STUDENTS PERCEPTION ON THE ADOPTION AND CHALLENGE OF E-LEARNING PLATFORMS AMONG UNDERGRADUATE IN THE UNIVERSITY OF BENIN

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A PROJECT SUBMITTED TO THE DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL TECHNOLOGY, FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL FULFILLMENT OF THE REQUIREMENT OF THE AWARD OF THE BACHELOR OF SCIENCE (ED) DEGREE IN COMPUTER EDUCATION.

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CERTIFICATION

We, the undersigned, certify that this research work was carried out by **ANDY** Emmanuel Ifeanyichukwu in the Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, Benin City in partial fulfillment of the requirement of the award of the Bachelor of Science (Ed) degree in Computer Education.

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DEDICATION

This work is dedicated to the Almighty God, the Author of knowledge and wisdom, for His unfailing love, abundant grace, and mercies throughout my academic journey at the University of Benin, Benin City.

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ABSTRACT

The study investigated the perception of students on the adoption and challenges of e-learning platforms among undergraduates at the University of Benin. It focused on understanding how students view e-learning, the extent of its adoption, the obstacles encountered during usage, and the factors influencing their willingness to continue using such platforms. A total of two hundred (200) undergraduate students across various faculties participated in the research. Data were collected using a well-structured questionnaire and analyzed through mean and standard deviation. The stratified random sampling technique was adopted to ensure adequate representation of the different faculties within the University.

The findings of the study revealed that students hold diverse perceptions toward the use of e-learning platforms. While many students find platforms like Zoom and Microsoft Teams useful and effective for interactive learning, others expressed concerns regarding accessibility and usability. The overall adoption rate of e-learning was found to be positive, with students utilizing different platforms for academic activities and skill development. However, several challenges such as high internet data costs, poor power supply, and limited technical support were identified as significant barriers that affect students' learning experience. Ease of use and accessibility of learning materials also played a major role in influencing students' willingness to engage with these platforms.

Based on these findings, the study concludes that e-learning adoption among students is encouraging but still faces infrastructural and technical constraints. It recommends that

universities provide affordable internet access, stable electricity, and responsive technical support to enhance students' learning experiences. Furthermore, proper training programs should be organized to improve students' competence in using different e-learning platforms, while course content should be made more accessible across multiple devices. By addressing these challenges, institutions can strengthen the effectiveness and acceptance of e-learning among undergraduate students.

CHAPTER ONE

INTRODUCTION

Background to the Study

The role of education in national development is widely recognized, and universities are at the core of this process through the training of skilled professionals and generation of research (Nnadozie et al., 2023). As technology continues to shape various aspects of society, the education sector has experienced a remarkable shift in the mode of teaching and learning. E-learning, or electronic learning, is one of the most significant innovations in modern education. It refers to the use of internet-based platforms and digital tools to deliver educational content, communicate with learners, and manage academic activities without the need for physical contact (Sangrà, Vlachopoulos, & Cabrera, 2012).

Globally, e-learning gained prominence in the early 2000s, but it witnessed unprecedented growth and adoption during the COVID-19 pandemic (Abdullateef, 2022; Matthew et al., 2022). The pandemic exposed the vulnerabilities of traditional classroom-based instruction and accelerated the transition to virtual learning environments in both developed and developing countries. Institutions were forced to adapt rapidly by leveraging platforms such as Zoom, Google Classroom, Microsoft Teams, and Moodle to ensure continuity of education (Dhawan, 2020). This shift not only emphasized the importance of technological preparedness but also revealed disparities in access and engagement among students. In Nigeria, the e-learning landscape is still evolving. While some private universities had already begun experimenting with blended learning models,

most public universities were unprepared for a full-scale digital transition. The sudden shift during the pandemic highlighted systemic challenges, including poor infrastructure, limited digital literacy, and economic barriers among students (Adeoye, Adanikin, & Adanikin, 2020). However, the pandemic also served as a catalyst for change, prompting institutions to invest in digital tools and explore alternative modes of content delivery. In today's dynamic educational landscape, e-learning has become increasingly pertinent, reshaping conventional teaching methodologies and enhancing the educational journey for students (Ukpe, 2023).

The advent of e-learning technology has facilitated more adaptable approaches to engaging with learning materials and exercises beyond the confines of traditional classroom environments. According to Obeta, Etukudoh, and Ejinaka (2020), e-learning is the utilization of computer-based technology to facilitate the transmission of knowledge in the absence of physical interaction. This approach enables educators to disseminate supplemental information that may not have been covered during traditional face-to-face instructional sessions. Clark and Mayer (2016) defined e-learning as instructions delivered through digital devices to support learning in their research paper on the science of instruction and multimedia learning. E-learning can also be defined as learning activities that are supported by the use of digital media and tools. E-learning entails various forms of learning facilitated by electronic technology, including web-based learning, computer-based learning, and virtual classrooms, utilizing mediums such as e-networks, audio or video tape, satellite TV, video conferencing, CD-ROM, iPods,

emails, wireless, and mobile technology. Ann (2018) further elaborates that an e-learning platform is a comprehensive set of interactive online services designed to furnish trainers, learners, and other stakeholders in education with information, tools, and resources to augment educational delivery and management. The primary objective of a proficient e-learning platform is to cultivate a robust learning experience, mirroring traditional classroom dynamics such as instructor-student interaction, engagement, discussions, games, collaborative projects, quizzes, etc., either online or via various devices like laptops, desktops, tablets, or mobile phones. These essential learning environments are established through the features and tools integrated into the e-learning platform, which are tailored to meet the diverse needs of students, fostering interaction and engagement. E-learning platforms represent a contemporary approach to educating remote learners, characterized by distinct design and development processes geared towards effective course delivery and learning outcomes.

E-learning platforms represent digital educational systems that deliver instruction and training through internet-based technologies (Matthew et al., 2021). These platforms serve as virtual classrooms where students can access educational content, participate in interactive lessons, submit assignments, and engage with instructors and peers from any location with internet connectivity. The core functionality of e-learning platforms includes content management systems, video conferencing tools, assessment mechanisms, progress tracking features, and communication channels that facilitate seamless educational experiences (Nkemdilim et al., 2024). Modern e-learning platforms

incorporate multimedia elements such as videos, animations, interactive simulations, and gamification features to enhance student engagement and improve learning outcomes. The adoption of e-learning platforms has transformed traditional educational delivery methods by providing flexible, accessible, and cost-effective learning solutions (Nwafor et al., 2024).

Students can learn at their own pace, revisit difficult concepts, and access educational materials around the clock, breaking down geographical and temporal barriers that once limited educational opportunities. These platforms cater to diverse learning styles through varied content formats and interactive features, while also providing instructors with powerful tools for curriculum design, student assessment, and performance analytics. The scalability of e-learning platforms allows educational institutions to reach larger audiences without the constraints of physical classroom capacity, making quality education more accessible to underserved populations. In Nigeria, several e-learning platforms have emerged to address the educational needs of the population and bridge the digital divide (Ibrahim & Jibia, 2024). Udemy Nigeria offers a wide range of professional and academic courses tailored to local market demands, while Coursera partners with Nigerian universities to provide accredited online degree programs. Local platforms like Gradely focus on K-12 education, providing interactive learning experiences for primary and secondary school students. uLesson delivers video-based lessons aligned with the Nigerian curriculum, making quality education accessible to students across the country. Other notable platforms include PrepClass, which specializes in exam preparation for

WAEC, JAMB, and other standardized tests, and Skill Up, which focuses on vocational and technical skills training for students.

The utilization of e-learning platforms presents significant opportunities and challenges for students. The University of Benin, being one of Nigeria's leading federal universities, has adopted various e-learning approaches to cope with modern educational demands (Eli-Chukwu et al., 2023). Though efforts have been made to deploy platforms for online lectures, tests, and communication, the success of these initiatives depends largely on students' perception and their willingness to adapt. Students' perception is influenced by various factors such as ease of navigation, reliability of internet access, availability of devices, perceived usefulness of the platform, and prior experience with digital technologies (Olumorin, Fakomogbon, & Hassan, 2021). The ease of navigation refers to how intuitively students can move through the platform's interface, find resources, and complete tasks without confusion or frustration. Reliability of internet access encompasses the consistency and speed of connectivity, which directly affects students' ability to participate in online activities, stream content, and submit assignments without technical interruptions. Availability of devices considers whether students have adequate access to computers, tablets, or smartphones that can effectively run the platform and support their learning needs. Perceived usefulness of the platform reflects students' beliefs about how well the digital tool enhances their learning, improves their academic performance, or provides valuable educational benefits compared to traditional methods. Finally, prior experience with digital technologies influences how comfortable and

confident students feel when adopting new platforms, as those with extensive technology backgrounds typically adapt more quickly and harbor more positive attitudes toward digital learning tools than those with limited technological exposure. Recognizing that students are pivotal stakeholders in the realm of e-learning, Kuliya, Muhammed, and Usman (2021) assert that assessing students' perceptions toward e-learning platforms is essential for the successful development of academic programs, as the end user's attitude toward information technology is a significant determinant of efficacy.

