difficult compared to traditional in-person exams, raising concerns about cheating and the validity of students' performance.
- **Equity issues:** Online learning may exacerbate existing disparities in access to education, as students from marginalized communities may face additional barriers such as lack of access to technology, quiet study spaces, or parental support.
- **Instructor availability:** Online courses may have limited opportunities for students to interact with instructors outside of scheduled class times, leading to delays in receiving help or clarification on course material.
- **Group work challenges:** Collaborative activities and group projects can be more challenging to coordinate and complete effectively in an online environment, leading to potential conflicts and difficulties in achieving learning objectives.
- **Work-life balance:** Balancing academic responsibilities with personal and professional commitments can be more challenging in online learning settings,

particularly for non-traditional students or those with caregiving responsibilities.

- Dependence on technology: Technical issues such as system crashes, internet outages, or software glitches can disrupt online classes and assessments, impacting students' ability to complete assignments or participate in synchronous activities.
- Addressing these challenges requires a comprehensive approach that involves providing adequate support, resources, and training for both students and educators to navigate the transition to online learning effectively.

Here are some references supporting the challenges and limitations of online teaching and learning on academic performance:

- Junco, R., & Cotten, S. R. (2012). No A 4 U: The relationship between multitasking and academic performance. *Computers & Education*.
- Bawa, P. (2016). Retention in online courses: Exploring issues and solutions—a literature review
- Jaggars, S. S., & Xu, D. (2016). How do online course design features influence student performance? *Computers & Education*.

- Wladis, C., Hachey, A. C., & Conway, K. M. (2015). Examining the relationship between student-instructor engagement and student performance in online courses
- Artino, A. R., & Stephens, J. M. (2009). Academic motivation and self-regulation: A comparative analysis of undergraduate and graduate students learning online. *The Internet and Higher Education*

These references provide insights into various aspects of the challenges and limitations of online teaching and learning and their impact on academic performance.

Faculty Training and Support towards Online Teaching And Learning

Faculty development refers to planned activities designed to improve the knowledge, attitudes and skills essential to the performance of the instructor role. McQuiggan and Ragan succinctly described the goal of faculty development to “develop and support a dedicated, skilled (competent) and confident faculty to address the instructional needs of learners” (PowerPoint slide 13). Evidence of successful faculty development with online learning can be increased enrollment,

student satisfaction, faculty satisfaction with the online teaching experience, and faculty desire to participate in online programs.

Faculty training and support are crucial for ensuring the success of online teaching and learning initiatives. Here are some strategies and resources, along with cited references, that institutions can utilize to provide effective training and support for faculty:

- Professional Development Workshops: Institutions can offer workshops and training sessions specifically designed to help faculty develop the skills and competencies needed for online teaching. These workshops can cover topics such as instructional design, technology integration, online assessment strategies, and best practices for online engagement. (Swan, K., Garrison, D. R., & Richardson, J. C. (2009). A constructivist approach to online learning: the community of inquiry framework. In Payne, C. R. (Ed.), *Information Science Reference*).
- Peer Mentoring and Collaboration: Establishing peer mentoring programs where experienced online instructors mentor and support their colleagues can be highly effective. Additionally, facilitating collaboration among faculty

members through online communities or discussion forums allows for knowledge sharing and peer learning. (Coppola, N. W., Hiltz, S. R., & Rotter, N. G. (2002). Becoming a virtual professor: Pedagogical roles and asynchronous learning networks. *Journal of Management Information Systems*, 18(4), 169–189).

- **Access to Resources and Support Materials:** Institutions should provide faculty with access to comprehensive resources and support materials, including online teaching guides, tutorials, video demonstrations, and sample course materials. These resources can help faculty navigate the transition to online teaching and develop effective instructional strategies. (Bates, A. W. (2015). *Teaching in a digital age: Guidelines for designing teaching and learning*).
- **Technology Training and Support:** Given the importance of technology in online teaching, institutions should offer training and support to help faculty become proficient in using learning management systems (LMS), multimedia tools, web conferencing platforms, and other relevant technologies.

- **Pedagogical Training:** Faculty receive training on pedagogical principles tailored to the online environment. This includes strategies for creating engaging content, fostering online discussions, and promoting active learning.
- **Curriculum Design:** Faculty learn how to adapt their curriculum for online delivery, ensuring that learning objectives are met while leveraging the capabilities of digital tools. This includes designing multimedia-rich content, creating assessments suitable for online environments, and structuring courses for maximum student engagement.
- **Accessibility and Inclusivity:** Training emphasizes the importance of designing courses that are accessible to all students, including those with disabilities. Faculty learn about accessibility standards, techniques for creating accessible content, and how to accommodate diverse learning needs in the online classroom.
- **Student Engagement Strategies:** Educators explore innovative approaches to engage students in the online learning process. This may involve techniques such as interactive polls, virtual breakout sessions, collaborative projects, and gamification to enhance student participation and motivation.

