LIBRARY AND INFORMATION SCIENCE UNDERGRADUATES USAGE EXPERIENCES AND PERCEPTIONS ABOUT ONLINE LEARNING PLATFORMS IN UNIVERSITIES IN SOUTH-WEST, NIGERIA.

By

Anuoluwa F. Awodoyin, Ph.D

Department of Library and Information Science, Tai Solarin University of Education, Ijagun, Ogun State. Email: awodoyinaf@tasued.edu.ng

Olutoyin O. Oso, Ph.D

Ajayi Crowther University, Oyo
E-mail: oo.oso@acu.edu.ng

and

Omotola Adeogun

Department of Library and Information Science, Tai Solarin University of Education, Ijagun, Ogun State.

Abstract

As online learning platforms continues to evolve and revolutionize the education sector, understanding how LIS students interact with and perceive these platforms is crucial for optimizing learning experiences and outcomes. This study therefore investigated Library and Information Science Undergraduates Usage Experiences and Perceptions about Online Learning Platforms in Nigeria. The descriptive survey research design of the ex-post facto type was adopted for the study. The study population comprised of six hundred and twenty LIS undergraduates from four selected universities in south-west, Nigeria. Using simple random sampling technique, a total of one hundred and five (105) LIS undergraduates was captured using questionnaire as the main research instrument. A total of eighty one (81) questionnaire was collected and found useful for the study. The findings revealed that majority of the undergraduates are aware of Coursera (72.8%), Edmodo (66.7%), and Digital Chalk (84%). The findings also revealed that the undergraduates use Coursera, Skill share and Moodle regularly. The LIS undergraduates further perceived that the online learning platforms allows for completion of assignments across a variety of learning environments. The insights gained from this research provides valuable recommendations for improving online learning platforms to better serve the needs of LIS undergraduates. The study recommends that online learning platforms should be designed with a user-friendly interface that is intuitive and easy to navigate to enhance the learning process.

Keywords- Online Learning Platforms, LIS Undergraduate, Online Learning Platforms Use

Introduction

The rapid advancement in technology has profoundly impacted the educational landscape, thus providing new avenues for teaching and learning for both students and teachers. Learning has evolved from the traditional classroom to internet-based classroom. Internet-based classroom such as online learning is an education that takes place over the internet between two individuals or groups. An online learning platform, is a webspace or portal for educational content and resources that provides students with all they require in one location, including lectures, resources, opportunities to connect and communicate with other students, and more (Mashau & Nyawo 2021). Consequently, online learning platforms have become essential component of education, providing flexible and ease of access to educational resources for learners. In this contemporary time, it is a necessity which is borne out of the changing dynamics of our daily living.

Online learning platforms have completely transformed higher education sector by dismantling preconceived notions about learning and democratizing access to excellent educational resources. In this digital age, where lifelong learning is paramount, these platforms serve as beacons of opportunity, guiding individuals on a journey of continuous growth and professional development. Online learning platforms are an essential component of any learning environment that supports sustainable education because they offer a number of tools that encourage students to continue learning. Sappaile, Lasinggaru & Mokodenseho (2023) described online learning platforms as any digital educational resources like e-maps, e- course materials, e-textbooks, e-streaming videos, e-multimedia applications and any other digital materials that have been designed for use in teaching and learning.

Additionally, online platforms offer tools that improve the participatory construction of knowledge, which contributes to the sustainability of learning outcomes and helps sustain the impact of learning. Online learning platforms allow for the development of independent learning skills, which are among the most crucial components of sustainable education (Oso & Fasola, 2022; Li, Xia, Chu & Yang, 2022). In recent times, a number of factors such as improved accessibility, technological advancements, societal shifts, inclusive education, rising student demand for flexible or distance learning, institutional need to maintain a competitive offering of a variety of learning platforms, and favorable financial benefits for both students and institutions has contributed to the rapid expansion of online learning. According to Mashau & Nyawo's (2021) research, webcams, e-books, and audio recording devices for lecturers are examples of online learning tools that students frequently use at their convenience and that are useful resources provided by educational institutions to boost students' course

completion rates.

Recent research reported that online learning effectiveness depends on the degree of acceptance of the user (Aguilera - Hermida, 2020). Hence, investigating student's acceptance of online learning platforms is now essential within the online learning context. This acceptance of online learning has influenced their attitude and behavior toward the use of technology. Students' decision to adapt to the new mode of learning has then influenced their engagement in the online learning environment. It makes them quite resourceful in responding to online learning (Harunasari, Dwigustini & Susilawati, 2021).