Statement of the Problem

The global shift toward digital education has brought e-learning to the forefront of academic discourse. Universities across the world have embraced electronic platforms as a means to improve access to education, enhance instructional delivery, and ensure continuity in learning regardless of physical limitations. In Nigeria, particularly in federal universities, the adoption of e-learning platforms has become more prominent, especially in response to the disruptions caused by the past COVID-19 pandemic (Adeoye, Adanikin, & Adanikin, 2020). Despite these efforts, the actual impact of these platforms on student engagement and academic success remains debatable.

While e-learning offers flexibility, accessibility, and resource-rich environments, several studies suggest that its effectiveness depends largely on the perception and participation of students the primary users of these platforms. In a scenario where students are either reluctant to use or poorly equipped to navigate digital learning environments, the intended benefits of e-learning may not be fully realized. Factors such as poor internet

connectivity, erratic electricity supply, limited access to digital devices, and low digital literacy continue to pose significant obstacles to effective adoption in Nigerian universities. Moreover, there is growing concern that many undergraduates perceive e-learning platforms as stressful, ineffective, or burdensome, particularly when they are not adequately trained or supported in their use. This perception problem could potentially affect students' academic motivation, level of engagement, and performance outcomes. In addition, many lecturers may not have the pedagogical or technical competence required to maximize the capabilities of these tools, further diminishing students' confidence in the system (Idika, Obiagu, & Ibe, 2024).

Although there is increasing scholarly attention on the integration of e-learning in higher education across Nigeria (Abass, Arowolo, & Igwe, 2021; Bubou & Job, 2021; Ukpe, 2023), there remains a notable gap in research focused specifically on students of the University of Benin. Given the institution’s size, diversity, and status as a leading federal university, it is critical to understand how its students perceive and engage with the e-learning platforms introduced for instructional purposes. Without such understanding, there is a risk that policies and interventions may be misaligned with students’ realities and needs.

Failure to identify and address students’ perceptions and challenges could lead to the underutilization of digital resources, resulting in continued reliance on outdated instructional models and limited progress in digital transformation within the university. This study, therefore, seeks to explore and analyze students’ perceptions regarding the

adoption and use of e-learning platforms in the University of Benin, as well as the specific challenges they face.

Research Questions

Four research questions have been raised to guide this study.

1. What is the perception of students towards the use of e-learning platforms in the University of Benin?
2. What level of adoption do students report regarding e-learning platforms in the University of Benin?
3. What are the major challenges students encounter while using e-learning platforms in the University of Benin?
4. What factors influence students' willingness to use e-learning platforms in the University of Benin?

Purpose of the Study

The primary purpose of this study is to examine students' perceptions regarding the adoption and challenges of e-learning platforms among undergraduates at the University of Benin. Specifically, the study aims To:

1. examine the perception of students towards the use of e-learning platforms in the University of Benin;
2. discuss on the level of adoption students report regarding e-learning platforms in the University of Benin;

3. explore the major challenges students encounter while using e-learning platforms in the University of Benin, and;
4. investigate the factors influencing students' willingness to use e-leaning platforms in the University of Benin.

Significance of the Study

The study will be of unique benefit to students, curriculum planners, lecturers, researchers, and Educational policy makers. The study will help students by giving them a voice in how digital learning tools affect their education. Through their responses, the study reveals what works well and what needs improvement. When their concerns and preferences are understood, better support systems can be created to improve their learning experience. It can also lead to the development of more user-friendly e-learning platforms, better internet access, and digital literacy programs that make online learning easier and more enjoyable for them.

Curriculum planners can benefit from this study by using the findings to design academic content that suits online platforms. When they understand the experiences and challenges students face, they can make informed decisions on how to create materials that are more interactive, flexible, and easy to access. The results of the study can help them structure learning activities that support students with different learning styles and ensure that course contents are not only available but also meaningful in the digital space.

For lecturers, the study offers useful insight into how their teaching methods are received when delivered through e-learning platforms. By understanding the challenges students

face, lecturers can adjust their strategies to engage students better, communicate more effectively, and improve the way they deliver lessons online. This can lead to improved class participation, better academic outcomes, and a stronger teacher-student connection, even in virtual settings.

Researchers will find this study valuable as it adds to the growing body of knowledge on technology in education. The results provide useful data and perspectives that can be used to build future studies. Researchers may explore new methods of improving e-learning, compare outcomes with other institutions, or investigate deeper into specific challenges such as digital access or student motivation. The study also opens up fresh opportunities for research into how different groups of students adapt to digital tools.

Educational policy makers can use the findings to make better decisions that support digital learning across institutions. When policies are informed by actual student experiences, they are more likely to produce effective results.

Scope and Delimitation of the Study

This study focuses on students' perception on the adoption and challenge of e-learning platforms among undergraduates. The study is delimited to all computer science undergraduate students from 200-300Level in the department of Curriculum and Instructional Technology, Faculty of Education, University of Benin.

Definition of Terms

The following terms have been operationally defined:

Students' Perception: Refers to the views, attitudes, opinions, and interpretations held by undergraduate students regarding their experiences with e-learning platforms.

E-learning: Refers to the use of digital technologies and internet-based tools to deliver educational content and facilitate learning outside traditional classroom settings.

E-learning Platforms: Refers to web-based or application-based technologies such as Moodle, Google Classroom, Zoom, Microsoft Teams, Youtube, Whatsapp, LinkedIn, etc. designed to support teaching and learning processes.

Adoption: Refers to the process by which students begin to accept, use, and integrate e-learning platforms into their academic routine.

Challenges: Refers to the barriers or difficulties that hinder effective use of e-learning platforms such as poor internet access, eratic power supply, lack of technical know-how, limited access to devices, high data costs, and reduced motivation.

Undergraduate Students: Refers to individuals currently pursuing first-degree programmes at the University of Benin.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents review of literature relevant to this work on the students' perceptions regarding the adoption and challenges of e-learning platforms among undergraduates under the following sub-headings:

- Theoretical Framework
- Concept of E-Learning Platforms
- Students and E-Learning Platforms
- Level of Adoption of E-Learning Platforms in the University
- Major Challenges Students encounter while using E-Learning Platforms
- Summary of Reviewed Literature

Theoretical Framework

The study is hinges on the Technology Acceptance Model (TAM). The Technology Acceptance Model (TAM) propounded by Fred Davis in the United States (1989), emerged from the field of information systems and was developed to explain how users come to accept and use a particular technology (Davis & Granić, 2024). The model is based on two main ideas: perceived usefulness and perceived ease of use. Perceived usefulness means how much a person believes that using a certain system will improve their performance, while perceived ease of use refers to how effortless the user believes the system is to use. These two factors are believed to influence a user's attitude toward technology and eventually their decision to accept or reject it.

The Technology Acceptance Model has influenced the field of education by providing a simple way to understand how students decide to use or reject digital tools like e-learning platforms (Balaman & Baş, 2023). This model explains that two main things affect whether a student will accept and use technology: how useful they think it is and how easy it is to use. If students believe that an e-learning platform can help them study better, access materials faster, or communicate easily with lecturers and classmates, they are more likely to use it. On the other hand, if the platform feels confusing or hard to navigate, many students may lose interest, even if the content is helpful. When students share their thoughts about using e-learning platforms, they often reflect these ideas from the model. Some students may feel that the platform is helpful but complain about technical problems, poor internet, or difficult login processes. Others may find the system easy to use but say that it does not add much value to their learning experience. Their willingness to adopt the platform usually depends on their past experiences with similar technologies, how much support they receive from lecturers or institutions, and whether they see real academic benefits in using the tool. Understanding this model helps explain both the positive and negative perceptions that students have toward e-learning. It becomes easier to see why some students accept the platform quickly while others face challenges that make them avoid it. If institutions want more students to adopt e-learning, they need to make sure that the platforms are not only useful but also easy to use and supported with training, guidance, and stable internet services. By paying attention to how students judge the usefulness and ease of e-learning tools, schools can create better

digital learning environments that match students' needs and improve their learning experiences.

