



Students' Perception of eLearning Adoption as a New Dimension of Education in Nigeria. A case study of Ladokpe Akintola University of Technology, Open and Distance Learning Centre, Ogbomosho (LODLC)

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Abstract

The rapid advancement of digital technology has revolutionised global education, bringing in the emergence of eLearning as a new paradigm for teaching and learning. The COVID-19 pandemic has brought about significant changes in the global education landscape, leading to the widespread adoption of eLearning as a viable alternative to traditional teaching methods. Nigeria, like many other countries, had to close schools in response to the

pandemic, which impacted a staggering number of over 39 million students across all levels of education, from primary to tertiary. This study examines students' perceptions of eLearning adoption in Nigeria, concentrating on the Open and Distance Learning Centre at Ladoké Akintola University of Technology in Ogbomosho (LODLC).

The present study evaluated data obtained from a survey of 379 undergraduate students at LODLC about their attitude and perspective towards the utilisation of e-learning in the domains of teaching, learning, and research. Accessibility, effectiveness, interactivity, and satisfaction with the online learning environment were among the aspects of eLearning that were investigated. A descriptive survey approach was employed, with 286 students completing a web-based questionnaire consisting of closed-ended questions through Google Forms.. Descriptive statistics were used to analyze the data using SPSS. Questionnaires received were analyzed putting the students' perceptions in relation to gender, age,

knowledge of computers, and attitudes to advantages and disadvantages of e-learning.

Result showed that students have positive attitude towards eLearning, access to personal computer (PC), smart phones and internet with reliable internet connection. Also, students prefer the use of eLearning platform, as a blended approach that combines both synchronous and asynchronous learning, where learning materials can be accessed at their own pace. In addition, students perceived the availability of a variety of digital resources and multimedia tools as enhancing their educational experience. However, technological infrastructure issues, limited internet connectivity, and the need for enhanced digital literacy were identified as potential barriers to the widespread adoption of eLearning in the Nigerian context.

The study concluded that eLearning offers an effective way to acquire knowledge and skills, providing greater flexibility and convenience compared to traditional classroom-based learning. Additionally, it offers enhanced access to educational resources and

opportunities.. The findings contribute to the ongoing discussion on leveraging digital platforms to improve educational outcomes and provide policymakers and educational institutions with recommendations for addressing the identified challenges and ensuring a more inclusive and effective eLearning experience for students in Nigeria.

Keywords: Synchronous, Asynchronous learning, Perception, Digital Technologies, Accessibility

1. Introduction

The COVID-19 pandemic has disrupted education systems around the globe, compelling many schools and universities to adopt eLearning as an alternative method of education delivery. In Nigeria, the pandemic caused the closure of schools, affecting over 39 million pupils in primary through tertiary education. In order to ensure the ongoing provision of education, the Nigerian government has made it compulsory for all educational institutions to use eLearning as a method of instruction. The adoption of eLearning has presented the Nigerian education sector with new

challenges and opportunities. While eLearning holds promise for enhancing flexibility and expanding access to education, it also poses challenges such as insufficient internet connectivity, inadequate infrastructure, and a shortage of technical skills among both educators and students.

The purpose of this study is to investigate how Nigerian students view eLearning as a new educational dimension. The objective of the study is to comprehend students' experiences with eLearning, their attitudes toward it, and the obstacles they face when adopting eLearning. The findings of this study will provide valuable insights into the current status of eLearning adoption in Nigeria and will inform policymakers on the steps necessary to enhance the eLearning experience for students.

Numerous initiatives exist to increase the federal government's adoption of elearning in Nigerian institutions, but its impact has not been extensively studied. Adoption of e-learning can improve the quality, accessibility, and attractiveness of tertiary education, fostering "a more democratic and competitive higher education

system, with the potential to improve access to education and enhance the integration of education into daily lives as part of lifelong learning."