The acceptance of online learning platforms among undergraduates has made the world to become a global village in acquiring, accessing and dissemination of knowledge and information. The developed world has taken the lead in bringing teaching and learning to the door steps of undergraduates across the globe through access to various online teaching and learning media made available. This age of technology is witnessing tremendous opportunities to access learning materials online. Teaching and learning session can now be accessed through online videos. Educational system is taking the advantage of technology to assess learning resources (AlHamad, 2020).

Undergraduates' adoption of online learning platforms has led to the acquisition, access, and sharing of knowledge and information around the world, creating a global village. The developed world has taken the lead in bringing teaching and learning to the door steps of undergraduates across the globe through access to various online teaching and learning media made available. This age of technology is witnessing tremendous opportunities to access learning materials online (AlHamad, 2020). Undergraduates' perception of online learning platforms has been a controversial issue in many studies (Benta, Bologa & Dzitac, 2014; Kauffman, 2015; Tseng, 2020; Mashau & Nyawo, 2021). However, majority of the study has reviewed their positive perception towards the usage of online learning platforms. The students' perceptions, experiences and fulfillment with assessments conducted online are connected to several learner achievement factors such as self-regulation, time management, self-evaluation and prompt feedback on performance, among others. For Library and Information Science (LIS) undergraduates, these platforms hold significant potential in enhancing their educational experiences by preparing and equipping them with the necessary skills and knowledge to thrive in a digital world as future information professional. Additionally, the integration of online learning in LIS programs is particularly relevant given

the nature of the field, which inherently deals with information management, digital resources, and technological tools.

Despite the degree of awareness regarding the use of online learning platforms in developed countries, observations have shown that these tools are still not being utilized as expected in a developing nation like Nigeria. It is against this background that the study seeks to assess library and information science undergraduates, acceptance, perceptions and usage experience of online learning platforms in selected universities in South-West in Nigeria.

Statement of the Problem

The COVID-19 pandemic ushered in the 'emergency' transition to online teaching and learning which failed at that time to look at the readiness and adaptability of both institutions and students. This sudden shift highlighted the need for better infrastructure, training, and support systems to ensure the continuous and successful implementation and sustainability of LIS education. Consequently, despite the significant growth and potential benefits of these online learning platforms such as flexibility and accessibility to learning resources, not all LIS students in a developing nation like Nigeria seems to have equal access to the necessary technological resources. This digital divide perhaps has resulted in disparities in learning experiences and outcomes, particularly among students from different socioeconomic backgrounds.

Additionally, students' attitudes towards these platforms may significantly influence their learning experiences, utilization and outcomes. Negative perceptions or resistance to online learning may hinder the overall effectiveness of these educational tools. One of the ways in which online learning platforms can be gratified is its acceptance to routines connected to teaching and learning. This means that low level of acceptance and perception or low technical know-how of online learning platforms may have a resultant negative effect on the utilization of online teaching platforms. Even though some undergraduates have inadvertently deployed online learning platforms in their educational activities the issue of low understanding of online learning platforms and its utilization eludes some of them from utilizing online learning platforms as they ought. Hence, the need for this study.

Aims and Objectives of the Study

1. To identify the various online learning platforms available for use among library and information science undergraduate students.

2. To determine the frequency of use of online learning platforms among library and information science undergraduates in selected universities in South-West in Nigeria.

3. To investigate the perception of library and information science undergraduates towards the use of online learning platforms in selected universities in South-West in Nigeria.

4. To ascertain the level of acceptance of online learning platforms among library and information science undergraduates in selected universities in South-West Nigeria.

Research Questions

The following research questions were answered in this study;

1. What are the online learning platforms available for use among library and information science undergraduates in selected universities in South-West Nigeria?

2. What is the frequency of use of online learning platforms among library and information science undergraduate in selected universities in South-West in Nigeria?

3. What is the perception of library and information science undergraduate towards the use of online learning platforms in selected universities in South-West in Nigeria?

4. What is the level of acceptance of online learning platforms among library and information science undergraduate in selected universities in South-West Nigeria?

