

**PERCEPTION AND ATTITUDE OF LIBRARY AND INFORMATION SCIENCE
FINAL YEAR UNDERGRADUATE STUDENTS TOWARDS THE USE OF REMOTE
LEARNING PLATFORMS IN SELECTED UNIVERSITIES IN OGUN STATE.**

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Abstract

The study examined the perception and attitude of Library and Information Science final year undergraduate students towards the use of remote learning platforms in selected universities in Ogun State. The study adopted a survey research design. The target population of the study is the final year Library school undergraduates at selected universities in Ogun State. The study's total sample size was 248 respondents. All questionnaires distributed were returned and found to be useful for the study. The findings revealed the remote learning platforms available for use among LIS final year undergraduate as Moodle, Microsoft Teams, Zoom, and Google Classroom. Majority of remote learning platforms were not available to LIS final year undergraduates. Furthermore, among LIS final-year undergraduates, the use of remote learning platforms was low. However, the study reveals that respondents' perceptions of the use of remote learning platforms were positive, as was their attitude towards the use of remote learning platforms. The challenges encountered by LIS final-year undergraduates in using remote learning platforms include Lack of expertise, limited internet connectivity, and inadequate ICT infrastructure in the institution. This study concludes that acceptance of remote learning platforms is critical for undergraduate students in higher education institutions. As a result, undergraduate students must accept full access to remote learning platforms and be competent in using technological advances to enhance learning.

Keywords: Remote learning platform, Perception Attitude, Undergraduate

Introduction

The advent of technological innovations in the areas of teaching and learning has revolutionized global education, enabling access to high-quality content and promoting openness. This has led to the development of remote learning platforms, encouraging universities and other tertiary institutions to open up and provide global information, transforming learners into creators. Remote learning platforms aim to eliminate knowledge barriers and equalize

education access by providing high-quality virtual educational materials and opportunities, enhancing teaching and learning process.

Remote learning platforms aim to bridge knowledge gaps and improve education access by offering high-quality virtual resources and enhancing teachers' teaching practices. Remote learning platforms are public domain resources available for free use and adaptation by educators, students, and self-learners. They provide various tools, materials, and techniques for accessing knowledge, allowing for easy reuse and reuse in teaching, learning, and research.

According to Onuoha, Unegbu, and Lasisi (2018), remote learning platforms give undergraduates access to collaborative interactions with one another regardless of time or location, as well as a means of networking and knowledge acquisition.

The use of remote learning platforms among undergraduates has gradually increased, particularly in developed countries where various universities and national institutions have set up the media to give students greater access to educational resources (Sanyaolu, 2018). Remote learning platforms have grown in importance as a means of facilitating access to and improving the quality of teaching and learning for both lecturers and students (Zaid & Alabi, 2020). By encouraging collaboration, students can share knowledge and gain from the ideas of others. When used effectively, remote learning platforms can lower the cost of educational materials and improve their quality, making them a viable alternative to costly educational materials. The rise of technology devices has revolutionized online learning, offering innovative tools for instructors and students. The design of online programs, curriculum, and community-based support services contribute to a positive perception of remote learning.

Statement of the problem

Remote learning provides a method of education where students and teachers are physically separated and engage in learning activities through virtual platforms, such as video conferences, online discussions, and web-based learning materials. Remote learning platforms offers several advantages, such as flexibility in scheduling, personalized learning experiences, and access to a wide range of educational resources. It also provides opportunities for students to develop critical digital literacy skills and self-directed learning capabilities. Despite the advantages associated with the use of remote learning platform, the use appears abysmally low. It is in light of the above that this study investigates perception and attitude of LIS final year undergraduate towards the use of remote learning platforms in selected universities in Ogun State.

Research questions

This study aims to answer the following research questions:

1. What is the level of usage of remote learning platforms among LIS final year undergraduate in selected universities in Ogun State?
2. What is the perception of LIS final year undergraduate towards the usage of remote learning platforms in selected universities in Ogun State?
3. What is the attitude of LIS final year undergraduate towards the usage of remote learning platforms in selected universities in Ogun State?

