10

DEMOGRAPHIC AND PERSONAL CORRELATES OF E-LEARNING PLATFORMS USE BY LIBRARY AND INFORMATION SCIENCE UNDERGRADUATES IN SELECTED UNIVERSITIES IN NIGERIA

Olawale Oyewole[1], Airen E. Adetimirin[2], Saheed Abiola Hamzat[3], Priscilla Ayooluwa , Jacob[4] and Ayodele John Alonge[5]

Department of Library, Archival and Information Studies, University of Ibadan, Nigeria[1,2,5]
Department of Library and Information Science, Adeleke University, Ede, Nigeria[3].
Department of Library and Information Science, University of Ilorin, Nigeria[4].
Email:ot.oyewole@ui.edu.ng;oyewolebaba01@yahoo.com[1];aeadetimirin@gmail.com[2];saheed.abiola@adelekeuniversity.edu.ng[3] , jacob.pa@unilorin.edu.ng[4];aj.alonge@ui.edu.ng[5]
Journal of Applied Information Science and Technology 18 (2) 2025
https://doi.org/10.70118/jaist.202501802.10

Abstract

Purpose: *This study was carried out to investigate the relationship between demographic and factors and use of e-learning platforms by Library and Information Science (LIS) undergraduates in two geo-political zones in Nigeria.*

Design/Methodology/Approach*: The correlational survey research design was used for the study and the population consisted of 5.078 library and information science undergraduates in seventeen library schools. The two-stage random sampling technique was used to arrive at a sample size of 1,560. The questionnaire which was the research instrument yielded a response rate of 95.1% (1483). The data was analysed with the use of descriptive statistics of frequency counts, percentages, mean and standard deviation and also correlation analysis with Pearson product moment correlation.*

Findings*: Most of the respondents 696 (46.93%) were between 16-20 years of age, were male 859 (57.92%) and in 200 level 620 (40.46%). About half of the LIS undergraduates 750 (50.57%) owned a computer and almost all 1472 (99.26%) had access to the Internet. The most used e-learning platforms as indicated by most of the respondents ($\bar{x}$=3.74) was social media platforms like Facebook, WhatsApp and the likes. More than four-fifths of the respondents 1,266 (85.95%) used the social media platforms for e-learning on a daily basis. Demographic factors; age (0.0998), gender (0.1769) and level of study (0.1327) had significant relationships with the use of e-learning platforms. A significant positive relationship also existed between personal factors; ownership of computer (0.2040) and access to the Internet (0.0955) and use of e-learning platforms.*

Originality/Value*: The paper has presented empirical facts on the significant relationship between demographic and personal factors and use of e-learning platforms by library and information science undergraduates in two geo-political zones in Nigeria. It was recommended that regular workshops that will factor-in the demographic dimensions be organised to strengthen the use of e-learning platforms by the LIS undergraduates.*

Keywords*: Demographic factors, Personal factors, Use of e-learning platforms, Library and information science undergraduates, Nigeria*

Paper type*: Empirical research*

Introduction

Library and Information Science (LIS) undergraduates are expected to be trained in order to provide information support to information seekers in the Digital Age. An important way that could be used to prepare them for their future responsibilities in the digital space is by exposing them during their training in the library schools to electronic learning (e-learning) which can also be called online learning. Electronic learning can be viewed as an arrangement

where learners acquire relevant knowledge and skills through the aid of Information and Communication Technology (ICT) and facilitated by instructors. Chawla *et al*. (2024) defined e-learning as a method of learning that is carried out through electronic means with the aid of digital technologies. Jain *et al*. (2024) noted that a very important component of e-learning is the e-learning platform.