Literature Review

Online learning strategies that facilitate blended learning for both campus-based and non-campus-based students have become more popular in the 21st century (Rodriguesa et al., 2019). According to Onuoha, Unegbu and Lasisi (2012), online learning platforms creates an avenue for undergraduates to network and acquire knowledge and give access for collaborative interactions with one another irrespective of time or space. The introduction of Learning Management System, such as WhatsApp, Zoom App, Google classroom, Whora and other online learning media, according to Levine (2019) has opened up a whole new world of teaching and learning. Sappaile et al. (2023) reveals that as online learning platforms are gaining popularity, and some of them seem to be playing an important role as an information source, it is crucial to understand what kind of online learning platforms that are used as information sources. In the same vein, Ezeani and Igwesi (2012) observed that with the exponential growth of the use of social media such as the Web 2.0, WhatsApp, Zoom App, Google classroom, Whora, Facebook, MySpace, twitter, YouTube, it is now inevitable that undergraduates must learn the use of these tools to be able to have effective and efficient usage

of them in their academic and research assistance.

Online learning has achieved global recognition as it allows learners to access a vast educational content pool, enables learners to create content, learn independently, collaborate among themselves, and create new knowledge (Hoque & Alam, 2010). The online platforms are changing the world we live in and the way we learn to live/(David-West ,2022).Even while a lot of educational institutions have begun implementing e-learning, most of them were slow to adopt it and to make it mandatory. Liu, Lomovtseva, and Korobeynikowa (2020) reported that educational resources are shared online for everyone to use, modify, and distribute without restriction, making the modern notion of online learning platforms relatively simple. This is not the same as the conventional methods of information acquisition and dissemination. The success of e-learning requires the cooperation of students who should adjust from the traditional course offering and navigate through the latest technological terrain that has specific demands (Gelles et al., 2020). In order to ensure that students succeed and are satisfied with online learning, selection of appropriate instructional methods, support, course structure, and design is germane. Nguyen (2015) offers proof of the efficacy of online learning: the study demonstrates that around 92% of all studies on the subject concluded that online learning is at least as effective as traditional education, if not more so.

Gopal, Singh, and Aggarwal (2021) stated that course design, instruction quality, timely feedback, and student expectations are the elements that favorably affect student satisfaction and performance in online learning. This study highlights the importance of live communication, feedback, teacher supervision, and evaluation of learning activities in ensuring effectiveness. However, a number of drawbacks of online learning were highlighted by Fatonia et al. (2020), including the requirement that students independently plan their learning activities, discipline and self-organization, inconsistent network connectivity, a lack of synchronization in communication with teachers, and a lack of feedback. As a result, there has been a decline in student attendance and focus on the course materials, which has diminished the effectiveness of online learning as a whole.

It is noteworthy to state that the widespread discrepancies in data costs and other factors contribute to unequal access to high-quality online education, which is deepening the digital divide (Tam & El-Azar, 2020). Similarly, in a study conducted by Oyediran et al. (2020), it was revealed that Nigerian students stated that the adoption of e-learning has adversely impacted the high cost of ICT gear. Hurlbut (2018) noted that instructor feedback was one of the top predictors of adoption highlighted by students who successfully embraced an online course. Akuratiya and Meddage (2020) revealed that majority of the student's preferred blended learning, while less than 5% opted for traditional face-to-face learning. Online platforms have shifted from being an additional resource to becoming the main method of delivering education, requiring a swift development of interface designs to meet the emerging needs and expectations of users (Schere, Siddiq & Tondeur, 2019). Bagarukayo and Kalema (2015) highlighted that few (38%) South African public higher education institutions use the online learning management systems for teaching and learning technologies.

AlHamad (2020) revealed that the acceptance of online learning platforms among undergraduate is high. These acceptance of online learning platforms among undergraduate has made the world to become a global village in acquiring, accessing and disseminating knowledge and information. Asogwa, Nwahunanya, Onyeidu, Odike & Attah (2020) averred that students embrace various online platforms that makes education more accessible and convenient and that the usage of online learning media among undergraduate has witnessed incremental growth especially in developed nations, where many universities and national institutions have established the media for providing wider access to educational resources to students. Asogwa et al. (2020) further affirmed that online learning platforms have become an important method of providing access to, and enhancing, the teaching and learning experience for both lecturers and students. Also, Liu et al (2020) opined that using online learning platforms encourage collaboration, so students are able to share knowledge and benefit from the ideas of others. Effective use of online learning platforms has the potential to improve the quality and reduce the costs of educational materials. As such, online learning platforms is a possible substitute to costly commercial textbooks, offering a means of more affordable learning.