- **Feedback and Assessment:** Faculty receive training on providing effective feedback and conducting assessments in the online environment. This includes best practices for giving timely and constructive feedback, designing authentic assessments that measure learning outcomes, and using technology tools for grading and evaluation.
- **Community Building and Support:** Training programs foster a sense of community among faculty members engaged in online teaching. This includes opportunities for collaboration, peer mentoring, and sharing of best practices to support each other in navigating the challenges of online instruction.
- **Ongoing Professional Development:** Faculty training is not a one-time event but an ongoing process. Institutions provide continuous professional development opportunities, such as workshops, webinars, and conferences, to keep educators updated on emerging trends, technologies, and best practices in online teaching and learning.

By offering comprehensive training and support, institutions can empower faculty to deliver high-quality online education that meets the needs of today's learners.

Summary of Literature Reviewed

Teaching and learning is a process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviours, and skills that add to their range of learning experiences.

Here's a quick summary of some key findings about online teaching and learning, based on the literature we've discussed:

- Online learning has the potential to provide access to education for a wider range of students, but there are challenges and limitations to be aware of.
- Online education offers flexibility, accessibility, and a wide range of resources, but it also presents challenges such as technological barriers, digital divide issues, and the need for effective pedagogical strategies to engage learners.
- Faculty training and support are critical to the success of online learning initiatives.
- Different learning styles and assessment challenges can impact the effectiveness of online courses.
- Online learning can be beneficial for certain types of students, such as those who are self-directed and motivated.

- Online learning can also be used to supplement face-to-face instruction and create more flexible and personalized learning experiences.

CHAPTER THREE

RESEARCH METHODOLOGY

This Chapter presents the method the method that was used in the study under the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling Techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The Survey reach design is adopted for this study. This Study was designed to examine the impact of Online Teaching and Learning on the academic

performance of undergraduates in University of Benin, Benin City, Edo state. This design was adopted for the study because it was a description of already existing phenomenon.

Population of the Study

The population of the study consists of 2035 students in the four(4) course areas of the Department of Educational Foundations, Faculty of Education, University of Benin .

Sample and Sampling Techniques

The sample of this study consists of one hundred and fifty (150) students. In this research, The Sampling Techniques used in selecting the sample of 150 students out of the total population of over 2035 students in the four (4) course areas of the Department of Educational Foundations, Faculty of Education, University of Benin was Purposive random sampling Technique.

Research Instrument

The Instrument used in generating data for this study was Questionnaire titled " The Impact of Online Teaching and Learning on the academic performance of undergraduates Students in the Department of Educational Foundations, Faculty of Education, University of Benin". The Questionnaire which was designed by the researcher was made up of two sections (SECTION "A" and SECTION "B")

Section "A" was drawn to cover the demographic information of the respondents, while Section "B" covered the research questions raised for the study.

Validity of the Instrument

The questionnaire was presented to the project supervisor in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City in order to confirm for its validity.

Corrections and suggestions that were needed were made before it was printed and administered by the researcher.

Reliability of the Instrument

In order to determine the reliability of the Instrument, it was administered to 20 respondents who were part of the population but were excluded from the study sample.

Method of Data Collection

The administration of the questionnaire was personally carried out by the researcher by giving out the questionnaire forms to the students individually and collecting them back on the spot. This was done in order to ensure that no item was missing.

Method of Data Analysis

In analyzing the data, the simple and inferential statistical procedure was employed. The responses to the questionnaire items will be analyzed using descriptive (simple)percentage and Pearson Correlation Movement.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the results and discussion of findings in line with the research questions asked. This chapter is discussed under following subheadings:

Presentation of Results

Discussion of findings

Questionnaire Response Rate

Table 1: Questionnaire Response Rate

Number of Questionnaire Administered	Number of Questionnaire Returned	Percentage of Questionnaires Returned
150	100	67%

A total of 150 copies of the questionnaires were distributed to the respondents and 100 questionnaires were retrieved and found usable, resulting to a

67% response rate. This response rate is considered adequate for this study as it is more than the universally accepted response rate for most studies which is 60%.

Analysis of the Respondents' Bio-Data

Gender distribution of the Respondents

Table 2: Gender Distribution of the Respondents

Gender	Frequency	Percentage (%)
Male	45	45
Female	55	55
Total	100	100

Table 2 shows that there are slightly more female respondents 55% than their male 45% counterparts. This implies that female students participated more in this study than their male counterpart.