E-learning platforms can be defined as a software that collaborates with other technological tools to ensure that learning takes place electronically (Jain *et al*, 2024). According to Abdulrahman, Aderoju and Falade (2025), these learning platforms combine systems like multimedia and internet technologies to enhance the learning experience. These systems used by e-learning platforms could ensure that learners communicate with their instructors and also interact with their colleagues with access to different electronic information resources. Examples of the e-learning platforms are; Coursera, Udemy, Moodle, Canvas, Blackboard, Google Classroom, Teachable, Zoom, Telegram Messenger and Google Meet among others (Abdulrahman, Aderoju and Falade, 2025).

Ayimbila *et al*. (2024) reported that the use of e-learning platforms is beneficial to learners as it facilitates fast sharing of information with a short time and it also reduces cost. They also noted that through the use of e-learning platforms, learners can learn at their own pace with the opportunity to get timely feedbacks from their instructors. In addition, the increased level of interactivity of the e-learning platforms make it possible for online conferences, group communications and online chats and discussion to take place between learners and their instructors without the barriers of time and space (Jain *et al*, 2024).

Despite the benefits associated with the use of e-learning platforms by undergraduates who include those in LIS, some studies have reported these platforms are underutilised. Kisanjara and Maguya (2024) studied the uptake of e-learning by 300 undergraduates of the Mzumbe University, Tanzania and results showed that most of them had low uptake (use) of e-learning platforms. The reasons adduced for these were more of institutional factors like inadequate e-learning training and poor internet connectivity. Olajide *et al*. (2023) examined the undergraduates of the Faculty of Science in Federal University, Oye-Ekiti, Nigeria and reported that majority of them were not aware and by implication never used Google Classrooms, Zoom, Microsoft

Teams among others as e-learning platforms. This gap in the use of e-learning platforms by these undergraduates could be explained by the demographic factors.

Demographic factors can be viewed as socio-biographical features that define a given population. Within the context of this study, the demographic factors of interest are age, gender and level of study. On the other hand, personal factors are individual attributes and are represented in this study by ownership of computer and access to the Internet. Maican *et al*. (2025) were of the view that demographic characteristics like gender, age, educational level and field study are determinants of e-learning use and satisfaction among undergraduates. Subashini *et al*. (2022) also linked the acceptance of e-learning platforms to the role of access factors like technology readiness like access to devices and related equipment. Based on the foregoing, this study will empirically verify the relationship among demographics, personal factors and use of e-learning platforms among library and information science undergraduates in selected universities in Nigeria.

Statement of the problem

The use of e-learning platforms by library and information science undergraduates can enhance their learning experience by expanding how, when and where they can acquire knowledge and skills. This is because with the e-learning platforms, learning is more interactive and can be done anytime of the day in an online environment. The use of e-learning platforms by LIS undergraduates can also improve their digital skills which are relevant as prospective information professionals in this technologically driven world. Despite these benefits, results of studies have revealed that the use of e-learning platforms by some undergraduates is low. Apart from the challenges associated infrastructure like slow internet network and erratic power supply, could this low use be also explained by their demographic and personal factors like age, gender, level of study, ownership of computer and access to the Internet? Some studies have reported that there could be a correlation between these factors and use of e-learning platforms by undergraduates. However, can this also be said of LIS undergraduates in Nigeria? This study will provide empirical answers to these questions.

Research questions

The following research questions will be answered in this study:

1. What are the demographic and personal factors of LIS undergraduates in selected universities in Nigeria?
2. What are the types of e-learning platforms used by LIS undergraduates in selected universities in Nigeria?
3. What is the frequency of use of e-learning platforms by LIS undergraduates in selected universities in Nigeria?
4. What is the relationship between demographic and personal factors and use of e-learning platforms by LIS undergraduates in selected universities in Nigeria?

Literature review

The use of e-learning platforms by undergraduates has been of interest to researchers globally. Maqableh and Alia (2021) evaluated how undergraduates used online learning platforms during the COVID-19 pandemic at the University of Jordan, United Kingdom of Jordan. From the results, majority of the undergraduates 394 (81.6%) used Team for online classes and 228 (47.2%) also used the same platform for sharing materials. However, close to half of the respondents 233 (48.2%) used Moodle for online class and a very high number 430 (89.0%) used Moodle to share materials. Thus, it can be concluded that while Team was the most used platform for online class, Moodle was the most used to share educational materials.