Dumford & Miller (2018) set out to find out how students are impacted by online learning. They found that there were significant relationships between online course attendance and student engagement across all ages, with students who attended more courses being more likely

to participate in discussions and workshops. Comparatively speaking to their counterparts in regular courses, these students were less likely to participate in discussions with other students, student-faculty interactions, and collaborative learning. Undergraduates' perception of online learning platforms has been a controversial issue in many studies. However, majority of the study has reviewed their positive perception towards the usage of online learning platforms. Ogunlade (2021) revealed that online learning tools such as webcams, electronic books, and audio devices for recording lectures, are widely used by students at their convenience and they 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.

There are numerous obstacles to overcome in the realm of online learning, which includes among others; problems with learners, educators, and content. It is a challenge for teachers to move from offline mode to online mode, changing their teaching methodologies, and managing their time (Kebritchi et al., 2017). Creating curriculum-spanning material that also keeps students engaged is difficult. Tanjung and Utomo (2021) observed that students' negative perceptions of online learning include; difficulty in optimally participating in online learning due to high demand of internet bundles, low internet coverage and frequent power outage. Understanding how students perceive online learning can help determine how successful they are at it (Harahap & Ratmanida, 2021). In the same vein, Gismalla et al., (2021) identified some of the weaknesses of online classes with students which includes the following: limited bandwidth, internet connectivity, limited technical support, unfamiliarity with e-learning system principles, time flexibility in case of technical problems during online exams, and absence of face-to-face interaction.

According to Oyediran et al. (2020), learners can access rich multimedia content using digital technology, which is more effective than printed material in terms of time and space constraints. E-learning is a viable solution for people with tight and conflicting schedules that deny them opportunities to attend face-to-face classes. However, Sintema (2020) contended that students from developing countries with limited infrastructure found it challenging to migrate into the online environment fully. The movement from face-to-face to online learning was initially resisted as educators felt that in-class students performed better than the online

ones.

Basilaia and Kvavadze (2020) reported a steady and successful transition to online learning by 950 students in Georgia. More than two-thirds (66%) of the survey participants spent more than two hours a week on the internet. This shows the student's potential to use online learning platforms. Gupta et al. (2020) noticed a deficiency in internet connectivity and online learning resources is contributing to students' difficulties adjusting to the online world. Mukhtar et al. (2020) pointed out that ineffectiveness and challenges of promoting academic virtue are the constraints of online learning. In order to overcome the constraints, suggestions were made for educators on how to use online modalities and creating lesson plans with a lower cognitive burden and more participatory exercises. In contrast to traditional classes, Kauffman (2015) investigates how students view online learning and suggests that there may be drawbacks, including a decline in motivation, perseverance, and curiosity. The study revealed that a wide range of factors influences success and satisfaction in online learning environments, including learning outcomes, instructional design, and learner characteristics.

According to Franchi (2020), students' growth is hampered by the absence of in-person interactions and face-to-face contact with other participants in the educational process. This is especially true when it comes to the development of their practical experience and abilities. Finding cutting-edge technologies to support students' experiences is necessary to help them acquire practical skills and information, even with the advancements in the use of technology in education to improve the efficacy of online learning (Ghosh, 2017). Students' academic performance, knowledge, and practical results have suffered as a result of losing access to physics labs and other experiential learning opportunities (Sugand et al., 2010). Moreso, the lack of student practice tries to compensate with digital interactive teaching methods to ensure the effectiveness of higher education. As in the present study, Lapitan et al (2021) proved that previously recorded video lectures are less effective compared to synchronous online learning for students. The authors also found a positive impact of synchronous interaction on performance, particularly due to the use of live video conferencing platforms (Zoom or Google Meet), and pre-prepared online meetings on YouTube (Lapitan et al., 2021). Thus, combining different learning methods for synchronous learning and interaction is the most effective and confirms the effectiveness of online learning.

Tam and El-Azar (2020) noted that the students' abrupt immersion in the online world occurred at a time when their skills were weak and they were least equipped to access e-learning. Neuwirth et al. (2020) reported that students had limited access to appropriate devices such as computers, webcams, internet, which affected their presence in the online environment. Tam & El-Azar, (2020) observed that students in middle-class and underdeveloped nations do not have as much access to ICT devices as students in, say, Sweden (95%), where 34% of students have this privilege. In Hurlbut's (2018) study, students who successfully embraced an online course highlighted instructor feedback as one of the most important predictors of online learning adoption. Al-Araibi et al. (2019) also reported that 45% of e-learning projects in developing countries fail because of technological constraints, with only 15% being considered successful. Despite these obstacles, 81% of the students thought that e-learning ought to be included in their courses. In a related study conducted in Guyana, Thomas et al. (2013) found that facilitating conditions were significant predictors of online learning adoption.