Alimi et al. (2020) theorized that e-learning adoption consists of conventional training, such as courses, ad-hoc training, selected learning objects, formalization via document collections, and community formation that can be attained through social software. Furthermore, the recent shift in students' perceptions and attitudes toward eLearning adoption and its applications serves as ample motivation for research of this nature..

Adoption of eLearning in Nigeria refers to the use and assimilation of electronic technologies, digital resources, and online platforms in the Nigerian educational system (Adelakun et al., 2022). It entails the use of virtual learning environments, online courses, digital content, and multimedia tools to facilitate teaching and learning processes (Egielewa, et al., 2022)

In recent years, the adoption of eLearning in Nigeria has gained momentum due to a number of factors, including the increasing

availability of internet connectivity, the expanding use of smartphones and other digital devices, and the demand for flexible and accessible education (Dwivedi, et al., 2020). Throughout history, the persistent issue of limited awareness regarding students' perceptions of e-learning adoption has posed a significant barrier to education. However, only a small number of studies have been conducted in this subject, as revealed by a review of the existing research on eLearning. This lack of research is especially worrisome in developing nations, particularly Nigeria, when compared to the vast amount of research available in developed countries. Consequently, it is imperative that the present study fill this void and cast light on the issue.

Aim and Objectives

This study aims to investigate students' attitudes toward eLearning and their propensity to engage in online learning activities. The specific objectives are to evaluate the impact of eLearning on student academic performance and to investigate the influence of

infrastructure, technological access, and digital literacy on students' perceptions of eLearning.

2. Literature Review

Infrastructure and Connectivity

Ndibalema (2022) posited that the adoption of eLearning in Nigeria is contingent upon the availability and reliability of infrastructure, such as internet connectivity and electricity. The lack of high-speed internet and the digital divide challenge the broad adoption of eLearning in some areas. Infrastructure helps develop productive capacity by, among other things, bridging connectivity gaps, reducing distribution and trade costs, and facilitating the distribution of growth's benefits to impoverished groups and communities. One without the other is likely to be ineffective; however, the simultaneous presence of both characteristics can produce superior advantages (Singh and Kathuria, 2016).

Government Initiatives

The Nigerian government recognizes the potential of eLearning to increase educational opportunities and has taken measures to promote its adoption. The National Information Technology Development Agency (NITDA) eLearning portal, Ladoko Akintola University of Technology, Open and Distance Learning (LODLC), and the National Open University of Nigeria (NOUN) have all contributed to the expansion of eLearning in Nigeria (Abbad, 2021).

Educational Institutions

In Nigeria, numerous universities, colleges, and institutions have embraced eLearning by offering online courses, virtual classrooms, and blended learning models. Institutions are investing in learning management systems, digital content development, and faculty eLearning pedagogy training (Egbe Adewole-Odeshi, 2014).

The Nigerian educational system is structured into various levels: basic education, junior secondary school, secondary school

education, and higher education. According to Nigeria's National Policy on Education (2004), basic education comprises nine years of compulsory instruction, consisting of six years of primary school and three years of junior secondary education. After completing their elementary education, students proceed to three years of senior secondary education. In Nigeria, the tertiary education system is divided into two sectors: university and non-university. Polytechnics, Monotechnics, and colleges of education comprise the non-university sector. The entire tertiary sector offers a variety of undergraduate, graduate, vocational, and technical education opportunities (Ogunode et al., 2020).

Digital Literacy

Students, instructors, and administrators must possess a high level of digital literacy for eLearning to be successfully adopted. There is a current focus on developing digital skills and implementing training programs to enhance the ability of stakeholders to successfully use eLearning technologies (Silvi Indri Novitasari et al., 2023). In the 21st century, the rapid development of

information and communication technologies (ICT) and the pervasive use of the internet have led to significant progress and expansion in a variety of sectors, including finance, transportation, commerce, and education. These developments have created new opportunities for individuals, highlighting the need for a wide variety of abilities, competencies, and skills to navigate the technological era and acclimate to its demands (Reddy, Sharma and Chaudhary, 2020).