The strength of the Technology Acceptance Model (TAM) lies in the way it simplifies the process of understanding how people accept and use new technologies (Vorm & Combs, 2022). It focuses mainly on two key factors- perceived usefulness and perceived ease of use. These two ideas help explain whether someone is likely to use a new system or tool. If a person believes that a technology will help them do their tasks better and is easy to use, they are more likely to accept it. This simple structure makes TAM a helpful tool in many fields, especially in education, healthcare, and business, where new systems are often introduced. Another strength of TAM is its flexibility and ability to work with other models. Researchers can add more variables to it to suit different situations. For example, trust, social influence, and user experience can be added to make it more suitable for studying mobile apps, e-learning systems, or online banking. Because it can be adapted, TAM has been used widely in different studies across various countries and cultures. Its simple structure allows it to be used easily without needing too many complicated steps or deep technical knowledge.

The Technology Acceptance Model (TAM), while useful in explaining why people accept or reject technology, has faced concerns for being too narrow (Rahimi & Oh, 2024). It mainly focuses on what people believe about a technology's usefulness and how easy it is to use. However, in daily life, people's choices are not based on beliefs alone. For instance, a person might find a new app helpful and easy but still decide not to use it

due to lack of interest, fear of change, or negative past experiences. This shows that human behavior is shaped by more than just logic. Things like emotions, habits, and comfort zones play a role, and TAM does not fully consider these areas. Many critics also point out that TAM seems to assume everyone behaves in a calm, rational way when choosing whether or not to use a new technology. But in reality, people often make decisions quickly, sometimes based on mood or pressure from others. For example, a student might join a learning platform not because they believe it is useful, but because their classmates are already using it. Such behavior is driven by social influence, which TAM tends to overlook. Also, the model does not fully explain the effects of a person's environment, such as how supportive or strict a workplace or school is about using certain tools. These external conditions can strongly shape how a person responds to a new technology. Another issue with TAM is that it does not always consider personal differences among users. It often treats everyone as if they react to technology the same way, but this is not true. People of different ages, backgrounds, genders, and levels of experience often respond differently. A teenager might quickly adapt to a new app, while an older person might need more time and support. Because of these differences, many researchers believe that TAM needs to be improved or used together with other models that include emotions, social factors, and environmental influences.

Concept of E-Learning Platforms

E-learning platforms are digital tools or online spaces that support teaching and learning activities through the internet (Adeniyi et. al., 2024). They allow students and teachers to

connect, share materials, take part in lessons, and complete assignments without being physically present in the same location. These platforms have become useful, especially in schools, universities, and other learning centers in Nigeria where access to learning resources is sometimes limited. E-learning makes it easier for students in different places to learn at their own pace.

Moodle has become a popular digital learning platform in many Nigerian schools because it gives both teachers and students an organized space for learning activities (Afiene et. al., 2024; Sanusi et. al., 2024). Teachers use it to post lecture notes, give assignments, and create quizzes that students can access anytime. This makes it easier for students to keep up with lessons, especially when they are not physically present in school. The platform helps teachers track student progress by checking who submitted their work and who did not. Students also enjoy the convenience of downloading learning materials, reading them at their own pace, and submitting their answers without the need to print or write on paper. Google Classroom is another learning platform that has made schoolwork easier to manage schools (Ngozi et. al., 2024). Lecturers are able to open virtual classrooms where they upload assignments, schedule live or recorded lessons, and communicate directly with students. One of the features that makes Google Classroom stand out is how well it works with other Google tools. Students can type their answers on Google Docs, create presentations using Slides, and save all their files in Google Drive without switching between platforms. Many schools choose these platforms because they make learning more flexible and accessible. Teachers can reach their

students even outside of regular school hours, and students who are absent from school can still access their lessons. Both Moodle and Google Classroom support continuous learning by keeping all class activities in one place. This digital method helps reduce paper use and allows schools to prepare students for modern learning environments.

Zoom is widely used for online learning because it allows teachers and students to see and hear each other during lessons. It works like a virtual classroom where everyone can join through video or audio from different locations. Teachers can use the screen sharing tool to display notes, videos, or PowerPoint slides, making lessons easier to follow. This method helps students feel more connected during classes, especially when they cannot meet physically. The option to record lessons also helps students review what was taught at a later time. Microsoft Teams is another popular tool that works in a similar way but with more features built into the platform. It allows teachers to not only conduct live lessons but also assign homework, manage class calendars, and organize students into discussion groups. The platform supports file sharing, giving students access to materials like worksheets and reading documents directly in one place. Teachers can also track student progress and send feedback, which helps in managing daily class activities more efficiently. The platform creates a space where learning, communication, and task management happen together.

Both Zoom and Microsoft Teams help to improve participation in online learning. Students can ask questions using chat or talk directly during live sessions, which makes the class feel more active and engaging. These tools are useful for schools that want to

continue lessons when students are at home or in different locations. They support communication between students and teachers and make it easier to stay organized.

In many parts of Nigeria, the use of platforms like YouTube and WhatsApp for learning has become common among both teachers and students (Aduba & Mayowa-Adebara, 2022). YouTube offers a wide range of educational content that includes video tutorials, lectures, demonstrations, and simplified lessons on complex topics. It serves as a helpful tool for learners who may not have access to textbooks or structured classroom teaching. Teachers often refer their students to specific videos that explain topics clearly, while students also explore the platform independently when trying to understand a subject better. The visual and audio nature of YouTube makes it easier for students to follow explanations, especially in subjects like mathematics, science, and languages. WhatsApp has also found its place in the learning process by providing a space for easy communication between students and teachers. Through group chats, many schools manage to keep in touch with students, share updates, and send lesson materials. Teachers record voice notes that explain topics and send them to students who can listen repeatedly at their own pace. Short notes, summaries, past questions, and assignment instructions are often sent in PDF or image format. Because WhatsApp uses less internet data and works well even with weak connections, it is more convenient for learners in areas with limited resources. It also allows students to ask questions and interact freely in a way that can support understanding and engagement. These two platforms may not have been created specifically for school learning, but their wide availability and ease of

use have made them valuable tools in Nigerian education, especially where traditional systems are weak or where infrastructure is lacking. Their use shows how technology can support learning even outside formal classrooms. In many cases, students who cannot afford expensive online courses or educational apps rely on these platforms to stay updated, revise their work, or prepare for exams.

LinkedIn has become a popular tool for those looking to grow in their career or build new knowledge. In Nigeria, many young people, especially graduates and students, now use the platform as more than just a space for job searching (Abidoye et. al., 2024). They take part in free online courses that teach useful digital skills such as coding, writing, marketing, and personal development. These courses are often taught by experienced professionals from different parts of the world. The platform gives users the chance to learn at their own pace, making it easier for them to balance learning with other responsibilities like school, work, or family. Many people in Nigeria are beginning to use LinkedIn to connect with others who share the same interests or are in the same line of work. These connections help them exchange ideas, stay updated on new trends, and even discover career opportunities. Some students also use the certificates earned from LinkedIn Learning to boost their CVs or profiles when applying for scholarships, internships, or jobs. The certificates show that they are self-driven and willing to learn beyond the classroom. The rise of platforms like LinkedIn has changed the way students in Nigeria access education. With just a mobile phone or computer and internet

connection, learners can now take part in training and gain knowledge that was once only available in a classroom.

Students and E-Learning Platforms

Students' perception and the utilization of e-learning platforms cannot be separated from the changes that have occurred in the way education is now delivered. Many students across Nigeria now rely on online platforms for learning, especially after the outbreak of COVID-19, which disrupted traditional classroom teaching. This shift has made it easier for students to attend classes, access learning materials, and submit assignments without being physically present in school. E-learning has created a flexible learning environment where students can learn at their own pace, using mobile phones, laptops, or tablets. It has introduced new ways of teaching and learning, which many students are gradually adjusting to, depending on the platform used and their level of exposure to digital tools.

E-learning platforms have become a regular part of how many Nigerian students learn today. In tertiary schools, students now use tools like Google Classroom and Moodle to receive assignments, submit their work, and interact with class materials (Tolorunleke et. al., 2023). These platforms make it easier for teachers to organize lessons and keep students updated, especially when physical classroom meetings are not possible. They provide a space where students can access learning materials at their own pace and return to them whenever they need revision or clarification. Live interaction has also become easier through video conferencing tools such as Zoom and Microsoft Teams. These platforms allow teachers to conduct live lessons where students can ask questions and get

responses in real-time, just like they would in a physical classroom. This approach helps students stay connected with their instructors and classmates, especially during periods when schools are closed or during online-only sessions. Students can also attend webinars and online group discussions, which exposes them to different perspectives and helps them feel part of a learning community, even while at home. Students also use platforms like YouTube and WhatsApp to improve their learning (Appollis et. al., 2022). YouTube provides free access to educational videos, which helps students better understand topics by watching step-by-step tutorials or expert explanations. WhatsApp is commonly used for fast communication between students and teachers. Through group chats, voice notes, and shared files, students can stay updated on class discussions and receive help from their peers or teachers. Although LinkedIn is mainly used for career development, it also gives students access to online courses and industry-related knowledge, which prepares them for future academic or professional growth. All these platforms, used together, support a learning system that is flexible and more connected.