Subashini *et al*. (2022) carried out a study that examined the use of e-learning platforms among 657 undergraduates in three state universities in Sri Lanka. Results showed that most of the respondents (73.7%) used different e-learning platforms about 2 to 3 days per week. The most used e-learning platforms were LMS/MOODLE (45.4%), WhatsApp /Viber (33.0%) and Zoom (32.7%). Sulkowski et al (2024) surveyed the application of e-learning platforms by 528 students (undergraduates inclusive) of higher institutions during the COVID-19 pandemic in Poland. The study which was mixed methods made use of primary and secondary sources of information. They found out that the e-learning platforms that were used often by a high number of the respondents were; Messenger (96.2%), Microsoft Teams (92.4%) and WhatsApp (59.8%). The least used included; Skype (20.1%), Google Meet (17.0%) and Telegram (14.8%).

Abdulrahman, Aderoju and Falade (2025) investigated the use of online learning platforms by undergraduates in University of Ilorin, Nigeria. The study adopted a descriptive research design method and they population consisted of 120 undergraduates. From the results, most of the respondents (mean=2.83) noted that Telegram Messenger was the most used online learning platform. This was followed by Zoom (mean=2.78) and Google Meet (mean=2.74). While the least used platform was Udemy (mean=1.83). Studies have also considered the relationship between demographic and personal factors and use of e-learning platforms by undergraduates.

Naresh, Reddy and Pricilda (2016) studied the relationship between

demographic factors and readiness of 130 university students (undergraduates and postgraduate students) to use e-learning technologies in a university in Vellore. They found out that gender and educational background had a significant relationship with e-learning readiness which is a precursor to the use of the e-learning technologies. Aderoju and Abdulrahaman (2022) examined the use of e-learning platforms by 120 undergraduates of the University of Ilorin, Nigeria. The descriptive survey research design was used and the data was collected with the aid of a questionnaire. Findings showed that gender had no relationship with the use of e-learning platforms.

Aliyu, Arasanmi and Ekundayo (2019) studied the relationship between demographic characteristics and use of Moodle learning system among 200 undergraduates at a university in Malaysia. From the results, it was discovered that age and gender were significant determinants of the use Moodle as an e-learning platform among the respondents. Alhassan *et al*. (2021) studied 446 university students in Ghana's healthcare public universities. They found out that asides gender, year of study was a significant factor that could determine use of e-learning platforms. They reported that first year students were more likely to use e-learning platforms for academic activities like writing essays and uploading class assignments than those in their second year.

The study carried out by Maqableh and Alia (2021) among undergraduates in Jordan also presented results on the relationship between personal factors and use of e-learning platforms. They reported that about three-fifths of the respondents (61.3%) noted that they faced personal issues like lack of adequate devices like computer and internet connectivity issues which negatively impacted their use of the e-learning platforms. This result was reinforced during the focused group discussion with the undergraduates. The authors noted that this could be as a result of the challenges experienced in the country with particular reference to infrastructure and the economy.

Theoretical framework

This study is guided by the Unified Theory of Acceptance and Use of Technology (UTAUT) and the Theory of Digital Divide. The Unified Theory of Acceptance and Use of Technology was propounded by Venkatesh *et al*. (2003). The central idea of UTAUT is that the eventual use of digital tools is determined by the direct effect of performance expectancy, effort expectancy, social influence and facilitating conditions. These predictors are also moderated by factors such as age,

gender, experience and voluntariness of use (Venkatesh *et al*., 2023; Marikyan & Papagiannidis, 2025). The specific aspects of UTAUT that relates to the study is the path where demographic factors like age and gender moderate the effect of the predictors and the role of facilitating conditions in the acceptance and use of technology.

