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& ANNUAL GENERAL MEETING**

OF THE

**NIGERIAN ASSOCIATION OF LIBRARY AND
INFORMATION SCIENCE EDUCATORS
(NALISE)**

THEME:

**TRANSFORMING LIS EDUCATION
THROUGH DIGITAL TECHNOLOGIES
AND COLLABORATIVE STRATEGIES**

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VENUE:

**250 CAPACITY AUDITORIUM, UNIVERSITY OF UYO
(MAIN CAMPUS), NWANIBA ROAD, UYO, AKWA IBOM STATE**

BRIEF HISTORY OF THE ASSOCIATION

NIGERIA ASSOCIATION OF LIBRARY AND INFORMATION SCIENCE EDUCATORS (NALISE)

ABOUT US

The Nigerian Association of Library and Information Science Educators (NALISE) is a professional and scholarly body of Library and Information Science Teachers in Tertiary Institutions in Nigeria. It is a specialized Section of the Nigerian Library Association (NLA). All Lecturers in all Library Schools are potential members. However, officially recognized members are those who pay up their annual dues and participate in NALISE conferences.

NALISE aligns with the Librarians' Registration Council of Nigeria (LRCN) and the National Universities Commission (NUC) to ensure academic and practical standards in the training of Library and Information Science professionals. The first National Conference of NALISE was held at Bayero University, Kano in 1984 with the theme: "Education for Librarianship in Nigeria (State of the Art)". Since then annual conferences (except few instances skipped for some cogent reasons) have been held in various institutions.

NALISE CONFERENCES (1984 – 2021)

Year	Venue and Date	Theme
1984	Bayero University, Kano April 14 – 17, 1984	Education for Librarianship in Nigeria (State of the Art)
1985	Ahmadu Bello University, Zaria April 6 – 8, 1985	Towards Relevance in Library Education in Nigeria
1986	Imo State University, Owerri May 4 – 7, 1986	Professional Library Education: Levels and Job Utilization
1988	University of Ibadan, Ibadan Feb. 1988	Impact of Information Technology on Education and Training for Information
1990	University of Maiduguri February 18-21, 1990	Library Education in Nigeria and Resource Crisis
1992	University of Nigeria, Nsukka February 10 – 12, 1992	Library and Information Education for National Information Management in the 21 st Century
1994	Bayero University, Kano June 29 – July 1, 1994	Library Education in Nigeria: The Way Forward
1997	Ahmadu Bello University, Zaria July 16, 1997	Redefining the Information Profession
1999	University of Ibadan, Ibadan Aug. 4 – 7, 1999	Information Technology in Education of LIS Personnel in Nigeria
2001	Abia State University, Uturu Sept. 26 – 28, 2001	The Future of LIS Education and Training in Nigeria: Early 21 st Century Concerns
2002	Delta State University, Abraka Nov. 19 – 21, 2002	Modernization of LIS Programmes in Nigeria Universities
2007	Imo State University, Owerri Aug. 28 – 31, 2007	Standards for LIS Programme in Nigeria Universities

2009	University of Nigeria, Nsukka June 2 – 4, 2009	Repositioning LIS Education for Knowledge Societies
2011	Ahmedu Bello University, Zaria Nov. 8-12, 2011	Entrepreneurship Education in LIS Programme
2014	Abia State University, Uturu April 28 – May 1, 2014	Contemporary Issues in the Sustainability of LIS Education in a Globalized World: The Nigerian Experience
2016	University of Ibadan May 9 – 14, 2016	Quality Assurance in Library and Information Science Education in Nigeria
2017	Federal Polytechnic Nekede, Owerri. Nov. 27 – Dec 1 st 2017	Library and Information Science Education and Sustainable Development Goals
2018	Benue State University Makurdi Sept. 17 – 21, 2018	Information Literacy for Sustainable Development Goals in Nigeria
2019	Ignatius Ajuru University of Education Port Harcourt (Sept. 9-13, 2019)	Knowledge Sharing and Sustainable e LIS Education in Nigeria
2020	Via Zoom: August 2021	Dynamics of Library and Information Science Practices in the 21 st Century
2021	University of Abuja Library	Emerging Trends & Technologies in LIS Education During Covid-19 Era
2022	Federal Polytechnic, Offa Oct 10 – 14, 2022.	Embracing Innovation in the Changing World of Information and Libraries
2023	University of Uyo, Uyo. Oct 30 – 3, Nov, 2023.	Transforming LIS Education Through Digital Technologies and Collaborative Strategies