Students interact with e-learning platforms in different ways, and their experiences depend on many personal and environmental factors (Adeshola & Agoyi, 2023; Bubou & Job, 2022). Some students enjoy using these platforms because they can learn at their own pace and from any location. They find comfort in being able to replay lessons, watch educational videos, and go over materials as many times as they need. This kind of flexibility gives them a sense of control over their learning. For these students, the freedom to manage their time and environment helps them stay focused and motivated,

especially when they have a quiet space and reliable internet connection. Other students face challenges that make learning through online platforms more difficult. Some struggle with unstable internet service, lack of access to smartphones or laptops, or the cost of keeping their devices connected. These issues make it hard for them to attend online classes or complete assignments on time. Even when they manage to connect, the experience may be stressful, especially if the learning content is hard to follow or if they get easily distracted at home. Also, students who are not confident with using digital tools may find the platforms confusing or frustrating, which affects their learning progress. The role of support from teachers and parents is very important in helping students adapt to online learning. When teachers provide clear instructions and timely feedback, students are more likely to stay engaged. When parents are involved and provide encouragement, students feel more supported and are able to stay organized with their studies. Those who receive this kind of help often feel less pressure and can focus better on learning. On the other hand, students without much support may feel overwhelmed or isolated.

Many students are now getting used to using digital learning tools as part of their schoolwork. They no longer rely only on books and classroom teaching. Instead, they use devices like tablets and computers to access learning materials. Some schools now create digital classrooms where students receive tasks online and return their completed work the same way. This setup allows students to learn at their own pace and revisit materials when needed. With more exposure to this method of learning, students are becoming more confident in handling digital tools and using them to support their schoolwork. E-

learning platforms allow students to take part in activities beyond the usual classroom. Group assignments can now be completed online, with each student adding their part from wherever they are. Teachers can give comments directly on the submitted work, helping students know where they need to improve. These tools also reduce the need for printed handouts, which means fewer materials get lost and feedback is faster. As students continue to use these platforms, they are learning how to plan their tasks, meet deadlines, and communicate with their classmates in an online setting. This growing use of digital tools in education is helping students to develop habits that will be useful in the future. They are learning how to find answers on their own, ask better questions, and explore topics beyond what is taught in class. These habits help build a stronger interest in learning and make students more comfortable with technology.

The use of e-learning platforms among students in Nigeria continues to grow, especially in urban areas where internet access is better. Schools and teachers are now seeing the need to combine classroom teaching with digital tools to meet the learning needs of their students. Many students are becoming more confident in using platforms like Moodle, Zoom, Google Classroom, and even YouTube for personal study. As more schools embrace digital learning and as technology becomes more affordable, students are expected to become even more active users of these platforms, shaping the future of education in Nigeria. In a study conducted by Sanusi, Abubakar, & Quadir (2024), the perception of the Moodle e-learning platform among e-tutors at the Distance Learning Centre, Ahmadu Bello University, Zaria, was examined. The study aimed to understand

the lived experiences of these e-tutors in using Moodle and to identify the sources of information available to them regarding the platform. Using a qualitative phenomenological design, data were gathered from nine e-tutors and analyzed through interpretive phenomenological methods. The study found that the e-tutors experienced flexibility and convenience in using Moodle, which helped them overcome learning barriers and supported easier teaching and assessment. It was also discovered that their main sources of information came from digital platforms, training, and institutional support. The research noted that e-learning has become a common approach for teaching and learning, making it easier to move away from the challenges of physical learning spaces. It was recommended that institutions promote the use of Moodle's flexible features, strengthen support systems to tackle usage challenges, and provide ongoing training opportunities for e-tutors.

Adeshola and Agoyi (2023) also conducted a study on how the sudden outbreak of COVID-19 led universities to quickly adopt e-learning systems, allowing students to continue their education without physical classroom attendance. They noted the importance of evaluating how engaged students were in this new learning environment, especially since students had full control over their participation and instructors had limited ways to influence that engagement. Past research also pointed out that many students were easily distracted and often engaged in off-task activities during online lectures. To address this, a structured model was developed to assess students' e-learning engagement, learning persistence, and academic benefits. The study gathered data from

274 students who used e-learning platforms and applied Partial Least Square-Structural Equation Modelling as a quantitative method to test the model. Nine specific indicators were used to measure engagement, and the results showed that these explained 75% of the variation in engagement, while learning persistence and academic benefits were explained by 42% and 66%, respectively. All the proposed relationships in the model were found to be positive, except the link between learning persistence and academic benefits.

A study was conducted by Afiene, Muojekwu, and Ukeh (2024), also conducted a study on the effectiveness of moodle e-learning application on students' interest in english language at the university of calabar, calabar, nigeria. the study focused on 284 english language students in their 200 level from the arts education department during the 2023/2024 academic session. using a quasi-experimental design involving pre-test, post-test, and a control group, the researchers drew a sample of 140 students, selected through purposive sampling into two groups with similar characteristics—one experimental and one control group. data was collected using the students' interest in english language scale (siels), which had a reliability index of 0.78 through the split-half method. the research was guided by one research question and one hypothesis tested at a 0.05 level of significance. mean and standard deviation were used to answer the research question, while analysis of covariance (ancova) was applied to test the hypothesis. the study found that the moodle e-learning application had positive effects on students' interest in english language and recommended its use to enhance learning in that subject.

In a study conducted by Kassahun (2014), the impact of e-learning on the academic performance of second-year mathematics students at Jimma University in a basic algebra course was investigated. Employing a Quasi-Experimental design, the study aimed to discern the effectiveness of ICT-supported learning compared to conventional methods. The experimental findings indicated that there was no discernible difference in student performance between the two instructional approaches. However, it is noteworthy that various pros and cons were observed throughout the experimental period, underscoring the complexities inherent in implementing e-learning methodologies within an academic setting.

Mothibi (2015) conducted a comprehensive analysis to investigate the correlation between e-learning and students' academic achievement in higher education, drawing upon a sample of 15 research studies conducted between 2010 and 2013. The study examined the impact of information and communication technology (ICT) on the academic performance of students engaged in e-learning. The findings unveiled a statistically significant positive relationship, highlighting the substantial influence of ICT on enhancing the academic performance of students enrolled in e-learning programs. These results underscore the pivotal role of ICT in bolstering students' overall educational achievements in higher education settings. Additionally, it's crucial to note the real population for the study to provide a more accurate context and understanding of the research findings.

A study was conducted by Osuafor, and Emeji, (2015), also conducted a study on the availability and use of e-learning facilities by science teacher educators in teaching pre-service teachers in colleges of education located in south-east nigeria. the study involved one hundred and sixty-seven science teacher educators, and data was collected using a researcher-made fifty-five item questionnaire, which had a reliability co-efficient of 0.87. data analysis was done using mean and standard deviation, and findings showed that some e-learning tools like computers, printers, computer laboratories, and public address systems were widely available for teaching science, while many other facilities were only moderately available. it was also found that the use of these facilities by science teacher educators was moderate. the study identified problems such as the high cost of computer equipment, poor computer knowledge among students, slow internet speed, and lack of adequate funding, all of which reduced the proper use of these tools. based on these findings, the researchers recommended that schools should be equipped with modern e-teaching and e-learning tools, and that regular training should be given to science teacher educators to improve their digital teaching skills.

In a study, Franklin and Nahari (2018) conducted a study on the impact of electronic learning on academic performance in Saudi Arabia, focusing on academic staff at king Khalid University using a sample of 163 respondents. the researchers applied structural equation modeling (SEM) to examine the influence of different factors, where the results showed that the proposed model was a good fit for the data, even though five out of nine hypotheses were not supported. the study found that acceptance for online teaching,

technical competency, and synchronous lectures had an indirect effect on the academic performance of staff, while acceptance for online teaching and technical competency also showed a direct effect. based on these findings, the authors recommended that the empirical model should guide the university in planning its e-learning programs, as it would help students reach learning outcomes similar to those achieved in traditional classrooms.