The UTAUT explains that the demographic factors (age, gender and level of study) are important variables that could moderate between the predictors and the use of e-learning platforms. Facilitating conditions according to UTAUT refers to the technical infrastructure that supports the use of an information system. It is expected that with adequate facilitating conditions, the behavioural intention and the actual use of a technology will be guaranteed. Within the context of this study, the personal factors (ownership of computer and access to the Internet) represent the facilitating conditions that could promote the use of e-learning platforms. An LIS undergraduate who does not meet the condition of ownership of a computing device and an access to the Internet will find it difficult to use e-learning platforms.

In addition, the Theory of Digital Divide was propounded van Dijk in 2005. The theory affirms that the inequality in the use of digital tools can be explained with four stages of access which are; motivational access, material (physical) access, skills access and usage access (van Dijk, 2005). The form of access applicable to this study is the material (physical) access which represents ownership to computer and access to the Internet (personal factors). This aspect of the theory states that inequalities in owning and accessing digital devices and the Internet will severely hinder use. This explains why LIS undergraduates who do not own computers and do not have access to the Internet will find it difficult to use e-learning platforms as compared with those who are at the other end of the divide that do not experience these inabilities.

Methodology

The study adopted the descriptive survey research design of the correlational type and the population consisted of all LIS undergraduates in seventeen universities offering LIS in two geo-political zones of Nigeria; which are South-west and North-central. The data collected from these universities showed that the population of the undergraduates in the LIS schools in South-west is 1287 and that of North-Central is 3791, giving a total population of 5078 (Table 1).

Table 1 Population of the study

S/N	Name of University	University Ownership	No of LIS Undergraduates
	North-Central		
1	Al-Hikmah University, Ilorin, Kwara State	Private	19
2	Benue State University, Makurdi	State	664
3	Federal University of Agriculture Makurdi	Federal	108
4	Federal University of Technology, Minna	Federal	198
5	Ibrahim Badamosi Babangida University, Minna	State	311
6	Kogi State University, Anyigba	State	628
7	Kwara State University, Malete, Kwara State	State	590
8	University of Abuja	Federal	150
9	University of Ilorin, Ilorin Kwara State	Federal	497
10	University of Jos	Federal	603
11	Veritas University Abuja	Private	23
		Total	3791
	South-west		
12	Adeleke University Ede, Osun State	Private	39
13	Ajayi Crowther University, Oyo	Private	13
14	Federal University, Oye, Ekiti State	Federal	220
15	Lead City University, Ibadan, Oyo State	Private	37
16	Tai Solarin University of Education, Ijebu-Ode, Ogun State	State	743
17	University of Ibadan, Ibadan, Oyo State	Federal	235
		Total	1287
	Grand Total		**5078**

In order to arrive at a sample size, the two-stage random sampling technique was used. At the first stage, ten universities were purposively selected; four federal, four private and two state in the two geo-political zones of the country. The essence of selection is to facilitate equal representation of the universities in the two regions, since there are more universities offering LIS course in North-central as compared to the South-west, Nigeria. The total number of LIS undergraduates in the selected universities is 2601. The second stage involves the use of 60% sampling fraction across the ten universities in order to have a good representation of respondents. With the use of this sampling fraction, the sample size for the study is 1560 (Table 2).