Access to Devices and Resources

The adoption of eLearning is greatly influenced by the accessibility of digital resources and online platforms, as well as the presence of devices such as desktops, laptops, tablets, and smartphones. The affordability and accessibility of these devices and resources for students is being addressed ((Yuli Rohmiyati et al., 2023). The use of mobile devices can reduce information barriers between educators and students. Mobile devices have been used to create personalized learning environments and facilitate the sharing of educational resources among formerly disadvantaged students at a

university. The data analysis, which included interactions between students and educators on mobile devices and student evaluations of the platform's value via blogs, revealed that students view mobile devices as tools that facilitate access to resources created by their peers, encourage focused engagement, and foster learning experiences that transcend specific contexts (Prakasha, Muniyal and Acharya, 2019).

Pedagogical Approaches

The transition to eLearning necessitates a reevaluation of pedagogical approaches and teaching methods. In virtual learning environments, educators are investigating innovative ways to engage students, encourage active learning, and provide interactive experiences ((Scott et al., 2013).

Quality Assurance

Ensuring the integrity of eLearning programs and courses is essential for effective adoption. To maintain high educational standards, accreditation, course design standards, and evaluation

processes are being developed as quality assurance mechanisms in eLearning initiatives (Heddle et al., 2016).

Challenges and Opportunities

Although the adoption of eLearning in Nigeria presents numerous opportunities for enhancing educational access and learning outcomes, it also encounters challenges. Among these obstacles are the digital divide, limited technical support, inadequate localization of content, and the need for continuous infrastructure development. As eLearning adoption evolves in Nigeria, it is crucial to address these factors and leverage the potential of technology-enhanced learning to improve educational experiences, bridge educational gaps, and empower learners across the nation. This concept emphasizes on the obstacles and challenges that students face when utilizing eLearning. It includes obstacles such as limited internet connectivity, deficient access to devices, a lack of technical support, and concerns regarding social interaction and motivation in online learning environments (Alhamdawe, 2023).

Attitudes towards eLearning

This concept explores the beliefs, opinions, and attitudes of students regarding eLearning as a novel educational dimension. It includes their opinions regarding the efficacy, convenience, and applicability of eLearning in comparison to traditional classroom-based teaching (Bostjan Sumak et al., 2011).

The Internet plays a significant role in increasing student access to high-quality education, transforming the classroom into a collaborative learning community where knowledge is exchanged and negotiated. Therefore, Internet access is crucial for ensuring continuous engagement in the learning community. Computer access and the importance of Internet connection to preferred eLearning delivery modes are strongly related. Although there are other ways to make eLearning available to students, the majority of eLearning systems are delivered via the Internet. Thus, literature has emphasized the pivotal role of Internet connectivity in eLearning.

Henderson (2005) utilized the Technology Acceptance Model (TAM) in his study on how Internet access influences business students' adoption of e-learning in the US. The findings indicated that Internet access did not have a significant impact on the perceived effectiveness of eLearning. The fact that Students' access to the Internet had no impact on their impression of how it will influence their academic achievement. Conversely, it was shown that the availability of Internet connectivity significantly influenced the students' ability to use eLearning. This shows that the degree to which students expect eLearning to be user-friendly depends on their level of Internet access.

A student's decision on which eLearning distribution channel to use may be impacted by their financial constraints. In a case study of East Asia, Ono (2005) found that people who earned more were more likely to have a computer at home. Henderson (2005) discovered that socioeconomic characteristics, such as higher salaries, may affect eLearning acceptance through computer and Internet access, which validated this discovery. These findings were

supported by Cutler, Hendricks, and Guyer (as cited in Cheah & Chun, 2013), who noted that "individuals from high-income families were more likely to live in a household with a computer" (p. 58). Conversely, in Malaysia, income was found to have no significant effect on computer ownership (Loke & Foo, 2010). Based on the preceding discussion, it is clear that family income may have an impact on a student's preference for an eLearning delivery method, either directly or indirectly.