Level of Adoption of E-Learning Platforms in the University

The level of adoption of E-Learning platforms in Nigerian universities has grown steadily in recent years, especially since the COVID-19 pandemic disrupted traditional classroom teaching. Many universities have recognized the importance of technology in education and have started incorporating online tools to reach their students beyond the physical walls of lecture halls. Platforms like Moodle and Google Classroom are now being used by lecturers to share lecture notes, assignments, and quizzes. These platforms allow students to learn at their own pace and access materials anytime, provided they have internet access and a device. The following is a discussion of some advantages of e-learning in higher education:

E-learning Supports Quality Content Delivery

According to Abbas, Arowolo, and Igwe (2021), E-learning serves as a pivotal tool in enhancing the delivery of quality content within the educational landscape. Through its flexible and accessible platforms, e-learning enables educators to curate and deliver diverse and high-quality educational materials to students, transcending

traditional classroom constraints. This approach ensures that learners have access to tailored learning experiences, incorporating multimedia resources, interactive modules, and personalized learning paths that cater to their individual needs and preferences. By leveraging e-learning technologies, educational institutions can effectively disseminate up-to-date and relevant content, fostering a dynamic and enriching learning environment that prepares students for success in an increasingly digital and knowledge-driven world.

E-learning Enhances Active Learners' Participation in Academic Matters

E-learning significantly enhances active learners' participation in academic matters by providing a dynamic and interactive learning environment that encourages engagement and collaboration (Bobou, Gordon, & Job, 2021). Through features such as discussion forums, virtual classrooms, and interactive assessments, e-learning platforms facilitate real-time interaction between students and instructors, fostering a sense of community and enabling students to actively contribute to academic discussions and activities. Furthermore, the flexibility of e-learning allows students to engage with course materials at their own pace and convenience, promoting self-directed learning and empowering individuals to take ownership of their education. This increased participation not only enriches the learning experience but also cultivates critical thinking skills and prepares students for success in an increasingly digital and interconnected world.

E-learning is Cost-effective Compared to Traditional (face-to-face) Education

E-learning offers a cost-effective alternative to traditional face-to-face education, making it highly relevant in today's educational landscape (Eze, Chinedu, Vera, & Bello,

2018). By eliminating the need for physical classrooms, travel expenses, and printed materials, e-learning significantly reduces overhead costs for both institutions and students. Moreover, the scalability of online courses allows for a wider reach without incurring additional infrastructure expenses, making education more accessible to individuals across geographical locations and socioeconomic backgrounds. Additionally, e-learning platforms often offer subscription-based models or pay-per-course options, providing flexibility and affordability for learners. With the rising demand for accessible education and the increasing prevalence of digital resources, the cost-effectiveness of e-learning positions it as a pivotal component in shaping the future of education, ensuring affordability and inclusivity on a global scale.

E-learning gives the Learner Control over What and How to Learn

E-learning offers learners unparalleled control over their educational journey by granting autonomy in both content selection and learning methodologies (Kabir & Kadage, 2017). Through customizable learning paths and self-paced modules, students can tailor their learning experiences to align with their individual needs, interests, and learning styles. This level of control empowers learners to engage with course materials in a manner that resonates with them, enhancing their understanding and retention of knowledge. Moreover, e-learning provides flexibility in accessing educational resources anytime and anywhere, enabling learners to seamlessly integrate learning into their daily lives. This learner-centric approach not only promotes self-directed learning but also fosters a sense of ownership and responsibility, ultimately leading to more meaningful

and impactful educational outcomes. Thus, the relevance of e-learning in education lies in its ability to empower learners and cater to their diverse learning needs, facilitating a more personalized and effective learning experience.

Major Challenges Students encounter while using E-Learning Platforms

Despite the benefits of incorporating E-Learning platforms into education, many students in Nigeria still face major challenges that affect their learning experience. Platforms like Moodle, Google Classroom, Zoom, Microsoft Teams, YouTube, WhatsApp, and LinkedIn are commonly used, but their effectiveness often depends on stable access to technology. One of the biggest problems is the high cost of internet data. Many students cannot afford the amount of data needed to attend live classes, download large videos, or submit assignments on time. Some platforms consume large amounts of data, especially Zoom and YouTube, making it hard for students to keep up with regular lessons or participate fully.

Many students in Nigeria find it hard to fully participate in online learning because of the unstable power supply. Electricity in some areas goes out often without warning, which affects how students use their devices for learning. When power is not available, students cannot charge their phones, laptops, or modems, making it almost impossible to join classes, complete assignments, or download materials on time. This issue is more common in areas where power cuts happen regularly, making online learning feel unreliable and frustrating. Students who rely on platforms like Microsoft Teams, Zoom, or Google Classroom often get disconnected when there is a blackout in the middle of a

lesson. This means they miss parts of the class that may not be repeated, and they fall behind on what others are learning. Some students try to solve this by visiting public charging points, such as business centers or small shops with generators. However, this comes with a cost, both in money and time. The stress of constantly looking for where to charge a phone or laptop adds pressure to an already busy school life, and not every student can afford to do this regularly. Those in rural or low-income areas are more affected because access to alternative power sources like generators or solar panels is limited. For many of these students, studying depends entirely on when electricity is available. This makes online learning uneven, as students who have better access to power can learn more easily while others struggle to keep up. The gap between students who can stay connected and those who cannot continues to grow, making it difficult to create equal learning opportunities for everyone. Stable electricity is important if students are to fully enjoy the benefits of digital education.

Many students face real difficulties when it comes to owning and using smart devices for learning. In several homes, there may be just one smartphone or computer that is shared among multiple people, including siblings and parents. This creates problems for students who need to join online classes or complete assignments within a certain time. If another family member is using the device, the student has no choice but to wait or miss the lesson entirely. This delay can affect their performance, especially when teachers expect everyone to be present online or respond quickly to instructions shared on platforms like WhatsApp or Google Classroom. There are also cases where the available device is not

fit for the demands of online learning. Some students have access to older phones or computers that cannot open large documents, support video calls properly, or run updated educational applications. These devices often freeze or crash, making it hard for the student to follow lessons smoothly. A video might stop halfway, or an app may refuse to load, causing frustration and confusion. Even basic tasks like downloading a file or typing an assignment can become stressful when the tool being used is slow or unreliable. This lowers the quality of learning and puts such students at a disadvantage compared to those with better devices. Besides the condition of the devices, regular access to them also matters. Some students can only use these tools at certain times of the day, especially if the device belongs to a parent who needs it for work. This means the student may not be able to respond to a teacher's message immediately or complete online homework on time. When students are unable to keep up with their peers due to such reasons, it can affect their confidence and reduce their interest in learning. The lack of steady access to suitable devices continues to be a barrier to enjoying and benefiting fully from modern e-learning platforms.

Limited technical support creates a difficult learning environment for many students using e-learning platforms. When students do not receive proper training on how to use tools like Moodle or Google Classroom, they often face confusion from the very beginning. Some do not know how to navigate the login page, locate their course materials, or understand where to submit their assignments. This can make them feel lost and unsure about how to keep up with their studies. The problem is even worse for

students who are new to digital learning and do not have anyone to guide them at home or school. This lack of direction makes them feel discouraged and disconnected from the learning process. Technical problems can also interrupt the flow of learning. For example, when students face login errors or cannot open their assignments due to software glitches, they are often expected to fix these problems by themselves. But without the right knowledge or support system in place, they struggle to find solutions. This can lead to wasted time, late submissions, or even missed deadlines. For students who are trying their best to keep up, these challenges create stress and confusion. If they feel that no one is available to help when something goes wrong, their interest in the platform may gradually fade, and they may stop participating altogether. A reliable support system is very important for students to succeed in digital learning. When help is not available at the right time, students feel isolated and may stop trying. This is especially true for those who do not have strong digital skills or personal access to trained individuals who can guide them. Schools that fail to provide simple training sessions or quick technical support end up leaving students behind.

Many students face challenges when using digital learning platforms because of language barriers and limited digital skills. Some platforms use instructions that are written in formal English or technical terms, which can be difficult for students who are still developing their language ability. This can make them feel confused or unsure about what to do, especially if they are not confident in reading and understanding such content. As a result, they may avoid using the platforms often, which affects their learning

progress. Tasks that seem simple to others, like finding study materials or joining an online class, may take longer and feel more difficult for them. In some cases, students do not have enough experience with using computers or smartphones for educational purposes. While many are active on social media, using academic platforms like Moodle or LinkedIn can be very different. These platforms often require users to follow specific steps to submit work, complete quizzes, or access feedback. Without proper training, students may make errors or miss deadlines. This leads to frustration and low confidence, especially when they are expected to handle their schoolwork independently. The stress from not knowing how to use these tools properly can discourage them from fully engaging in their studies. To make learning easier for such students, schools and teachers can provide better support. This could include step-by-step guides, basic digital skill training, and instructions in simpler language. Having a stable internet connection and access to devices also helps students participate more actively in online learning. When students are guided patiently and given the chance to practice, they become more comfortable using the platforms. Over time, they can build the confidence and skills they need to manage their school activities online without feeling lost or overwhelmed.