Despite the level of understanding of usage of online learning platforms in developed nations, the developing countries are still not putting into expected use, these online learning resources. It seems students in the developing nations are still not aware of the usefulness of online learning platforms therefore their level of access is minimal.

Theoretical framework

The theory that guides this study is the Unified framework of Acceptance and Use of Technology (UTAUT) (see fig. 1). In 2003, Venkatesh, Morris, Davis, and Davis formulated the idea. It is a unification theory that brought together eight distinct concepts that apply to the adoption and application of technology. These include the Technology Acceptance Model (TAM), Motivation Model (MM), Theory of Planned Behaviour (TPB), Theory of Reasoned Action (TRA), and a hybrid of TAM and TPB. Venkatesh et al. (2003) introduced the Innovation Diffusion Theory (IDT), the Model of PC Utilization (MPCU), and the Social Cognitive Theory (SCT). According to the idea, social influence, effort expectancy, performance expectancy, and facilitating conditions are the main factors that directly influence behavioural intention. Gender, age, experience, and willingness to use are the moderators for these. Use behaviour is closely related to both behavioural intention and the environment that facilitate it. Several academics have employed UTAUT to forecast variables that affect technology use. Venkatesh, Thong, and Xu (2016) further mentioned that scholars have extended and applied this idea in a variety of settings. The theory is pertinent to this study

because of the adoption and acceptance of various technologies that are used in as online learning platform. Figure 1 below is the framework
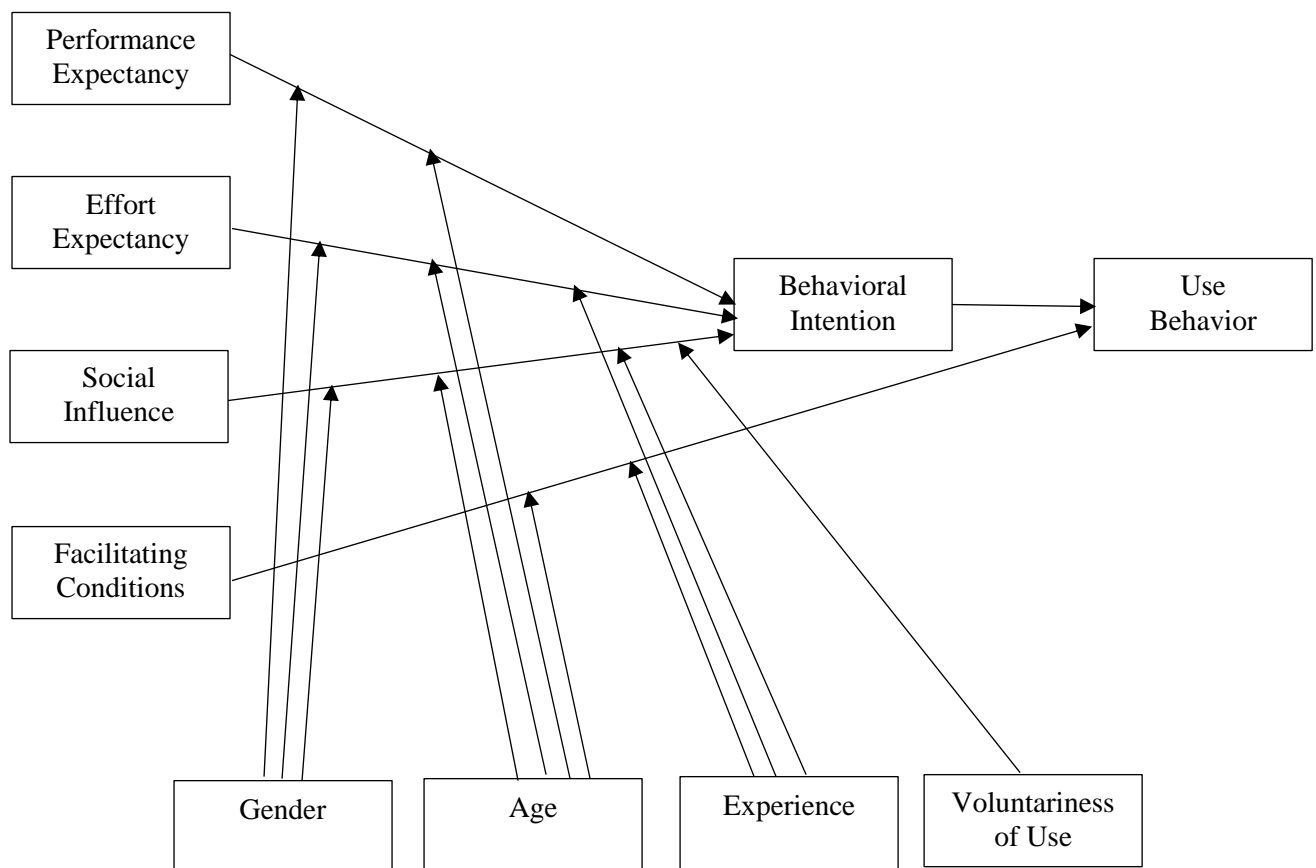
Fig 1: (UTAUT) Source: Venkatesh et al. (2003)