Literature review

In the studies of Nyamwembe, Tanui, and Wamutitu (2018), remote learning platforms were first implemented at a Forum on the Impact of Open Courseware (OCW) for Higher Education in Developing Countries. This is to say that the term "education" is fundamental to the history of remote learning platforms.

According to Bradshaw, Younie, and Jones (2017), the idea of remote learning platforms is simple in the present era because educational resources are freely available online for anybody to use, edit, and disseminate. This is not the same as the conventional methods of information acquisition and dissemination. This suggests that the embedded potentials in remote learning platforms will benefit both teachers and lecturers, not simply the students. Shear, Means & Lundh, (2015) opined that the rise of remote learning platforms has garnered significant attention from academic institutions, professionals, and researchers, with potential to significantly improve global education levels. In the studies of Willey, (2017) Remote learning platforms, accessible online, are used by teachers, educational institutions, and students for course development, including lecture material, references, readings, simulations, experiments, syllabi, and teacher guides.

The utilization of remote learning platforms for effective learning cannot be overemphasized. If education is to stay relevant, no undergraduate can overlook the importance of remote learning platforms in research, teaching, and learning. Davis's (2016) study found that undergraduate students have advisory roles in faculties, influencing the integration of remote learning platforms in their courses. Robertson (2016) opined the possible roles of undergraduate students in promoting, supporting and sustaining institutional remote learning platforms initiatives. The study indicates that undergraduates can appreciate the significance of remote learning platforms in the digital age. Undergraduate students excel in utilizing remote learning platforms effectively through information literacy skills, as they do for other resources. According to Woodward (2017), he suggests that undergraduate students are well-positioned to advocate for the adoption of remote learning platforms due to their extensive knowledge and specialized skills.

Akomolafe & Adegun (2014) opined that there is a modest use of remote learning platforms among undergraduate students because many of them utilise the internet to access learning resources in many formats, including texts, audio, and video, to assist their academic work. Similar findings were made by Nwana et al. (2017), who found that although undergraduate students appear to be highly aware of remote learning platforms, they rarely use them for educational purposes. Afolabi (2017), revealed that students with a positive attitude towards remote learning platforms showed significant improvement in their pre-test and post-test scores, indicating a positive impact on their academic performance. Venegas-Muggli & Westerman (2019) found that students who utilize remote learning platforms experience improved academic performance compared to those who solely rely on traditional textbooks.

Methodology

Survey research design was adopted for the study. The study population consists of final year Library school undergraduates in selected universities (Tai Solarin University of Education and Babcock University) in Ogun State. These universities were the only universities offering Library and Information Science course in the whole of Ogun State as at the time this reasearch is being carried out. Simple random sampling techniques was used to select the numbers of respondents from each of the selected university. Therefore, the sample size of the study is 248 respondents in total. Questionnaire was the main instrument that was used in the course of data collection for the purposes of this study.

Results and Discussion

Research Questions

Research Question 1: What is the level of usage of remote learning platforms among LIS final year undergraduate in selected universities in Ogun State?

Table 1: Level of usage of remote learning platforms among LIS final year undergraduate.