Table 2 Sample size for the study

S/N	Name of University	University Ownership	Number of LIS Undergraduates	Sample size (60%)
	North-central			
1.	Al-Hikmah University, Ilorin, Kwara State	Private	19	11
2.	Federal University of Technology, Minna	Federal	198	119
3.	Kwara State University, Malete, Kwara State	State	590	354
4.	University of Ilorin, Ilorin Kwara State	Federal	497	298
5.	Veritas University Abuja	Private	23	14
		Sub Total	1327	796
	South-west			
6.	Adeleke University Ede, Osun State	Private	39	23
7.	Federal University, Oye, Ekiti State	Federal	220	132
8.	Lead City University, Ibadan, Oyo State	Private	37	22
9.	Tai Solarin University of Education, Ijebu-Ode, Ogun State	State	743	446
10.	University of Ibadan, Ibadan, Oyo State	Federal	235	141
		Sub Total	1274	764
Grand Total			**2601**	**1560**

The data which was collected with the aid of the questionnaire, was analysed with the use of descriptive statistics of frequency counts, percentages, mean and standard deviation and also with inferential statistics, particularly, the Pearson product moment correlation analysis. The Statistical Product and Service Solution (SPSS) is the software used for the data analysis.

Results

Questionnaire administration and return rate

A total number of 1560 copies of the questionnaire were distributed to the LIS undergraduates in the ten universities. However, 1483 were returned and found useful for analysis, giving a response rate of 95.1% (Table 3).

Table 3 Questionnaire administration and return rate

S/N	Name of University	University Ownership	Distribution	Return
	North-central			
1.	Al-Hikmah University, Ilorin, Kwara State	Private	11	8
2.	Federal University of Technology, Minna	Federal	119	108
3.	Kwara State University, Malete, Kwara State	State	354	333
4.	University of Ilorin, Ilorin Kwara State	Federal	298	280
5.	Veritas University Abuja	Private	14	13
	South-west			
6.	Adeleke University Ede, Osun State	Private	23	20
7.	Federal University, Oye, Ekiti State	Federal	132	129
8.	Lead City University, Ibadan, Oyo State	Private	22	20
9.	Tai Solarin University of Education, Ijebu-Ode, Ogun State	State	446	435
10.	University of Ibadan, Ibadan, Oyo State	Federal	141	137
Total			**1560**	**1483**

Answers to the research questions

Research question one: What are the demographic and personal factors of LIS undergraduates in selected universities in Nigeria?

The results of the demographic and personal factors of the respondents were presented in Table 4.

Table 4 Demographic and personal factors of the respondents

Demographic factors		
Variable	**Frequency**	**Percentage**
Age of Student (years)		
16-20	696	46.93
21-25	675	45.52
26-30	77	5.19
>30	35	2.36
Gender		
Male	859	57.92
Female	624	42.08
Level		
100	214	14.43

200	600	40.46
300	337	22.72
400	324	21.85
500	8	0.54
Personal factors		
Ownership of computer Yes No	 750 733	 50.57 49.43
Access to the Internet Yes No	 1472 11	 99.26 0.74

N= 1483

The results for the demographic factors revealed that close to half of the LIS undergraduates 696 (46.93%) were between the age range of 16-20, while the least 35 (2.36%) were 30 years old and above. The male respondents 859 (57.92%) participated more in this study than their female counterparts 624 (42.08%). Most of the respondents 600 (40.46%) were in 200 level, while the minority 8 (0.34%) were in 500 level. As for the personal factors, just a little above half of the LIS undergraduates 750 (50.57%) indicated that they owned a computer, while close to half 733 (49.43%) noted that they did not own a computer. Almost all the respondents 1472 (99.26%) had access to the Internet and only a few 11 (0.74%) indicated otherwise.

Research question two: What are the types of e-learning platforms used by LIS undergraduates in selected universities in Nigeria?

Table 5 presents results on the types of e-learning platforms used by the respondents

Table 5 Types of e-learning platforms used by LIS undergraduates in selected universities in Nigeria

I make use of:	Not true N %	Seldomly true N %	True N %	Very true N %	Mean	Std	Rank
Electronic mail (e-mail)	70 4.72	63 4.25	613 41.34	737 49.70	3.36	0.77	2nd
LMS: Edmodo, Schoology,Moodle, Blackboard Learn,	327 22.05	204 13.76	512 34.52	440 29.67	2.72	1.11	6th
Online discussion forums	734.92	1137.62	552 37.22	745 50.54	3.33	0.82	4th
Social media platforms: Facebook, WhatsApp, etc.	1006.67	131.55	305 20.70	1,143 77.07	3.74	0.51	1st
Wikis	433 29.20	343 23.13	333 22.45	374 25.22	2.44	1.56	7th
Online chat rooms	1036.95	825.53	476 32.10	822 55.43	3.36	0.87	3rd