Methodology

Descriptive survey research design of the ex-post facto type was adopted for the study. The population of the study comprised of LIS undergraduates from selected universities in south-West, Nigeria (Tai Solarin University of Education (TASUED), University of Ibadan (UI), Lead City University and Adeleke University. These universities were chosen because of the fact that they are the first library school (Public, state and Private) in Ogun, Oyo, and Osun state universities in South-West, Nigeria. The study population comprised of six hundred and twenty (620) undergraduates in TASUED, two hundred and five (205) undergraduates in UI, one hundred and nineteen (119) undergraduates in Leadcity University and ninety-nine (99) undergraduates in Adeleke University as at the time of this. Simple random sampling techniques was used to select the 10% numbers of respondents from each of the selected university. Therefore, the sample size of the study is 105 respondents in total. Questionnaire was developed by the researchers as the main instrument that was used in the course of data

collection for the purposes of this study. A total of 105 questionnaires were administered and 81 copies of the questionnaire were duly filled, returned and found useful for the study.

Results

Research Question 1:- What is the awareness of library and information science undergraduate on the available online learning platforms in selected universities in South-West Nigeria?

Table 1: Online Learning Platforms

S/N	Online Learning Platforms	Awareness	Not Aware	I have not heard of it	Mean	Std. Dev
1.	Coursera	59(72.8%)	14(17.3%)	8(9.9%)	2.89	.32
2.	Edmodo	54(66.7%)	8(9.9%)	19(23.5%)	2.65	.50
3.	Moodle	58(71.6%)	16(20%)	7(8.4%)	2.65	.50
4.	Digital Chalk	68(84%)	9(11.1%)	4(4.9%)	2.65	.50
5.	Thinkific	52(64.2%)	19(23.4%)	10(12.3%)	2.43	.68
6.	Educadium	55(67.9%)	21(25.9%)	5(6.2%)	2.79	.58
7.	Podia	66(81.5%)	9(11.1%)	6(7.4%)	2.64	.48
8.	Learnopia	54(66.7%)	8(9.9%)	19(23.5%)	2.45	.64
9.	Schoology	66(81.5%)	9(11.1%)	6(7.4%)	2.61	.59
10.	Skillshare	52(64.2%)	21(25.9%)	8(9.9%)	2.33	.61
11.	TED-Ex	66(81.5%)	9(11.1%)	6(7.4%)	2.64	.48
12.	Myccu.ccu.edu.ng	54(66.7%)	8(9.9%)	19(23.5%)	2.76	.57
13.	Teachable	58(71.6%)	16(20%)	7(8.4%)	2.43	.56
14.	Learnworlds	68(84%)	9(11.1%)	4(4.9%)	2.41	.46
15.	Coursecraft	52(64.2%)	19(23.4%)	10(12.3%)	2.35	.58
16.	Academy of mine	52(64.2%)	19(23.4%)	10(12.3%)	2.64	.48
17.	Blogs	55(67.9%)	21(25.9%)	5(6.2%)	2.45	.64
18.	Pager	66(81.5%)	9(11.1%)	6(7.4%)	2.64	.48

Result in table 3 revealed that majority of the undergraduates affirmed that online learning platforms such as Digital Chalk 68(84%), Podia 66(81.5%), Schoology 66(81.5%) and TED-Ex 66 (81.5%) are aware for use by the undergraduate. This implies that majority of the LIS undergraduates are aware of the online learning platforms.

Research Question 2:- What is the frequency of use of online learning platforms among library and information science undergraduate in selected universities in South-West Nigeria?