Remote Learning Platforms	Highly utilized	Utilized	Rarely utilized	Not utilized	\bar{x}	std dev.
Genially	30(15.5%)	12(6.2%)	143(73.7%)	9(4.6%)	3.49	.9175
Moodle	65(33.5%)	107(55.2%)	10(5.2%)	12(6.2%)	2.66	1.0117
Microsoft teams	31(16%)	24(12.4%)	137(70.6%)	2(1%)	3.41	1.1701
Streaming videos eg Khan Academy Session	77(39.7%)	18(9.3%)	99(51%)	-	3.11	.9482
Zoom	130(67%)	14(7.2%)	50(25.8%)	-	3.41	.8728
Woodap	6(3.1%)	12(6.2%)	63(32.5%)	113(58.2%)	3.20	.9989
Google Classroom	104(53.6%)	17(8.8%)	67(34.5%)	6(3.1%)	3.13	.9968
Google meet	24(12.4%)	117(60.3%)	-	53(27.3%)	3.33	.8783
Slack	2(1%)	20(10.3%)	99(51%)	73(37.6%)	3.11	.9590
Edmondo	6(3.1%)	57(29.4%)	32(16.5%)	99(51%)	3.15	.9532
Pronto	24(12.4%)	53(27.3%)	-	117(60.3%)	3.14	.9543
Educlastic	2(1%)	29(14.9%)	163(84%)	-	3.11	.9482
Whatsapp Platform	130(67%)	14(7.2%)	50(25.8%)	-	3.20	.9989
Edupuzzle	6(3.1%)	12(6.2%)	63(32.5%)	113(58.2%)	2.66	1.0117
Skype	104(53.6%)	17(8.8%)	67(34.5%)	6(3.1%)	3.41	1.1701
Bloomz	24(12.4%)	53(27.3%)	-	117(60.3%)	3.14	.9543
ClassDojo	50(25.8%)	14(7.2%)	130(67%)	-	3.41	.8728
Start.me	63(32.5%)	12(6.2%)	113(58.2%)	6(3.1%)	3.20	.9989
Hlabytes	67(34.5%)	17(8.8%)	104(53.6%)	6(3.1%)	3.13	.9968
Flipgrid	32(16.5%)	57(29.4%)	99(51%)	6(3.1%)	3.15	.9532

Table 2 revealed the level of usage of remote learning platforms among LIS final year undergraduate. The result revealed the level of use as: Moodle (\bar{x} =2.66; std dev. =1.0117);

Microsoft teams (\bar{x} =3.41; std dev. =1.1701); Zoom (\bar{x} =3.41; std dev. =.8728); Google Classroom (\bar{x} =3.13; std dev. =.9968); Google meet (\bar{x} =3.33; std dev. =.8783); Whatsapp Platform(\bar{x} =3.20; std dev. =.9989); Skype (\bar{x} =3.41; std dev. =1.1701); This implies that the level of usage of remote learning platforms among LIS final year undergraduate was low.

The findings of the study revealed a low level of usage of remote learning platforms among LIS final year undergraduate. The findings contradict the findings of Sanyaolu’s (2018) findings, which revealed that the use of remote learning media among undergraduates has increased incrementally.

Research Question 2: What is the perception of LIS final year undergraduate towards the usage of remote learning platforms in selected universities in Ogun State?

Table 3: Perception of LIS final year undergraduate towards the usage of remote learning platforms.

Statements	SA	A	D	SD	\bar{x}	St.D
I believe that the features of remote learning will be very easy to use	66(34%)	92(47.4%)	20(10.3%)	17(8.8%)	2.89	.4321
The instructor was available to me outside of the course	71(36.6%)	88(45.4%)	23(11.9%)	12(6.2%)	2.87	.4229
I feel that remote learning will help me to improve on my digital creativity	98(50.5%)	76(39.2%)	11(5.7%)	9(4.6%)	2.67	.5281
I feel comfortable interacting with the instructor and my fellow colleagues	101(52.1%)	51(26.3%)	13(6.7%)	30(15.5%)	2.66	.5152
The course included activities and assignments that provided me the opportunities to interact with my fellow colleagues	78(40.2%)	101(52.1%)	9(4.6%)	6(3.1%)	2.71	.4766
The remote course included interactive assignments	78(40.2%)	101(52.1%)	9(4.6%)	6(3.1%)	2.67	.4714
Remote learning was used to stimulate thoughtful discussions	66(34%)	92(47.4%)	20(10.3%)	17(8.8%)	2.61	.5090
Remote learning allowed me to complete assignments across a variety of learning environments	98(50.5%)	76(39.2%)	11(5.7%)	9(4.6%)	2.52	.5954
Remote learning platforms assist in accessing quality materials	101(52.1%)	51(26.3%)	13(6.7%)	30(15.5%)	2.45	.5762