Perceived Benefits of eLearning

This concept examines the perceived benefits and advantages that students associate with the adoption of eLearning. It delves into their perspectives on scheduling flexibility, access to a vast array of learning materials, enhanced interactivity, and personalized learning experiences (Kurucay & Inan, 2017).

Future Adoption, Acceptance and Delivery.

This concept relates to the future intentions and willingness of students to continue using eLearning. It investigates whether or not

students view eLearning as a viable and preferred mode of education, and whether or not they would recommend it to others (Dečman, 2015). Two fundamental eLearning delivery modes have been identified in the literature: hybrid and entirely online modes. In completely online learning, students receive content via the Internet, and all communications between students and teachers occur online without face-to-face meetings. Conversely, mixed mode encompasses event-based activities such as in-person education, live online instruction, and self-paced learning. Singh (2003) defines blended learning as a combination of several delivery methods that work together to enhance learning and the application of taught behaviours. In contrast, completely online learning relies on a single delivery channel..

Theoretical Review

Multiple theories may be used to comprehend students' view of eLearning adoption as a novel facet of education in Nigeria. These include:

Technology Acceptance Model (TAM)

According to Siti, Melor, and HaRwati (2019), TAM suggests that the acceptance and utilization of technology by consumers are influenced by two primary factors: perceived usefulness and perceived simplicity of use. Perceived utility refers to the user's belief that the technology will assist them in achieving their goals, whereas perceived simplicity of use refers to the user's perception of the technology's usability. In the context of eLearning adoption in Nigeria, the TAM can be used to comprehend students' attitudes and motivations regarding eLearning. Consequently, the model suggests that predictors of perceived utility have no influence on perceived simplicity of use and vice versa.

Diffusion of Innovation Theory

This theory suggests that five factors influence the adoption of new technology: relative advantage, compatibility, complexity, trialability, and observability. Relative advantage refers to the perceived benefits of the new technology in comparison to existing alternatives. Compatibility refers to the degree to which the new technology is consistent with users' values and experiences . The

Diffusion of Innovation Theory can be applied to the context of eLearning adoption in Nigeria in order to comprehend the factors that influence students' adoption of eLearning and how educational institutions can promote its adoption (James and Jeffrey, 2018).

Social Cognitive Theory

This theory suggests that learning is influenced by three factors: personal factors, environmental factors, and behavior. Personal aspects include cognitive and affective processes, such as motivation, self-efficacy, and goals. Environmental factors include social, cultural, and physical contexts, such as peer pressure, family support, and access to resources. Behavior refers to the actions and strategies used by the learner to achieve their goals. Within the framework of eLearning implementation in Nigeria, the Social Cognitive Theory may be used to comprehend how students' individual elements, such as motivation and self-efficacy, as well as contextual aspects, such as technological accessibility and available resources, affects their acceptance and utilisation of eLearning.

Empirical Review

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A study by Olayemi, Adamu and Olayemi (2021) found that students in Nigeria have a positive perception of eLearning, with over 50% of respondents indicating its effectiveness. The research further discovered that the availability of technology and internet connection had a crucial role in determining students' acceptance of eLearning. Similarly, research by Al Rawashdeh et al. (2021) revealed that students' perception of eLearning was influenced by factors such as the quality of learning resources, ease of use of the eLearning platform, and support from instructors. Students favored a blended learning approach combining online and offline methods. Furthermore, 80% of students believed eLearning increased contact between students as well as between students and teachers. Because of growing social isolation, 73% of students reported that they allocate more time to engaging with social media platforms rather than interacting with individuals personally. According to 70% of students, parents' lack of electronic literacy hinders their ability to monitor their children's electronic activities. It is essential for prospective e-learners to comprehend the distinctions between

an e-learning classroom setting and a traditional classroom setting, as the advantages and disadvantages of eLearning in both environments may affect their overall performance as students.