PREFACE

This year's conference theme “**TRANSFORMING LIS EDUCATION THROUGH DIGITAL TECHNOLOGIES AND COLLABORATIVE STRATEGIES**” is very appropriate in today's digital society. As LIS educators, we need to be digitally savvy and also form the habits of collaborating to make a meaningful impact in the LIS and associated professions. The theme comes with 20 sub-themes. It looks at the aspect of professional development and continuous learning in LIS education to emerging technologies in LIS education that will help in molding students that will be relevant in the changing digital environment. The adoption of the themes and sub-themes becomes necessary as some of us LIS educators seem to be technophobia. The need to elude this phobia is necessary and also the advantages of technology in LIS education cannot be over-emphasized as technology has a great influence on all that we do. It is hoped that the papers to be presented at this conference will examine various subthemes with the hope of proffering solutions to actualize LIS transformation.

The conference would not have been possible without the support of the Vice Chancellor of the University of Uyo, Professor Nyaudoh U. Ndaeyo who has benevolently accepted the hosting of this conference in his domain and has also provided logistics for the Executives. Also, acknowledged is his management team and other respectable individuals in Akwa Ibom State. The Chairman of the occasion, Prof. Nse U. Essien, the Vice Chancellor of Akwa Ibom State University alongside his amiable University Librarian, Dr. Nse Akwang who has been a source of encouragement and works closely with us are also greatly acknowledged. The Keynote presenter, Prof. Eme Joseph (a Professor of Educational Foundations) is much appreciated as she readily accepted the assignment without second thought. A special thanks go to the University Librarian, Dr. Uduakobong O. Udoh for opening her doors and attaching a vehicle for easy transportation to this conference venue. The conference would not have reached this stage without the selfless effort of the head, the Department of Library and Information Science, Prof. Emem P. Udofia and the Local Organizing Committee; also worthy of appreciation is the Dean of my faculty, Vocational Education, Library and Information Science, Prof. Godwin Akpan. To my Postgraduate and Undergraduate students, you are all welcome and appreciated for all the support you have rendered. Finally, I commend all members of the Association who are here physically present and all those who could not be here but made enormous contributions towards the successful hosting of the NALISE 2023 conference.

Akwa Ibom is a peaceful, sociable and hospitable state and it is known for its delicacies of Afang, Edikang Ikong, and Fisherman soups to mention but a few. I wish you to have a taste of our delicacies before your departure. Once again, on behalf of NALISE, you are most welcome to the Land of Promise. Wishing you successful and fruitful deliberations.

Thank you.

Dr. Uduak U. Enang Chairman, NALISE

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Library and Information Science Undergraduates' Perception of and Attitude towards acceptance of E-Learning Platforms for Academic activities in Kwara State, Nigeria

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Abstract

E-learning represents a transformative approach to learning using the power of digital technologies, the Internet, and other enabling tools to facilitate communication between lecturers and students on the e-learning platforms for academic activities. However, its acceptance as a means of knowledge transfer has been fraught with challenges, thus, limiting its effectiveness as a method of learning. This study investigated perception and attitude towards acceptance of e-Learning platforms for academic activities among Library and Information Science undergraduates in Kwara State, Nigeria. A descriptive survey design was employed using a questionnaire developed by the researchers based on reviewed literature. The population comprised 2,101 Library and Information Science undergraduates in the universities accredited for Library and Information Science Degree programme in Kwara State, Nigeria by the National Universities Commission. The findings revealed a high perceptions and positive attitudes towards acceptance of e-learning platforms for academic activities among the respondents. Also, findings revealed that some of the benefits of e-learning platforms for academic activities were improved access to educational resources, ability to collaborate with classmates and instructors, and improved time management skills. Based on the findings, it was recommended, that management of educational institutions should consider diversifying the types of e-learning platforms available for academic activities as this could involve exploring various software and tools tailored to different learning needs and preferences, thus increasing its acceptance among undergraduates.