Age of the Respondents

Table 3: Distribution of the Respondents by Age

Age	Frequency	Percentage (%)
18-20years	30	30
21-25years	40	40
26-30 years	22	22
Above 30	8	8
TOTAL	100	100

Table 3 shows the age distribution of the respondents. The Table revealed that 30% of the respondents are within the age bracket of 18-20years, 40% are within the age bracket of 21-25years, 22% are within the age of 26-30years and 8% are above 30years. This implies that a good number of the respondents are within the age bracket of 21-25 years.

Answering of the Research Questions

Research Question One: What are the social media platforms used by undergraduates students in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin city?

Table 4: Summary of respondent response score on the kinds of social media platforms used by undergraduates students in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin city?

ITEMS	SA		A		D		SD		Total
	No.	%	No.	%	No.	%	No.	%	
I frequently use Facebook for academic purposes.	5	5	15	15	35	35	45	45	100
Whatsapp is my preferred platform for communication with classmates and lecturers.	80	80	20	20			-	-	100
YouTube is an essential platform to be an integral part of my academic life and learning experience.	67	67	20	20	5	5	8	8	100

I find social media platforms to be an integral part of my academic life and learning experience.	75	75	20	20	4	4	1	1	100
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Table 4 shows the social media platforms used by undergraduates students in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin city.

The table revealed that majority of the respondent which results to 45% strongly disagreed that they use Facebook frequently for academic purposes, 80% strongly agreed that Whatsapp is their preferred platform for communication with students and lecturers, and 67% agreed that YouTube is an essential platform that is an integral part of their academic life and learning experience. This implies that most of the respondents are of the view that Whatsapp is the preferred social media platform used by undergraduates students in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin city.

Research Question Two: To what extent are social media platforms used among undergraduates students in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin city.

Table 5: Summary of respondent response score on the extent social media platforms are used among undergraduates students in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin city.

ITEMS	SA		A		D		SD		Total
	No.	%	No.	%	No.	%	No.	%	
I use social media platforms primarily for academic purposes, such as research and collaboration.	65	65	30	30	4	4	1	1	100
Social media platforms are essential for staying connected with peers and forming study groups.	80	80	20	20	-	-	-	-	100
Social media platforms are more of a distraction than a useful tool for my academic pursuits.	25	25	10	10	55	55	20	20	100
I actively participate in online discussions and forums related to my area of study on social media platforms	60	60	25	25	10	10	5	5	100

Table 5 shows the extent social media platforms are used among undergraduates students in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin city. The Table reveals that 65% strongly

agree that social media are primarily used for academic purposes such as research and collaboration, 80% strongly agree that social media platform is essential for staying connected with peers and forming study groups, 55% disagreed that social media platforms are more of a distraction than a useful tool for academic pursuits, and 60% agrees that they actively participate in online discussions and forums related to their area of study on social media platforms. This implies that social media platform contributes significantly in the students academic life and learning experience.

Research question 3: How does social media influences the academic performances of undergraduate students in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin city?

Table 6: Summary of respondent response score on how social media influences the academic performances of undergraduate students in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin city?

ITEMS	SA		A		D		SD		Total
	No.	%	No.	%	No.	%	No.	%	
Social media platforms help me stay organized and manage my academic tasks more efficiently.	55	55	40	40	5	5	-		100
I have access to valuable educational resources and study materials through social media platforms.	80	80	20	20	-				100
The constant notifications and updates on social media platforms	25	25	20	20	45	45	10	10	100

disrupt my concentration during study sessions.										
My academic performance has improved since I started using social media platforms for educational purposes	60	60	10	10	20	20	10	10	100	

Table 6 shows how social media influences the academic performances of undergraduate students in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin city. The table revealed that 55% of the respondent strongly agreed that social media help them stay organized and manage their academic tasks efficiently, 80% also strongly agreed that they have access to valuable educational resources and materials through social media platforms, 45% also disagreed that the constant notifications and updates on social media platforms disrupt their concentration during study sessions, and 60% strongly agreed that their academic performance has improved since they started using social media platform for educational purposes. This implies that most of the respondents are of the view that social media platform influences their academic performance positively.

Discussion of Findings

This section of the research delves into the examination of the study's outcomes. The analysis of these findings entails the derivation of insights from the

author's perspectives as presented in the literature review and the subsequent correlation of these insights with the study's findings. This comprehensive discussion is organized into three distinct subcategories, aligned with the overarching objectives of the study.

Research question one revealed the social media platforms used for online teaching and learning and Whatsapp is the most preferred social media platform used by undergraduates students in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin city.

Research question two revealed that social media platform contributes significantly in the academic life and learning experience of undergraduates students in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin city.

Research question three revealed that undergraduates students in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin city are of the view that social media platform influences their academic performance positively.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate the Impact of online teaching and learning on the Academic Performance of Undergraduates Students in the Department of Educational Foundations, Faculty of Education, University of Benin". Data for this research study was gotten through questionnaire and the research design that was used is the research survey technique and the data collected was analysed using a simple percentage and frequency table.