Another study by Zacchaeus, Joel, and Esther (2021) identified poor internet connectivity, deficient access to technology, and a lack of instructor support as hindrances to eLearning adoption among Nigerian students. Students preferred synchronous eLearning, where they could interact with their instructors in real-time. The findings revealed that e-learning was utilized for a variety of learning aspects, including lectures (87.7%), assessments (37.8%), assignments (69.6%), practical classes (15.2%), and exams (17.4%). The majority of respondents indicated that they understood the concept of e-learning, compared to 12% who stated they did not. Only 9.2% of respondents maintain complete focus during online sessions. The majority of the overall sample, including more than 70%, expressed indifference towards online learning, while just a small proportion of 9.3% favored it above conventional education. To maximize the effectiveness of e-

learning after the COVID-19 pandemic, the research concluded that educational stakeholders need to improve and broaden its advantages.

Additionally, a study conducted at the University of Lahore utilizing a questionnaire research tool collected data from 205 students at random in order to examine the effect of the learning approach on students' motivation. The study, comprising 21 questions, each using a three-point Likert scale (Agree, Neutral, Disagree), concluded that e-learning serves as a motivational tool for students. It not only enhances their academic performance but also fosters self-learning and provides a sense of ease in use and interaction. Furthermore, e-learning promotes greater flexibility in learning time. The study conducted by Abooki and Kitawi (2014) at Strathmore University in Kenya compared the academic performance of students in subjects that utilised information and communications technology (ICT) with those that did not. The results of the study concluded that the implementation of e-learning strategies had a positive influence on the students' academic

performance during the first semester of 2008. Nevertheless, this is subject to variation depending on the specific research (Elfaki, et. al., 2019).

3. Methodology

To investigate students' perception of eLearning adoption as a new dimension of education in Nigeria, a descriptive survey method was used. The study made use of quantitative data from a sample of students in Nigeria. The study employed random sampling technique to select participants who are currently enrolled in Ladoke Akintola University of Technology, Ogbomosho and have experienced with eLearning. The survey was administered using Google Forms, and the data were analyzed using descriptive statistics.

The descriptive method was used to ascertain the current status of the level of professional development among the learners enrolled in LODLC degree programs. The population of the study involved all the learners pursuing a degree program in LODLC across all the departments. LODLC's data records showed a total of 7058

learners enrolled in a degree programme across six departments (Nursing, Accounting, Marketing, Agricultural Economics, Agricultural Extension and Rural Development and Computer Science) operating in LODLC as of the 2022/2023 academic session. Three hundred and seventy-nine(379) samples consisting of learners in LODLC were randomly selected from the six departments i.e., Agricultural extension and rural development, Agricultural economics, Computer science, Marketing, Accounting, and Nursing with the use of the questionnaire using Slovin formula with 95% confidence interval to determine the sample size. The minimum sample size of 379 respondents was calculated using Slovin's formula, which determines the appropriate sample size.

$$n = \frac{N}{1 + N\alpha^2}$$

$$n = \frac{7058}{1 + 7058 \times 0.05^2}$$

$$n = \frac{7058}{1 + 17.645}$$

$$n = \frac{7058}{18.645} = 379$$

Where:

n = sample size

N = Population size

a = level of significance (0.05)

The sample after employing Slovine's formula comprises of 379 respondents.

Data collected was analyzed using simple tabulated frequency count, mean score, and percentages.

Ethical Considerations

The study adhered to ethical guidelines for research involving human participants. Participants were informed of the purpose of the study, and their consent obtained before they are included in the study. Confidentiality and anonymity were ensured in the collection, storage, and analysis of data.

4. Results and Discussion

4.1. Demographic Distribution of Respondents

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Table 1 revealed the demographic distribution of the respondents, the findings show that the majority of the respondents are female with 173(60.5%), 175 representing 61.2% of the respondents are between the age range 16-30 years, 102(35.7%) of the respondents are 400 level students, while 160 representing 55.9% of the respondents are of Accounting department.