Keywords: Academic activities, Attitude, e-learning platform, Library and Information Science, perception, undergraduates

Introduction

Information and Communication Technologies (ICTs) have massively transformed and revolutionised various aspects of human life, the educational sector inclusive. ICTs heralded innovations, transformations, collaborations, preferred individual learning styles and preferences; promotion of self-directed learning, personalised instruction and effective communication among lecturers and students in institutions of learning through the introduction of digital learning platforms (Aderoju & Abdulraham, 2022). Consequently, the integration of digital technologies for content delivery in the teaching and learning process positively impacted on the attainment of pre-determined goals by lecturers and the academic activities of students in institutions of higher learning.

E-learning refers to the use of electronic media and ICTs in education. E-learning represents a transformative approach to learning communication between the teachers and students (Nkulu-Ily, 2023). According to Howaida and Manahill (2023), e-learning refers to a cycle where learners communicate with one another, teachers, and materials by means of the Web. E-learning uses the Internet or other digital content for learning and education activities, that takes full advantage of modern educational technology to provide a new mechanism for communication and learning environment rich in resources to achieve a new way of learning (Mohammed, Rida & Chafiq, 2021). Consequently, the emergence of e-learning platforms revolutionised the educational landscape through the provision of flexible and accessible avenues for knowledge acquisition and transfer (Haleem *et al.*, 2022).

E-learning platform is a web-based Software system designed to create a virtual learning environment through which training courses can be delivered, allow users to design online courses, deliver and share same with learners. Examples include Udemy, Moodle, Blackboard, Canvas, Skillshare, Google Apps, Google Suites. Studies have shown that the benefits of e-learning platforms are enormous. These include access to knowledge, social interaction, ease of revision, flexibility of time and location, self-directed learning; personalised instructions, collaboration; and global connectivity (Nyagormeet *al.*, 2017; Gillett-Swan, 2017; Aderoju& Abdulraham, 2022).

Expectedly, the emergence of the e-learning platforms, alleviated much of the difficulty connected with the teaching and learning process under the traditional mode of learning (Aderoju& Abdulraham, 2022). However, its acceptance for academic activities and as a means of knowledge transfer has been fraught with challenges, thus, limiting its effectiveness as a method of learning

Academic activities which encompass class and home assignments, test and examinations, projects, reports, teamwork, group discussion, and presentations among others are the principal means through which universities deliver their mission, vision, values and are fundamental to promote learning, facilitate the achievement and attainment of academic goals among undergraduates, and upgrading of the overall system of education (Kapur, 2021). Thus, academic activities engaged in by undergraduates, constitute a crucial part of the global educational ecosystem and one of the most important stakeholders in higher institution of learning.

Perception is the process by which information from the environment is detected through the senses and transformed into meaningful experiences in the brain; the dynamic search for useful patterns rather than passive recording (Aini, *et al.*, 2023). It is the process by which people select, organise and interpret sensory stimulation into meaningful information about their work environment. Consequently, perception satisfies personal motive, affects acceptance and in this case acceptance of e-learning platform for academic activities. Therefore, undergraduates have a tendency to make a meaning out of the set of unconscious procedures available to them; have a positive perception of the e-learning platforms, which are viewed as flexible and a convenient way to learn (Aboderin, 2015).

Attitude refers to the opinion of individuals about a phenomenon, things, people, groups, and problems, and the level to which an individual has a positive /negative evaluation of the behaviour in question (Haq&Haque, 2018). Attitudes are relatively enduring and a general evaluation of an object, person, group, issue or concept on a dimension ranging from negative to positive. In the context of this study, attitude refers to the disposition of undergraduates towards the acceptance of e-learning platforms for academic activities. Though, the benefits accrued to undergraduates on the acceptance of e-learning platforms for academic activities are numerous, however, their attitude towards its acceptance as a tool for educational delivery and academic activities would reflect on their perception of the e-learning platforms.