A total of 150 copies of the questionnaires were distributed to the respondents and 100 questionnaires were retrieved and found usable, resulting to a 67% response rate. The summary of the research findings are as follows:

What are social media platforms used by undergraduate students in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City?

To what extent are social media platforms used among undergraduate students in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City?

How does social media usage influences the academic performance of students in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City?

Conclusion

With the findings of this research, we have seen that the impact of online teaching and learning on the academic performance of undergraduate students in the Department of Educational Foundations, Faculty of Education, University of Benin, could be analyzed through several lenses:

Accessibility: Online teaching can enhance accessibility to educational resources, allowing students to engage with materials at their own pace and convenience, potentially improving performance by facilitating deeper understanding.

Flexibility: The flexibility of online learning can accommodate diverse learning styles and schedules, potentially enabling students to better manage their time and

balance academic responsibilities, which could positively influence their performance.

Technology proficiency: Online teaching requires students to navigate digital platforms and tools, which may improve their technological proficiency, a valuable skill in the modern workforce, potentially enhancing academic performance.

Engagement: Effective online teaching methods can foster active participation and engagement through interactive activities, discussions, and multimedia content, which could enhance students' comprehension and retention of course material, thus positively impacting academic performance.

Challenges: However, challenges such as digital divide, technical issues, and lack of face-to-face interaction may negatively affect some students' learning experiences and performance.

Recommendations

With reference to the study findings, the researcher bring these recommendations.

Technology Infrastructure Improvement: Ensure that the university has robust technological infrastructure to support online teaching and learning, including high-speed internet access and reliable learning management systems (LMS).

Training and Support for Faculty: Provide faculty members with training and support to effectively design and deliver online courses, including pedagogical strategies for engaging students in virtual environments and technical support for using digital tools

Student Support Services: Establish comprehensive student support services tailored to the needs of online learners, including technical support, academic advising, counseling, and access to learning resources.

Equitable Access: Address the digital divide by providing equitable access to technology and internet connectivity for all students, especially those from marginalized backgrounds.

Interactive Learning: Encourage the use of interactive learning activities, such as online discussions, group projects, and multimedia content, to enhance student engagement and comprehension of course material.

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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

QUESTIONNAIRE

**THE IMPACT OF ONLINE TEACHING AND LEARNING ON THE ACADEMIC
PERFORMANCE OF UNDERGRADUATES STUDENTS IN THE
DEPARTMENT OF EDUCATIONAL FOUNDATIONS, FACULTY OF
EDUCATION, UNIVERSITY OF BENIN**

Dear Respondents,

**REQUEST FOR YOUR COOPERATION IN COMPLETING THIS
QUESTIONNAIRE**

I am an undergraduate student in the above-named department. As part of the requirements of the programme, I am undertaking a study on "The Impact of online teaching and learning on the Academic Performance of Undergraduates Students in the Department of Educational Foundation, Faculty of Education, University of Benin". In this regard you have been selected as a member of the sample.

I wish to appeal to you to kindly assist this study by sparing few minutes of your time to complete this questionnaire as sincerely as possible. Please be assured that your answers will be treated in strict confidence and used for the academic purpose solely.

Thank you for your cooperation.

DEMOGRAPHIC SECTION

1. What is your gender? Male () Female()
2. What is your age? 18-20 [] 21-25 [] 26-30 [] Above 30 []
3. What is your current level of study? 100 level [] 200 level [] 300 level [] 400 level []
4. What is your course area? Religion [] History [] French [] English and Literature []

RESEARCH QUESTIONS:

S/N	ITEMS	SA	A	D	SD
	What are social media platforms used by undergraduate students in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City.				
1	I frequently use Facebook for academic purposes.				
2	WhatsApp is my preferred platform for communication with classmates and lecturers.				
3	YouTube is an essential resource for accessing educational videos and tutorials related to my coursework.				
4	I find social media platforms to be an integral part of my academic life and learning experience.				
	To what extent are social media platforms used among undergraduate students in the University of Benin, Benin City?				
5	I use social media platforms primarily for academic purposes, such as research and collaboration.				
6	Social media platforms are essential for staying connected with peers and forming study groups. Social media platforms are more of a distraction than a useful tool for my academic pursuits.				

8	I actively participate in online discussions and forums related to my area of study on social media platforms.				
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	How does social media usage influences the academic performance of students in the University of Benin, Benin City?	SA	A	D	SD
9	Social media platforms help me stay organized and manage my academic tasks more efficiently.				
10	I have access to valuable educational resources and study materials through social media platforms.				
11	The constant notifications and updates on social media platforms disrupt my concentration during study sessions.				
12	Overall, my academic performance has improved since I started using social media platforms for educational purposes.				