Summary of Reviewed Literature

Several studies have been done on e-learning platforms, showing both positive outcomes and ongoing challenges in their use within higher education. The Technology Acceptance Model (TAM) serves as a useful guide for understanding how students engage with these platforms. According to TAM, students are more likely to use e-

learning platforms if they believe the systems are helpful and easy to use. Many studies support this idea, showing that students and even tutors appreciate the flexibility and convenience of platforms like Moodle, especially when proper support and training are provided. Research has also explored how these platforms help in improving learning interest, persistence, and academic performance. For example, studies found that Moodle boosted interest in English language learning, while structured models were used to measure student engagement in other platforms. These findings show that digital learning is becoming more accepted in higher institutions, with both students and teachers beginning to adjust to the shift in learning styles brought about by technological changes.

Despite these efforts, several gaps remain. Many existing studies focused more on tutors or used models to measure student participation without deeply exploring students' personal experiences, opinions, and the challenges they face. Some studies relied on controlled environments like pre-test/post-test setups or focused on specific courses such as mathematics or English. Others examined the availability of tools and their use by educators, but did not explore the everyday struggles faced by students while using these platforms independently. The impact of high internet costs, poor connectivity, and weak digital skills was often mentioned briefly but not deeply explored from the student's point of view. Most of the available literature has placed more attention on measurable academic performance or tool availability, with limited focus on how students truly feel about adopting these platforms or what keeps them from fully engaging with them.

The current study aims to cover this gap by focusing on students' personal perceptions regarding both the adoption and challenges of using e-learning platforms. It moves away from just measuring performance or technical availability and instead listens directly to what students say about their real experiences. The study looks into what makes these platforms easy or hard to use, what discourages students from using them often, and what they think could make digital learning better. By doing this, the study helps to paint a clearer picture of how students experience e-learning in practice, especially in a setting like Nigeria where access and digital readiness vary widely.

CHAPTER THREE

METHODOLOGY

This chapter will be discussed under the following sub-headings;

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

Research Design of the Study

This study uses a descriptive survey design to explore the relationship between different variables without changing or controlling them in any way. The design made it possible for the researcher to focus on a selected group of students, where data was collected from a small portion of the population that reflects the larger group. This approach allowed the researcher to gather useful information through observations and responses from the chosen participants, making it easier to understand patterns and trends within the larger student body.

Population of the Study

The population of the study comprises of fourteen (14) faculties and total of thirty nine thousand, two hundred and forty-three (39,243) undergraduate students in the university of Benin.

Table 1: Population Distribution of Students

S/N	Faculty	Number of students
1	Physical science	3552
2	Social science	3036
3	Environmental science	596
4	Law	989
5	Life sciences	5088
6	Management science	3131
7	Agricultural science	2056
8	Basic medical science	1948
9	Medicine	795
10	Art	5710
11	Dentistry	168
12	Engineering	3811
13	Education	7369
14	Pharmacy	994
	Total	**39243**

Sample and Sampling Techniques

The sample of this study is composed of two hundred (200) students from the University of Benin. To get the sample, The Fourteen Faculties of the University were

stratified into three that are Humanities with the following Faculties: Social Sciences, Law, Administration Sciences, Art and Education: Life Sciences with the following Faculties: Environmental Sciences, Basic Medical Sciences, Agricultural Sciences, Medicine, Dentistry. Pharmacy and Management Sciences then Technical with the following Faculties: Physical Sciences and Engineering.

For Humanities, the Faculty of Education was chosen with a population of Seven Thousand Three Hundred and Sixty-Nine (7,369). From the Life Sciences group, the Faculty of Agriculture was chosen with a population of two thousand and fifty-six (2,056), while the Faculty of Techniques. The Faculty of Engineering with a population of three thousand eight hundred eleven (3,811) was selected. After that, 1.5% of the students from the selected Faculties numbering around two hundred (200) formed the sample for the study as shown in table 2 below.

Table 2: Sampled Distribution of Students

Groups	Faculty selected population	Total population	1.5% of
Humanities	Faculty of education	7,369	110
Technical	Engineering	3,811	57
Life science	Agriculture	2,056	33
		Total	**200**

Research Instrument

The instrument used for the study is a self-structured questionnaire titled "Students Perception on the Adoption and Challenge of E-Learning Platforms among

Undergraduate Questionnaire (SPACEPUQ) “ which was designed by the researcher. The questionnaire was divided into two parts, namely section A and B. Section-A educed information on personal data (Demographic Data) of the respondents while section-B contained how many items directly related to the research questions. The respondents was given alternative responses to choose from. It is a closed ended questionnaire in which the responses will be categorized as follows: Strongly Agree (SA): 4, Agree (A): 3, Strongly Disagree (SD): 2 and Disagree (D): 1 respectively.

Validity of the Instrument

The research instrument was validated by three experts, my supervisor and two lecturers drawn from the department of curriculum and instructional technology. Thereafter, the instrument was modified by the project supervisor. The content validity of instrument was ascertained by the aforementioned experts and the project supervisor.

Reliability of the Instrument

To establish the reliability of the instrument, the Cronbach Alpha was used to measure the level of the items. The instrument was administered to 20 students who are not part of the study population. A co-efficient value of 0.894 obtained showed that the instrument was very reliable.

Method of Data Collection

The questionnaire was administered personally by the researcher to the respondents. The respondents were assured of confidentiality and urged to answer the questions honestly to the best of their knowledge. Instruction was given to the respondent

on how to fill out the questionnaire. The questionnaire was collected on the spot for easy retrieval.

Method of Data Analysis

The data collected was analyzed using descriptive statistics of mean and standard deviation for the research questions using Statistical Package for Social Science (SPSS). The cut-off mean value was set at 2.5. Any item value less than 2.5 below was referred to as disagreed while any item value equal to 2.5 and above was regarded as agree.

CHAPTER FOUR

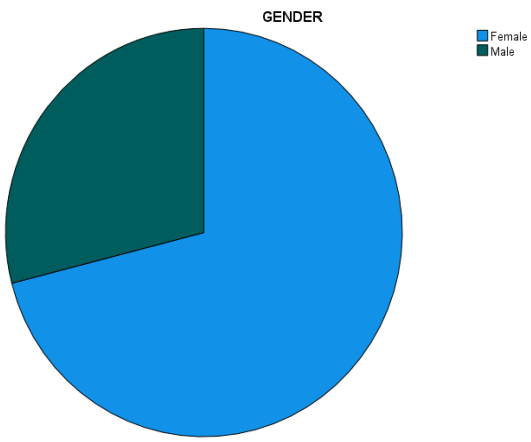
PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter contains the findings of the Study. The responses to the various items were also organized and presented. The research questions were tested using mean and standard deviation.

Presentation of the Result

Table 1: Frequency Distribution of Respondents by Gender

Gender	Frequency	Percent
Female	142	71.0
Male	58	29.0
Total	200	100.0



Source: Researcher's fieldwork, 2025

The demographic data in the table above shows that the study sample consisted of two hundred (200) participants, with a clear majority being female. Of the total respondents, one hundred and forty-two (142) were female, representing seventy-one percent (71%) of the sample, while fifty-eight (58) were male, accounting for twenty-nine percent (29%).

Research Question One

Table 2: Mean and S.D on the perception of students towards the use of e-learning platforms in the University of Benin

S/N	ITEMS	N	Mean	Standard Deviation	Decision
1.	The use of Moodle for learning helps me understand my lessons better as it is easy to use.	200	3.21	.864	Disagree
2.	The learning experience through Google Classroom improves my interest in schoolwork as it makes lessons more organized.	200	2.58	.792	Disagree
3.	Attending online classes on Zoom makes learning more interactive as it allows real-time communication.	200	2.63	.947	Agree
4.	The features on Microsoft Teams support my learning well as it allows me to join meetings and submit work easily.	200	3.66	.588	Agree
5.	YouTube videos help me learn better as they provide clear explanations on many school topics.	200	2.32	.938	Disagree

Benchmark: 2.50

Research question one sought to examine the perception of students towards the use of e-learning platforms in the University of Benin. The result showed that students disagreed that Moodle helps them understand their lessons better, with a mean score (M = 3.21, S.D = .864). They also disagreed that Google Classroom improves their interest in schoolwork, as reflected in the mean score (M = 2.58, S.D = .792). On the other hand, students agreed that Zoom makes learning more interactive through real-time communication, with the mean value recorded at (M = 2.63, S.D = .947). The analysis also indicated agreement that Microsoft Teams supports learning through features that aid meetings and submission of work, with a mean of (M = 3.66, S.D = .588). However, students disagreed that YouTube videos help them learn better, with the lowest mean value observed (M = 2.32, S.D = .938). These results showed varied perceptions across the platforms, with some viewed as supportive to learning while others were not.