Video conferencing applications: Zoom, Skype, Google Meet, and Microsoft Teams	1107.42	1409.44	547 36.88	686 46.26	3.22	0.89	5th

Results revealed that the most used e-learning platforms as indicated by majority of the respondents ($\bar{x}$=3.74) was social media platforms like Facebook, WhatsApp and the likes. This was followed by electronic mail (e-mail) ($\bar{x}$=3.36), online chat rooms ($\bar{x}$=3.36), online discussion forum ($\bar{x}$=3.33) and videoconferencing applications like Zoom, Skype, Google Meet and Microsoft Teams ($\bar{x}$=3.22).

Research question three: What is the frequency of use of e-learning platforms by LIS undergraduates in selected universities in Nigeria?

The frequency of use of the e-learning platforms by the LIS undergraduates was presented in Table 6.

Table 6 Frequency of use of e-learning platforms by LIS undergraduates in selected universities in Nigeria

E-learning platforms	Daily		Weekly		Fortnightly		Monthly	
	F	%	F	%	F	%	F	%
Electronic mail (e-mail)	714	50.53	513	36.31	80	5.66	106	7.50
LMS: Edmodo, Schoology,Moodle, Blackboard Learn, etc.	233	20.16	455	39.36	236	20.42	232	20.07
Online discussion forums	609	43.19	482	34.18	135	9.57	184	13.05
Social media platforms: Facebook, WhatsApp, etc.	1,266	85.95	153	10.39	23	1.56	31	2.10
Wikis	259	24.67	322	30.67	313	29.81	156	14.86
Online chat rooms	428	31.01	502	36.38	232	16.81	218	15.80
Video conferencing applications: Zoom, Skype, Google Meet, and Microsoft Teams	618	45.01	461	33.58	171	12.45	123	8.96

Findings showed a high number of respondents 1,266 (85.95%) noted that they used the social media platforms for e-learning on a daily basis. In addition, about half of the LIS undergraduates 714 (50.53%) also used e-mail for e-learning daily. A significant number of the respondents 455 (39.36%) noted that they used the learning management systems like Edmodo, Schoology, Moodle, Blackboard, etc. weekly. Online chat rooms were also used by a notable number of the LIS undergraduates 502 (36.38%) on a weekly basis.

Research question four: What is the relationship between demographic and personal factors and use of e-learning platforms by LIS undergraduates in selected universities in Nigeria?

Table 7 presents results of the correlation analysis conducted between demographic and personal factors and use of e-learning platforms by the respondents.

Table 7 Relationship between demographic and personal factors and use of e-learning platforms by LIS undergraduates in selected universities in Nigeria

Demographic factors	**R**	**P-value**	**Remark**
Age	0.0998	0.0001	Sig
Gender	0.1769	0.0000	Sig
Level of study	0.1327	0.0000	Sig
Personal factors			
Ownership of computer	0.2040	0.0000	Sig
Access to the Internet	0.0955	0.0002	Sig

The results revealed that there was a significant positive relationship between the demographic factors and use of e-learning platforms by the LIS undergraduates; age (0.0998), gender (0.1769) and level of study (0.1327). Similarly, a significant positive relationship exists between personal factors and use of e-learning platforms by the LIS undergraduates; ownership of computer (0.2040) and access to the Internet (0.0955). This implies that age, gender, level of study, ownership of computer and access to the Internet could determine the use of e-learning platforms by the LIS undergraduates.