Remote learning platforms generally allows for reuse, enabling others to adapt good ideas for their own contexts	71(36.6 %)	88(45.4 %)	23(11.9 %)	12(6.2 %)	2.62	.6098
Remote learning platforms can support life-long and non-formal learning, by being available to people outside of the formal education	99(51%)	77(39.7 %)	10(5.1%)	8(4.1%)	2.48	.6210
Remote learning platforms can offers more diversified knowledge than traditional textbooks	130(67 %)	14(7.2%)	50(25.8 %)	-	2.45	.6021
Remote learning platforms quality is not Questionable	24(12.4 %)	117(60.3 %)	-	53(27.3 %)	2.43	.6011
Remote learning platforms gives me opportunity to learn from people	65(33.5 %)	10(5.2%)	107(55.2 %)	12(6.2 %)	2.41	.6009
Remote learning platforms complements what I learn	113(58.2 %)	12(6.2%)	63(32.5 %)	6(3.1%)	2.39	.6004
Remote learning platforms is a better way to acquire information	143(73.7 %)	12(6.2%)	30(15.5 %)	9(4.6%)	3.49	.9175
Remote learning platforms are different from the other type of materials I normally use	65(33.5 %)	10(5.2%)	107(55.2 %)	12(6.2 %)	2.66	1.0117
Remote learning platforms enables me meet my information need in any discipline with its availability	137(70.6 %)	24(12.4 %)	31(16%)	2(1%)	3.41	1.1701
My questions about course assignments were responded to promptly	99(51%)	18(9.3%)	77(39.7 %)	-	3.11	.9482
The amount of contact with the instructor was satisfactory	130(67 %)	14(7.2%)	50(25.8 %)	-	3.41	.8728
I was provided with supportive feedback relating to the course assignments	113(58.2 %)	12(6.2%)	63(32.5 %)	6(3.1%)	3.20	.9989
The instructor was respectful of my ideas and views	104(53.6 %)	17(8.8%)	67(34.5 %)	6(3.1%)	3.13	.9968
The instructor was enthusiastic about remote learning	24(12.4 %)	117(60.3 %)	-	53(27.3 %)	3.33	.8783
The course used realistic assignments and problem solving activities related to situations that I am likely to encounter outside of the course	73(37.6 %)	20(10.3 %)	99(51%)	2(1%)	3.11	.9590
The course was structured to be user friendly	99(51%)	57(29.4 %)	32(16.5 %)	6(3.1%)	3.15	.9532
Remote learning allowed me to take responsibility of my own learning	24(12.4 %)	117(60.3 %)	-	53(27.3 %)	3.21	.9634
I think I will prefer remote learning method over face-to-face class room method	130(67 %)	14(7.2%)	50(25.8 %)	-	3.20	.9989

Table 3 revealed the perception of LIS final year undergraduate towards the usage of remote learning platforms. The result revealed the perception as: I believe that the features of remote learning will be very easy to use (\bar{x} =2.89; std dev. =.4321); the instructor was available to me outside of the course (\bar{x} =2.87; std dev. =.4229); I feel that remote learning will help me to improve on my digital creativity (\bar{x} =2.67; std dev. =.5281); I feel comfortable interacting with the instructor and my fellow colleagues (\bar{x} =2.66; std dev. =.5152); The course included activities and assignments that provided me the opportunities to interact with my fellow colleagues (\bar{x} =2.71; std dev. =.4766); and The remote course included interactive assignments (\bar{x} =2.67; std dev. =.4714); This implies that the perception of the respondents towards the usage of remote learning platforms was positive.

The study further revealed that undergraduate had positive perception towards the use of remote learning platforms. The findings is in line with the findings of White, (2019) and Ogunlade et al., (2019) who revealed the positive perception of undergraduates towards the usage of remote learning platforms..

Research Question 3: What is the attitude of LIS final year undergraduate towards the usage of remote learning platforms in selected universities in Ogun State?

Table 3: Attitude of LIS final year undergraduate towards the usage of remote learning platforms.