Research Question Two

Table 3: Mean and S.D on the level of adoption students report regarding e-learning platforms in the University of Benin

S/N	ITEMS	N	Mean	Standard Deviation	Decision
1.	The learning experience on Google Classroom supports my understanding of schoolwork.	200	2.50	.833	Agree
2.	I feel comfortable attending classes through Zoom or Microsoft Teams.	200	3.30	.731	Agree
3.	Watching educational content on YouTube helps me learn better outside the classroom.	200	3.29	.678	Agree
4.	Receiving learning materials and updates through WhatsApp makes me stay connected to school activities.	200	3.27	.701	Agree
5.	I find it useful to learn professional or academic skills through LinkedIn.	200	3.30	.707	Agree

Benchmark: 2.50

Research question two sought to examine the level of adoption of e-learning platforms among students in the University of Benin. The results showed that students agreed that Google Classroom supported their understanding of schoolwork with a moderate response (M = 2.50, S.D = 0.833). They also reported comfort in attending classes through Zoom or Microsoft Teams (M = 3.30, S.D = 0.731), while the use of YouTube for educational content was also valued as helpful for learning outside the classroom (M = 3.29, S.D = 0.678). In addition, students affirmed that receiving learning materials and

updates through WhatsApp kept them connected to school activities (M = 3.27, S.D = 0.701), and they found LinkedIn useful for learning professional or academic skills (M = 3.30, S.D = 0.707). Since all the items were above the benchmark of 2.50, it indicated that students generally adopted these platforms positively, with the highest adoption levels observed in Zoom, Microsoft Teams, and LinkedIn.

Research Question Three

Table 4: Mean and S.D on the major challenges students encounter while using e-learning platforms in the University of Benin

S/N	ITEMS	N	Mean	Standard Deviation	Decision
1.	The high cost of internet data affects how often I use Zoom and Microsoft Teams for learning.	200	3.47	.600	Agree
2.	Erratic power supply prevents me from joining live online classes on e-learning platforms.	200	3.56	.564	Agree
3.	I sometimes miss important online lessons because I do not get enough technical help when I need it.	200	3.48	.584	Agree
4.	The lack of proper training makes it hard for me to use platforms like Microsoft Teams or Google Classroom effectively.	200	3.15	.773	Agree
5.	I do not use LinkedIn or YouTube often because I do not have regular access to a smart device.	200	2.99	.808	Agree

Benchmark: 2.50

Research question three sought to examine the major challenges students encountered while using e-learning platforms in the University of Benin. The analysis

showed that students agreed that the high cost of internet data affected how often they used platforms like Zoom and Microsoft Teams for learning (M = 3.47, S.D = .600). They also reported that erratic power supply prevented them from joining live classes on these platforms (M = 3.56, S.D = .564). Limited technical support was another issue, as many missed important online lessons when timely assistance was unavailable (M = 3.48, S.D = .584). In addition, lack of proper training made it difficult for students to use Microsoft Teams or Google Classroom effectively (M = 3.15, S.D = .773). Access to devices was also a problem, as some students noted that irregular access to smart devices limited their use of platforms like LinkedIn or YouTube (M = 2.99, S.D = .808). These findings showed that internet cost, power supply, technical support, training, and device access were key barriers to effective e-learning engagement.

Research Question Four

Table 5: Mean and S.D on the factors influencing students' willingness to use e-learning platforms in the University of Benin

S/N	ITEMS	N	Mean	Standard Deviation	Decision
1.	The cost of internet data for e-learning platforms like YouTube or WhatsApp is manageable for my studies.	200	2.99	.814	Agree
2.	I find the various e-learning platforms, such as LinkedIn Learning, easy to navigate and use.	200	3.46	.632	Agree
3.	Technical issues with e-learning platforms often prevent me from participating fully in online activities.	200	2.90	.940	Agree
4.	Using platforms like Zoom or Microsoft Teams for live lectures provides an effective learning experience.	200	2.90	.872	Agree
5.	Moodle makes learning materials easily accessible.	200	3.13	.732	Agree

Research question four sought to examine the factors influencing students' willingness to use e-learning platforms in the University of Benin. The findings revealed that the cost of internet data for platforms like YouTube or WhatsApp was seen as manageable for studies (M = 2.99, S.D = 0.814). Students also agreed that platforms such as LinkedIn Learning were easy to navigate and use (M = 3.46, S.D = 0.632). However, technical issues were identified as a factor preventing full participation in online activities (M = 2.90, S.D = 0.940). Similarly, the use of Zoom or Microsoft Teams for live lectures

was recognized as providing an effective learning experience (M = 2.90, S.D = 0.872). In addition, Moodle was reported to make learning materials more accessible to students (M = 3.13, S.D = 0.732). These findings show that while accessibility and ease of use support students' willingness to use e-learning platforms, technical issues still remain a challenge.

Discussions of Findings

The findings of this study shed light on students' perceptions regarding the adoption and challenges of e-learning platforms among undergraduates at the University of Benin. For research question one, a varied perception of e-learning platforms was evident among students. While they viewed Zoom and Microsoft Teams as valuable for interactive and supportive learning experiences, they did not hold similar views for other platforms. Students did not see Moodle or Google Classroom as helpful for understanding lessons or improving their interest in schoolwork. The least favored platform was YouTube, which students did not find useful for learning. The results point to a mix of views, where some platforms are embraced for their learning benefits while others are not seen as beneficial. This aligns with the study by Balogun et al. (2023), on undergraduate students perception of e-learning systems during COVID-19 pandemic in the University of Ilorin, Nigeria, revealing that e-learning system use among students is high, but highly influenced by the decision of the school management to employ e-learning system as only approach for teaching during the pandemic. It further revealed

that the perception of students on the quality of system used is high, while their lecturers' attitude towards the use of e-learning facilities is positive.

On research question two, students demonstrated a positive attitude toward adopting several e-learning platforms. Students reported comfort with using Zoom and Microsoft Teams for live classes and found educational content on YouTube helpful for learning outside the classroom. The use of WhatsApp for receiving learning materials and updates was also affirmed, as was the use of LinkedIn for acquiring professional and academic skills. These findings affirm a broad acceptance of these tools, with the highest use reported for Zoom, Microsoft Teams, and LinkedIn, indicating that these platforms have been integrated into the students' learning routines. This corresponds with the findings of Oyediran, Omoare, Owoyemi, Adejobi, and Fasasi (2020), who found positive attitudes toward platforms like Zoom and WhatsApp for educational purposes among Nigerian university students, particularly noting high acceptance rates for interactive communication platforms.

Research question three revealed several obstacles students face when using e-learning platforms. Students noted that the high cost of internet data and inconsistent power supply hindered their ability to join live classes. Another problem was the absence of timely technical support, which caused students to miss important online lessons. A lack of proper training was also a problem, making it hard for students to use certain platforms effectively. Some students also had limited access to smart devices, which restricted their use of platforms like YouTube and LinkedIn. These findings confirm that issues with

infrastructure, technical assistance, training, and device access are major barriers to effective e-learning. This aligns with the study by Adedoyin and Soykan (2023), who identified obstacles such as inconsistent electricity supply, high cost of internet data, and inadequate ICT facilities in Nigerian universities. Similarly, Edemoh and Ogedebe (2019) found that poor power supply was predominant among the challenges of e-learning in Nigerian universities.