Discussion of the findings

Findings showed that the most used e-learning platforms by most of the LIS undergraduates were social media platforms like Facebook, WhatsApp and the likes, electronic mail (e-mail), online chat rooms, online discussion forum and videoconferencing applications like Zoom, Skype, Google Meet and Microsoft Teams.

The use of social media platforms and e-mail for e-learning might be as a result of their level and ease of accessibility to the LIS undergraduates. This result agrees with that of Subashini *et al*. (2022) which identified the social media platform like WhatsApp as one of the most used by their respondents. On the other hand, the finding differs from that of Abdulrahman, Aderoju and Falade (2025) who reported that majority of the undergraduates that were sampled used Telegram Messenger for e-learning, followed by Zoom and Google Meet.

Results revealed that majority of the LIS undergraduates used the social media platforms and e-mail for e-learning on a daily basis. In addition, most of the respondents noted that they used learning management systems like Edmodo, Schoology, Moodle, Blackboard, etc. and online chat rooms weekly. This result showed that most of the respondents did not only consider the social media platforms only for communication and entertainment purposes; they viewed them as tools that support their learning activities as undergraduates daily. The weekly use of the learning management systems also indicates their acceptability by a notable number of the respondents. This finding aligns with that of Sulkowski et al (2024) who reported that e-learning platforms like Messenger, Microsoft Teams and WhatsApp were used often by a high number of the respondents.

There was a significant positive relationship between the demographic and personal factors and use of e-learning platforms by the LIS undergraduates. This result upholds the Unified Theory of Acceptance and Use of Technology (UTAUT) and the Theory of Digital Divide. This is because demographic factors like age, gender and level of study can determine the use of the e-learning factors. Facilitating conditions like ownership of computer and access to the Internet must be met before e-learning platforms can be appropriately used. This is further concretised by the need for material access in the Theory of Digital Divide which represents the personal factors in this study. The findings of this study corroborates that of Aliyu, Arasanmi and Ekundayo (2019) and Alhassan *et al*. (2021) where it was reported that demographic factors like age, gender and level of study had significant relationship with the use of various e-learning platforms. The result also this study also upholds that of Maqableh and Alia (2021) where personal factors like access to computers and the Internet had

relationship with the use of e-learning platforms.

Conclusion and recommendations

The use of e-learning platforms by undergraduates, including those in LIS has gained traction ever since the platforms were made more popular during the COVID-19 pandemic. The e-learning platforms have opened up the learning space by ensuring that LIS undergraduates can acquire knowledge and skills without the barriers of time and space. Therefore, an LIS undergraduate that wants to be contemporary relevant regardless of age, gender and level of study will not toil with the use of the e-learning platforms. This can be facilitated through ownership of a computer system and access to the Internet; thus validating the aspects of the UTAUT and the Digital Divide Theory that anchored the study. Therefore, in order to bridge the digital gap in the ownership of computers, management of the institutions where the library schools are located should liaise with alumni and other public spirited individuals and organisations to supply computer systems which can be distributed to the students. The management of these institutions can also promote the use of e-learning platforms by organising regular training and workshops in this respect and ensuring that LIS undergraduates of different ages, gender and level are well represented.

Acknowledgements

The researchers express their immense appreciation to the Tertiary Education Trust Fund (TETFUND) for funding this work through a research grant. This intervention has gone a long way in promoting scholarship and facilitating the dissemination of researched knowledge pertaining to the subject matter.

References

Abdulrahman, M. R., Aderoju, M. A. & Falade, A. A. (2025) Undergraduates' perception on the use of online learning platforms in a selected university in Nigeria. *Ilorin Journal of Education*, 45 (2), 24-40.

Aderoju, M. A. & Abdulrahaman, M. R. (2022). Awareness and perception of undergraduates on utilization of e-learning platforms for learning in University of Ilorin. *Nigerian Journal of Educational Sciences and Technology*, 4 (2), 222-232.