Table 1: Demographic Distribution of Respondents

Demographic Distribution		F	%
Gender	Male	113	39.5%
	Female	173	60.5%
	Total	286	100.0%
Age	16-30 years	175	61.2%
	31-40 years	66	23.1%
	41-50 years	35	12.2%
	51-60 years	10	3.5%
	61 years and above	0	0.0%
	Total	286	100.0%
Level	100l	1	0.3%
	200l	46	16.1%

	300l	74	25.9%
	400l	102	35.7%
	500l	63	22.0%
	Total	286	100.0%
	Accounting	160	55.9%
	Agric	0	0.0%
	Agric Eco	0	0.0%
Department	Marketing	26	9.1%
	Computer science	20	7.0%
	Nursing	80	28.0%
	Total	286	100.0%

Source: *Field Survey, 2023*

4.1.1 Access to personal computer or laptop

The table 2 showed that the majority of the respondents have access to a personal computer or laptop with 181(63.3%), while few of the respondents don't have access to personal computer or laptop with 105(36.7%).

Table 2: Do you have access to a personal computer or laptop

Response	Frequency	Percentage
Yes	181	63.3%
No	105	36.7%
Total	286	100.0%

Source: *Field Survey, 2023*

4.2.2 Access to Smartphone or Tablet

Table 3 stated respondents access to smartphone or table, the majority of the respondents have access to smartphone with 275(96.2%), while 11(3.8%) of the respondents don't have access to smart phone or tablet.

Table 3: Do you have access to a smartphone or tablet

Response	Frequency	Percentage
Yes	275	96.2%
No	11	3.8%
Total	286	100.0%

Source: *Field Survey, 2023*

4.2.3 Access to internet

Table 4 revealed respondents access to internet, the majority the respondents (278(97.2%) have access to the internet, while few of the respondents 8(2.8%) does not have access to the internet.

Table 4: Do you have access to the Internet

Response	Frequency	Percentage
Yes	278	97.2%
No	8	2.8%
Total	286	100.0%

Source: *Field Survey, 2023*

4.2.4 Reliability of Respondent's internet connectivity

The table 5 represented the reliability of respondent's internet connectivity, 101(35.3%) have a very reliable internet connection, 87(30.4%) of respondents have a reliable internet connection, while 98(34.3%) of the respondents do not have a reliable internet connection.

Table 5: How reliable is your internet connection

Response	Frequency	Percentage
Very reliable	101	35.3%
Reliable	87	30.4%
Not reliable	98	34.3%
Total	286	100.0%

Source: *Field Survey, 2023*

4.2.5. Internet Connectivity

Table 6 illustrated respondents experience of internet connectivity issues during eLearning session, 237(82.9%) of the respondents have encountered internet connectivity issues during eLearning session, while 49(17.1%) of the respondents have not.

Table 6: Have you ever experienced internet connectivity issues during an eLearning session

Response	Frequency	Percentage
Yes	237	82.9%
No	49	17.1%
Total	286	100.0%

Source: *Field Survey, 2023*

The findings from table 1-table 6 agreed with that of Ndibalema (2022), who posited that the adoption of eLearning in Nigeria is contingent upon the availability and dependability of infrastructure, such as internet connectivity and electricity. In some regions, the digital gap and limited access to high-speed internet present obstacles to the widespread implementation of eLearning. The findings also corroborated Yuli et al., (2023) who opined that access to digital resources and online platforms, as well as the availability of devices such as desktops, laptops, tablets, and smartphones, play a significant role in eLearning adoption. The affordability and accessibility of these devices and resources for students is being addressed.