Research question four found that several factors influence students' readiness to use e-learning platforms. The cost of internet data for some platforms was considered affordable for learning purposes. Additionally, students found platforms like LinkedIn Learning easy to navigate, which made them more willing to use them. While students acknowledged that live lectures on Zoom and Microsoft Teams provided an effective learning experience and that Moodle made materials more accessible, they also mentioned that technical issues often kept them from participating fully in online activities. This shows that accessibility and ease of use are powerful motivators for platform use, but technical problems still pose a barrier. This corresponds to study by Yahiaoui et al., (2022), on the impact of e-learning systems on motivating students, revealing that that student motivation (Attention, Relevance, Confidence, and Satisfaction) and student outcomes (knowledge, skills, and attitudes) are significantly affected by e-Learning systems (Technical and electronic requirements, personal requirements, perceived value, and credibility of e-Learning).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The purpose of this research was designed to investigate examine students' perceptions regarding the adoption and challenges of e-learning platforms among undergraduates at the University of Benin. Two hundred (200) undergraduate students across the faculties in the University were explored. The researcher made effort in investigating the perception of students towards the use of e-learning platforms; the level of adoption students report regarding e-learning platforms; the major challenges students encounter while using e-learning platforms, and; the factors influencing students' willingness to use e-leaning platforms in the University of Benin, all of which have been discussed in details under the review of literature.

The collection of data was carried out through the administration of questionnaire to two hundred (200) undergraduate students in the University of Benin. The data were interpreted and discussed using mean and standard deviation table. The sampling technique used for the research was the stratified random sampling technique.

The findings based on the research questions revealed the following:

- Students hold varied perceptions of e-learning platforms; some are seen as beneficial for interactive learning, while others are not.

- The adoption of e-learning platforms is generally positive among students, with high use of platforms like Zoom and Microsoft Teams for live classes and LinkedIn for skill development.
- Major obstacles to effective e-learning include high internet data costs, inconsistent power supply, and a lack of technical support and training.
- The ease of use and accessibility of learning materials on certain platforms encourage student willingness to use them

Conclusion

In conclusion, the study reveals a complex picture of e-learning platform use among students, characterized by varied perceptions, positive adoption of certain tools, and the presence of significant challenges. While students find platforms like Zoom and Microsoft Teams valuable and are willing to use them due to their ease of use and accessibility, they face major hurdles related to infrastructure, technical support, and training. To improve the e-learning experience, it is crucial for universities to address these barriers by ensuring stable internet access, reliable power supply, and adequate technical and educational support.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are made:

- Universities should provide affordable or subsidized internet data and access to consistent power sources for students to ensure they can participate fully in online learning.
- Educational institutions need to establish a robust and responsive technical support system to help students with issues they encounter while using e-learning platforms.
- Proper training programs and workshops on how to effectively use various e-learning platforms should be implemented for students.
- Course content and learning materials should be designed to be accessible and compatible across different devices to accommodate students who may have limited access to certain smart devices.

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APPENDIX A

FACULTY OF EDUCATION

UNIVERSITY OF BENIN, BENIN CITY

STUDENTS PERCEPTION ON THE ADOPTION AND CHALLENGE OF E-LEARNING PLATFORMS AMONG UNDERGRADUATE QUESTIONNAIRE (SPACEPUQ)

Dear Respondent,

This questionnaire is designed for academic purposes. It is structured to find out students' perception on the adoption and challenge of E-Learning platforms among undergraduate in the University of Benin.

Please respond sincerely to the questions by ticking [√] where applicable. Your responses will be treated with a high level of confidentiality. Thank you

Section A: Demographic Data

Instructions: Please tick (✓) where applicable.

Gender: Female ( ): Male ( )

Section B: Data on Questionnaire

Indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA); Agree (A); Disagree (D); Strongly Disagree (SD).

S/N	STUDENTS AND E-LEARNING PLATFORMS	SA	A	D	SD
1.	The use of Moodle for learning helps me understand my lessons better as it is easy to use.				
2.	The learning experience through Google Classroom improves my interest in schoolwork as it makes lessons more organized.				

3.	Attending online classes on Zoom makes learning more interactive as it allows real-time communication.				
4.	The features on Microsoft Teams support my learning well as it allows me to join meetings and submit work easily.				
5.	YouTube videos help me learn better as they provide clear explanations on many school topics.				
	E-LEARNING PLATFORMS AND STUDENT'S ADOPTION	**SA**	**A**	**D**	**SD**
6.	The learning experience on Google Classroom supports my understanding of schoolwork.				
7.	I feel comfortable attending classes through Zoom or Microsoft Teams.				
8.	Watching educational content on YouTube helps me learn better outside the classroom.				
9.	Receiving learning materials and updates through WhatsApp makes me stay connected to school activities.				
10.	I find it useful to learn professional or academic skills through LinkedIn.				
	STUDENT'S CHALLENGES IN THE USE OF E-LEARNING PLATFORMS	**SA**	**A**	**D**	**SD**
11.	The high cost of internet data affects how often I use Zoom and Microsoft Teams for learning.				
12.	Erratic power supply prevents me from joining live online classes on e-learning platforms.				
13.	I sometimes miss important online lessons because I do not get enough technical help when I need it.				
14.	The lack of proper training makes it hard for me to use platforms like Microsoft Teams or Google Classroom				

	effectively.				
15.	I do not use LinkedIn or YouTube often because I do not have regular access to a smart device.				
	FACTORS AFFECTING STUDENTS' WILLINGNESS TO USE E-LEARNING PLATFORMS				
16.	The cost of internet data for e-learning platforms like YouTube or WhatsApp is manageable for my studies.				
17.	I find the various e-learning platforms, such as LinkedIn Learning, easy to navigate and use.				
18.	Technical issues with e-learning platforms often prevent me from participating fully in online activities.				
19.	Using platforms like Zoom or Microsoft Teams for live lectures provides an effective learning experience.				
20.	Moodle makes learning materials easily accessible.				

APPENDIX B

RELIABILTY TEST RESULT

Reliability

[DataSet2]

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.894	20

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
60.25	79.882	8.938	20

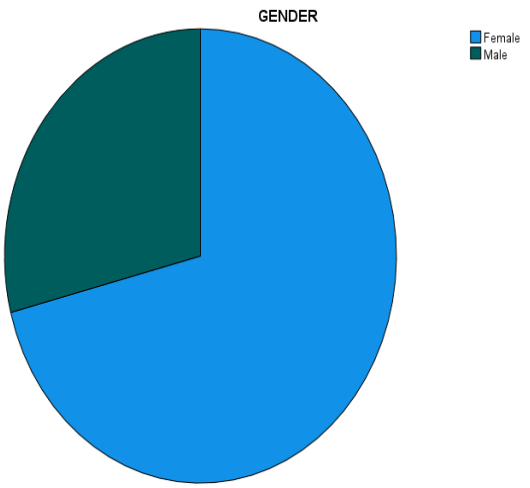
APPENDIX C

Analysis Output

Data on Questionnaire

GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	142	71.0	71.0	71.0
	Male	58	29.0	29.0	100.0
	Total	200	100.0	100.0	



Descriptive Statistics

	N	Mean	Std. Deviation
The use of Moodle for learning helps me understand my lessons better as it is easy to use.	200	3.21	.864
The learning experience through Google Classroom improves my interest in schoolwork as it makes lessons more organized.	200	2.58	.792
Attending online classes on Zoom makes learning more interactive as it allows real-time communication.	200	2.63	.947
The features on Microsoft Teams support my learning well as it allows me to join meetings and submit work easily.	200	3.66	.588
YouTube videos help me learn better as they provide clear explanations on many school topics.	200	2.32	.938
The learning experience on Google Classroom supports my understanding of schoolwork.	200	2.50	.833
I feel comfortable attending classes through Zoom or Microsoft Teams.	200	3.30	.731
Watching educational content on YouTube helps me learn better outside the classroom.	200	3.29	.678
Receiving learning materials and updates through WhatsApp makes me stay connected to school activities.	200	3.27	.701
I find it useful to learn professional or academic skills through LinkedIn.	200	3.30	.707
The high cost of internet data affects how often I use Zoom and Microsoft Teams for learning.	200	3.47	.600
Erratic power supply prevents me from joining live online classes on e-learning platforms.	200	3.56	.564
I sometimes miss important online lessons because I do not get enough technical help when I need it.	200	3.48	.584

The lack of proper training makes it hard for me to use platforms like Microsoft Teams or Google Classroom effectively.	200	3.15	.773
I do not use LinkedIn or YouTube often because I do not have regular access to a smart device.	200	2.99	.808
The cost of internet data for e-learning platforms like YouTube or WhatsApp is manageable for my studies.	200	2.99	.814
I find the various e-learning platforms, such as LinkedIn Learning, easy to navigate and use.	200	3.46	.632
Technical issues with e-learning platforms often prevent me from participating fully in online activities.	200	2.90	.940
Using platforms like Zoom or Microsoft Teams for live lectures provides an effective learning experience.	200	2.90	.872
Moodle makes learning materials easily accessible.	200	3.13	.732
Valid N (listwise)	200		