Statements	SA	A	D	SD	\bar{x}	St.D
If available, I intend to use remote learning platforms during the semester	66(34%)	92(47.4%)	20(10.3%)	17(8.8%)	2.89	.4321
If available, I intend to use remote learning platforms as frequently as possible.	71(36.6%)	88(45.4%)	23(11.9%)	12(6.2%)	2.87	.4229
If available, I intend to use remote learning platforms whenever possible for my coursework.	98(50.5%)	76(39.2%)	11(5.7%)	9(4.6%)	2.67	.5281

I dislike the idea of using remote learning platforms	101(52.1%)	51(26.3%)	13(6.7%)	30(15.5%)	2.66	.5152
I have a generally favourable attitude towards using remote learning platforms	78(40.2%)	101(52.1%)	9(4.6%)	6(3.1%)	2.71	.4766
I believe it will be a good idea to use remote learning platforms	78(40.2%)	101(52.1%)	9(4.6%)	6(3.1%)	2.67	.4714
Using Remote learning platforms is a foolish idea	66(34%)	92(47.4%)	20(10.3%)	17(8.8%)	2.61	.5090
It is difficult to understand remote learning platforms without getting acquainted with appropriate guidance.	98(50.5%)	76(39.2%)	11(5.7%)	9(4.6%)	2.52	.5954
It is difficult to favor remote learning platforms on regular basis due to least face to face interaction among students and teachers.	101(52.1%)	51(26.3%)	13(6.7%)	30(15.5%)	2.45	.5762
Slow computer and poor internet connections discouraged to use remote learning platforms.	71(36.6%)	88(45.4%)	23(11.9%)	12(6.2%)	2.62	.6098
As a useful programs suggested for peers to utilize remote learning platforms for online learning materials.	99(51%)	77(39.7%)	10(5.1%)	8(4.1%)	2.48	.6210
Remote learning platforms always motivate the students for taking advance courses.	130(67%)	14(7.2%)	50(25.8%)	-	2.45	.6021
Remote learning platforms are often avoided as it promotes social isolation.	24(12.4%)	117(60.3%)	-	53(27.3%)	2.43	.6011
Using remote learning platforms makes learning interesting.	65(33.5%)	10(5.2%)	107(55.2%)	12(6.2%)	2.41	.6009

Table 4. revealed the attitude of LIS final year undergraduate towards the usage of remote learning platforms. The result revealed the attitude as: If available, I intend to use remote learning platforms during the semester (\bar{x} =3.49; std dev. =.9175); If available, I intend to use remote learning platforms as frequently as possible (\bar{x} =2.87; std dev. =.4229); If available, I intend to use remote learning platforms whenever possible for my coursework (\bar{x} =2.67; std dev. =.5281); I dislike the idea of using remote learning platforms (\bar{x} =2.66; std dev. =.5152); I have a generally favorable attitude towards using remote learning platforms (\bar{x} =2.71; std dev. =.4766); I believe it will be a good idea to use remote learning platforms (\bar{x} =2.67; std dev. =.4714). This

implies that the attitude of the respondents towards the usage of remote learning platforms was good.

The result revealed that the LIS final year undergraduate had a positive attitude towards the usage of remote learning platforms. This finding is in line with the findings of Woodward (2017) who revealed that the undergraduate in the selected tertiary institution had a positive attitude towards remote learning platform usage. in order to promote establishment and usage of remote learning platforms.

Conclusion

The findings revealed Moodle, Microsoft teams and Zoom as the remote learning platforms available for use among LIS final year undergraduate. It also revealed the level of usage of remote learning platforms among LIS final year undergraduate was low and that the undergraduate had positive perception towards the use of remote learning platforms. Also, the attitude of LIS final year undergraduate towards the usage of remote learning platforms was good. It also revealed the challenges faced by LIS final year undergraduate towards the usage of remote learning platforms as: Lack of expertise, limited internet connectivity, inadequate ICT infrastructure in the institution) and low level of awareness of copyright issues.

Recommendations

Based on the study, the following recommendations are made:

1. The university authorities should provide various platforms for the use of remote learning platforms so as to improve on its availability
2. There is the need for the university management to improve on the usage of remote learning platform by establishing policies that will mandate its usage by both the faculties and undergraduate of the institutions.

3. There is the need for the management of the institutions to create an enabling environment through constant training, provision of ICT infrastructures, adequate internet facilities etc that will further improve and give a positive perception and attitude towards the use of remote learning platforms.

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