Alhassan, R. K., Ayanore, M. A., Diekku, J., Prempeh, E. B. A. & Donkor, E. S. (2021). Leveraging e-learning technology to enhance pre-service training for healthcare trainees in Ghana: evidence from a pilot project and pointers to policy reforms. *BMC Health Services Research*, 21: 1209. Retrieved from https://doi.org/10.1186/s12913-021-07224-3

Aliyu, O. A., Arasanmi, C. & Ekundayo, S. (2019). Do demographic characteristics moderate the acceptance and use of Moodle learning system among business students? *International Journal of Education and Development Using ICT*, 15(1), 1-14.

Ayimbila, E. A., Akantagriwon, D., Awuni, J. & Ayamba, A. (2024). Students' perception towards online learning in the Upper East Region. *European Journal of Educational and Development Psychology*, 12(1), 28-49. Retrieved from http://www.eajournals.org

Chawla, M., Panda, S. N., Khullar, V., Gard, K. D. & Angurala, M. (2024). Deep

learning based next word prediction aided assistive gaming technology for people with limited vocabulary. *Entertainment Computing*, 50 (1). Doi: 10.1016/j-entcom.2024.100661

Jain, S., Prabha, C., Nandan, D. & Bhosale, S. (2024). Comparative analysis of frequently used e-learning platforms. *Frontiers in Education*. Retrieved from: doi: 10.3389/feduc.2024.1431531

Kisanjara, S. B. & Maguya, A. (2024). Low uptake of e-learning at Mzumbe University: answers and perceptions from students. *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*, 20(1), 39-52

Maican, C. L., Cazan, A. M., Cocorada, E., Dovleac, L., Lixandrolu, R. C., Maican, M. A. & Cocorada, S. A. (2025). The role of contextual and individual factors in successful e-learning experiences during and after the pandemic- a two year study. *Journal of Computers in Education*, 12: 589-624

Maqableh, M. & Alia, M. (2021). Evaluation of online learning of undergraduate students under lockdown amidst COVID-19 pandemic: the online learning experience and students' satisfaction. *Children and Youth Services Review*, 128, 1-11. Retrieved from http://doi.org/10.1016/j.childyouth.2021.106160

Marikyan, D. & Papagiannidis, S. (2025). *Unified Theory of Acceptance and Use of Technology: a review*. In S. Papagiannidis (Ed), TheoryHub Book. Retrieved from https://open.nci.ac.uk

Naresh, B., Reddy, B.S. & Pricilda, U. (2016). A study on the relationship between demographic factor and e-learning readiness among students in higher education. *Sona Global Management Review*, 10 (4), 1-11.

Olajide, O. O., Omolehin, R. J., Anyakorah, O. & Ojo, F. A. (2023). Awareness, perception and challenges of e-learning among Faculty of Science undergraduates of Federal University Oye-Ekiti, Nigeria. Communicate: *Journal of Library and Information Science*, 25(1), 74-88

Subashini, N., Udayanga, L., Silva, L. D., Edirisinghe, J. C. & Nafla, M. N. (2022). Undergraduate perceptions on transitioning into e-learning for continuation of higher education during the COVID pandemic in a developing country: a cross-sectional study from Sri Lanka. *BMC Med Educ*, 22(1), 521. doi: 10.1186/s12909-022-03586-2

Sulkowski, L., Kolasinska-Morawska, K., Brzozowska, M., Morawski, P. & Seliga, R. (2024). Application of e-learning platforms by higher education institutions during the COVID-19 pandemic: the Polish perspective. *Human Technology*, 20(3), 446-467. Retrieved from http://www.ht.csr-pub.eu

Van Dijk, J. A. G. M. (2005). *The deepening divide: inequality in the information society*. Thousand Oaks, CA: Sage.

Venkatesh, V., Morris, M. G., Davis, G. B. & Davis, F. D. (2003). User acceptance of information technology: toward a unified view. *MIS Quarterly*, 27(3), 425-478.