Table 2: Frequency of use of online learning platforms

S/N	Online Learning Platforms	Regularly	Occasionally	Seldomly	Not at all	Mean	Std. Dev
1.	Coursera	52(64.2%)	14(17.3%)	7(8.6%)	8(9.9%)	2.77	.51
2.	Edmodo	40(49.4%)	8(9.9%)	14(17.3%)	19(23.5%)	2.41	.42
3.	Moodle	51(63%)	16(20%)	7(8.6%)	7(8.6%)	2.50	.51
4.	Digital Chalk	32(39.5%)	36(44.4%)	5(6.2%)	8(9.8%)	2.72	.48
5.	Thinkific	19(23.4%)	52(64.2%)	4(4.9%)	6 (7.4%)	2.26	.41
6.	Educadium	50(61.7%)	21(25.9%)	5(6.2%)	5(6.2%)	2.84	.43
7.	Podia	9(11.1%)	4(4.9%)	2(2.5%)	66(81.5%)	2.80	.53
8.	Learnopia	40(49.4%)	8(9.9%)	14(17.3%)	19(23.5%)	2.44	.45
9.	Schoology	9(11.1%)	66(81.5%)	4(4.9%)	2(2.5%)	2.32	.45
10.	Skillshare	52(64.2%)	14(17.3%)	7(8.6%)	8(9.9%)	2.26	.41
11.	TED-Ex	9(11.1%)	66(81.5%)	6(7.4%)	0(0.0%)	2.66	.63
12.	Myccu.ccu.edu.ng	33(40.7%)	22(27.2%)	11(13.6%)	15(18.5%)	2.76	.61
13.	Teachable	13(16%)	13(16%)	28(34.7%)	27(33.3%)	2.84	.43
14.	Learnworlds	21(25.9%)	24(29.6%)	17(21%)	19(23.4%)	2.80	.53
15.	Coursecraft	32(39.5%)	36(44.4%)	5 (6.2%)	8(9.9%)	2.44	.45
16.	Academy of mine	33(40.7%)	22(27.2%)	11(13.6%)	15(18.5%)	2.32	.45
17.	Blogs	9(11.1%)	66(81.5%)	4(4.9%)	2(2.5%)	2.26	.41
18.	Pager	32(39.5%)	36(44.4%)	5(6.2%)	8(9.8%)	2.72	.48

Result in table 2 revealed that majority of the undergraduate use Coursera 52(64.2%) and skillshare 52 (64.2%) regularly. Meanwhile 66 (81.5%) of the undergraduates affirmed that they use Schoology, TED-Ex, and blogs occasionally. Interestingly, a good number of 66 (81.5%) has not used Podi

Research Question 3:- What is the perception of library and information science undergraduate towards the use of online learning platforms in selected universities in South-West in Nigeria?

Table 3: Online Learning Platform Perception

PERCEPTION	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Std. Dev
I believe that the features of online learning will be very easy to use	8(9.9%)	40(49.4%)	14(17.3%)	19(23.5%)	2.41	.42
The instructor was available to me outside of the course	36(44.4%)	32(39.5%)	5(6.2%)	8(9.8%)	2.72	.48
I feel that online learning will help me to improve on my digital creativity	14(17.3%)	52(64.2%)	7(8.6%)	8(9.9%)	2.77	.51
I feel comfortable interacting with the instructor and my fellow colleagues	52(64.2%)	19(23.4%)	4(4.9%)	6(7.4%)	2.26	.41
The course included activities and assignments that provided me the opportunities to interact with my fellow colleagues	21(25.9%)	50(61.7%)	5(6.2%)	5(6.2%)	2.84	.43
The online course included interactive assignments	66(81.5%)	9(11.1%)	4(4.9%)	2(2.5%)	2.80	.53
Online learning was used to stimulate thoughtful discussions	8(9.9%)	40(49.4%)	14(17.3%)	19(23.5%)	2.44	.45
Online learning allows me to complete assignments across a variety of learning environments	66(81.5%)	9(11.1%)	4(4.9%)	2(2.5%)	2.32	.45
My questions about course assignments were responded to promptly	14(17.3%)	52(64.2%)	7(8.6%)	8(9.9%)	2.26	.41
The amount of contact with the instructor was satisfactory	8(9.9%)	40(49.4%)	19(23.5%)	14(17.3%)	3.09	.44
I was provided with supportive feedback relating to the course assignments	16(20%)	51(63%)	7(8.6%)	7(8.6%)	3.46	.42
The instructor was respectful of my ideas and views	44(54.3%)	8(9.9%)	21(25.9%)	8(9.9%)	3.21	.47
The instructor was enthusiastic about online learning	52(64.2%)	19(23.4%)	6(7.4%)	4(4.9%)	2.87	.42

The course used realistic assignments and problem solving activities related to situations that I am likely to encounter outside of the course	36(44.4%)	32(39.5%)	8(9.8%)	5(6.2%)	2.79	.52
The course was structured to be user friendly	14(17.3%)	52(64.2%)	7(8.6%)	8(9.9%)	2.77	.51
Online learning allowed me to take responsibility of my own learning	52(64.2%)	19(23.4%)	4(4.9%)	6(7.4%)	2.26	.41
I think I will prefer online learning method over face-to-face class room	21(25.9%)	50(61.7%)	5(6.2%)	5(6.2%)	2.84	.43

Result in table 3 revealed that the undergraduate had positive perception towards the use of online learning platforms.