4.3 Impact of eLearning on students' Academic Performance

Table 7 revealed the impact of eLearning on students' academic performance;

“eLearning provides an effective way to acquire knowledge and skills” (Mean =4.02) was ranked highest by their mean score rating, followed by “eLearning is more flexible and convenient

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than traditional classroom-based learning” and “eLearning adoption provides greater access to educational resources and opportunities” (mean = 3.98), while “eLearning is preferably to traditional classroom-based learning” (mean = 3.74) was ranked lowest by their mean score rating, followed by “eLearning provides an opportunity to interact with instructors and peers” (Mean = 3.80).

Table 7

Items	SA		A		U		D		SD		Mean	Std Dev.
	F	%	F	%	F	%	F	%	F	%		
eLearning provides more flexibility and	74	58.7%	19	6.6%	17	5.9%	8	2.8%	3.98	.904		
eLearning adoption provides	66	62.2%	24	8.4%	9	3.1%	9	3.1%	3.98	.852		
eLearning provides an opportunity to	52	59.1%	35	12.2%	18	6.3%	12	4.2%	3.80	.948		

eLearning provides an effective way	66	180	62.9%	28	9.8%	4	1.4%	8	2.8%	4.02	.798
eLearning is preferably to traditional	48	156	54.5%	50	17.5%	25	8.7%	7	2.4%	3.74	.922

Weighed Mean = 3.90

Source: *Field Survey, 2023*

4.4 Preference for eLearning Delivery

Table 8 showed the findings of the preference for eLearning delivery;

“I prefer to use the eLearning platform” (Mean = 3.91) was ranked highest by their mean score rating, followed by “I prefer a blended approach that combines both synchronous and asynchronous learning” (Mean = 3.78), and “I prefer asynchronous learning where I can access materials at my own pace” (Mean = 3.64), while “I have encountered difficulties in using eLearning platforms” (Mean = 3.12) was ranked lowest by their mean score rating,

followed by “I prefer synchronous learning where I can interact with instructors and peers in real-time.” (Mean = 3.48).

Table 8: Preference for eLearning Delivery

Items	SA		A		U		D		SD		Mean	Std Dev
	F	%	F	%	F	%	F	%	F	%		
I prefer synchronous learning where I can interact with instructors and peers in real-time.	26	9.1%	141	49.3%	75	26.2%	33	11.5%	11	3.8%	3.48	.946
I prefer asynchronous learning where I can access materials at my own pace	37	12.9%	158	55.2%	50	17.5%	34	11.9%	7	2.4%	3.64	.935
I prefer a blended approach that combines both synchronous and asynchronous learning.	51	17.8%	159	55.6%	47	16.4%	21	7.3%	8	2.8%	3.78	.918
I prefer to use the eLearning platform	53	18.5%	183	64.0%	31	10.8%	10	3.5%	9	3.1%	3.91	.843
I have encountered difficulties in using eLearning platforms	11	3.8%	125	43.7%	56	19.6%	77	26.9%	17	5.9%	3.12	1.042
I have faced challenges in adopting eLearning.	45	15.7%	136	47.6%	45	15.7%	43	15.0%	17	5.9%	3.52	1.107
Weighed Mean = 3.57												

Source: *Field Survey, 2023*

5. Conclusion and Recommendations

Conclusion

Based on the aforementioned findings, the study concluded that eLearning provides an effective way to acquire knowledge and skills. As for the academic performance, it is more flexible and convenient than traditional classroom-based learning .It provides more opportunities for accessing to education,as well. Apart from this, the students have positive attitude towards eLearning, access to personal computer (PC), smart phones and internet with reliable internet connectivity. Finally, students prefer the use of eLearning platform, as a blended approach that combines both synchronous and asynchronous learning, where learning materials can be accessed at their own pace.

Recommendations

Based on the conclusion of the study, the following recommendations are proposed:

1. Students should endeavor to have access to upgraded smartphones, PC and/or computers, with strong bandwidth and internet connection.
2. eLearning should be encouraged among students as it gives room for active participation of students and instructors.
3. Adequate user-education should be provided for students, to expose them to the positive side of eLearning.

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