Discussion of Findings

The findings of the study revealed that Schoology, digital chalk, podia, and TED-Ex are the main online learning platforms available for use by the undergraduates. The findings of the study revealed that majority of the online learning platforms are frequently used by undergraduate. The finding agrees with the findings of Asogwa et al. (2020) which states that students embrace various online platforms that makes education more accessible and convenient and that the usage of online learning media among undergraduate has witness incremental growth especially in developed nations, where many universities and national institutions have established the media for providing wider access to educational resources to students. Online learning platforms is a possible substitute to costly commercial textbooks, offering a means of more affordable learning. The use of online learning offers potential solution to the problem of dearth of quality materials and general underfunding of education in Africa and across the globe and effective usage of online learning platforms makes students learning interesting gets them more engaged and directly improve the quality of their learning experience.

The findings of the study revealed the perception of undergraduate towards the use of online learning platforms. The result revealed that undergraduate had positive perception towards the use of online learning platforms. The finding contradicts the report of the study of Mashau & Nyawo (2021) which establishes that some students did not perceive some of the contemporary teaching and learning platforms to be convenient and useful to them. This

is unconnected to the fact that some students are not ready for this shift in the way of learning. It was revealed in the study that online learning tools such as electronic books, and audio devices for recording lectures, are widely used by students at their convenience and they 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. Therefore, the perception of online teaching platforms among undergraduate across the globe is positive.

The findings of the study revealed the level of acceptance of online learning platforms. The result showed the level of acceptance of online learning is high. The study is in support with the findings of AlHamad (2020) who revealed the acceptance of online learning platforms among undergraduate is high. The acceptance of online learning platforms among undergraduate has made the world to become a global village in acquiring, accessing and dissemination of knowledge and information.

Conclusion

The study on Library and Information Science (LIS) undergraduates' usage experiences and perceptions of online learning platforms highlights the considerable benefits that these digital tools offer. The flexibility and accessibility inherent in online learning platforms are particularly appreciated by students, allowing them to engage with their coursework and resources at their own pace and from various locations. This adaptability supports a more personalized and convenient learning experience, accommodating the diverse schedules and geographical situations of students.

Students generally view online learning platforms as valuable assets in their educational journey. They value the convenience of accessing a wide array of resources and participating in virtual discussions and activities. The integration of multimedia elements and interactive tools in online courses enriches the learning experience, providing dynamic ways to engage with the material and connect with the subject matter in meaningful ways. In conclusion, the study underscores the significant advantages of online learning platforms for LIS

undergraduates, particularly in terms of flexibility, accessibility, and enhanced educational experiences. The positive reception of these platforms indicates their valuable role in modern education, with a preference for integrated approaches that combine online and in-person learning to maximize educational outcomes.

Recommendations

Based on the findings of this study, a number of issues have to be addressed so that the students would avail themselves of the benefits accruing from online learning platforms use especially good, social and for academic purposes. It is in line with this that the following recommendations were made:

1. The university authorities should improve the quality of the online learning platforms by provision of internet services in the university and proper and thorough orientation on the necessity of internet knowledge, skills and application for students, so that they can gain from the massive benefits accrued to internet utilization.

In order to improve on the academic activities of undergraduates through the use of online learning platforms, the university should ensure that information regarding the relevant and contemporary academic websites with their addresses be displayed on departmental notice boards, their libraries and lecture rooms.

2. The study recommends that online learning platforms should be designed with a user-friendly interface that is intuitive and easy to navigate to enhance the learning process.

3. Universities and by extension library schools should offer regular workshops and training sessions to improve students' digital literacy and competence. This will help them become more confident in navigating online learning platforms and utilizing digital tools effectively.

4. Regularly gathering and acting on student feedback is essential for the continuous improvement of online learning platforms. Library schools should establish formal mechanisms for students to share their experiences and suggestions, ensuring that their voices are heard and considered in the development and refinement of these platforms.

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