Arguably, e-learning is a digital form of learning that revolutionised traditional educational practices, brought in new possibilities for engaging students in the pursuit of knowledge and are increasingly available for academic activities in higher educational institutions. Therefore, the success of its acceptance for academic activities will depends on undergraduates' perception and attitude towards the platform. On the other hand, failure to accept the platforms may hamper maximisation of its benefits, and waste of resources (Almaiah, *et al.* 2020). It is against this background that this study examined perceptionof and attitude towards acceptance of e-learning platforms for academic activities by Library and Information Science undergraduatesin universities in Kwara State, Nigeria.

Objectives of the Study

The broad objective of this study was to examine perception of and attitudetowardsacceptance of e-learning platforms for academic activities among Library andInformation Scienceundergraduates in universities in Kwara State, Nigeria. The specific objectives were to:

1. identify types of e-learning platforms available for academic activities of Library and Information Science undergraduates in universities in Kwara State, Nigeria;
2. ascertain the perception towards the acceptance of e-learning platforms for academic activities by Library and Information Science undergraduates in universities in Kwara State, Nigeria;
3. determine the attitude towards the acceptance of e-learning platforms for academic activities of Library and Information Science undergraduates in universities in Kwara State, Nigeria; and
4. identify the benefits of e-learning platforms for academic activities among Library and Information Science undergraduates in universities in Kwara State, Nigeria.

Literature Review

Concept of E-learning

The concept of e-learning involves the use of technology in the teaching-learning process and facilitates the delivery of educational materials outside of the traditional classroom setting, creating an engaging and interactive learning environment (Dimulescu, 2023). According to Güllü *et al.* (2022), e-learning is a broad concept that describes the asynchronous transfer of knowledge to learners through electronic systems. Similarly, Zalatet *al* (2021) averred that e-learning refers to the learning experiences using various electronic devices such as computers, laptops, and smartphones with Internet availability in synchronous or asynchronous environmental conditions. Zalatet *al* (2021) stated that e-learning could be a platform that makes the process of education more student-centered, creative and flexible. Ultimately, with the use of digital devices, e-learning has overcome the barriers of time and space, providing a flexible and accessible platform for educational activities.

E-learning is a form of learning acquired through interaction with digitally delivered content, network-based services and tutoring support often with any type of online tool and media including the Internet, Intranets, extranets, simulations and games, virtual worlds, clouds, satellite broadcasts, and web platforms (Olatunji, 2022). E-learning encompasses all forms of electronically supported learning and teaching such as online courses, virtual classrooms, webinars, educational websites, multimedia modules, digital tools and platforms that facilitate learning beyond the traditional face-to-face classroom settings (Adakawaet *al.*, 2021). Thus, E-learning is the use of

technology in the learning process and its implementation requires a web-based computer facility on an Internet site.

Moreso, e-learning is inclusive of all forms of educational technology in learning and teaching (Bhuvaneswari & Dharanipriya, 2020). Olanrewaju *et al* (2021) posited that e-learning is not limited within the walls of a classroom, but grows the prospect of using Internet facilities, platforms, satellite links, and related system to access, analyse, create, exchange, use data, information, and knowledge in ways which until recently, were almost unimaginable. Thus, e-learning is an integrated set of interactive online services which provide trainers, learners and others involved in education with information, tools, and resources to support and enhance education delivery and management.

Without doubt, E-learning has emerged as a transformative educational approach that utilises digital technologies to deliver educational contents and facilitate learning experiences among undergraduates (Izamanet *al.*, 2011). They explained that e-learning has become a standard form of instruction widely used and implemented by educational institutions across the globe. Also, Ahmad *et al.*, (2023) noted that e-learning provides exceptional opportunity to increase undergraduates' access to education. Thus, the acceptance of e-learning by LIS undergraduates for academic activities has the potential to provide enhanced access to educational resources and promote collaborations.

Undergraduates' Perception of and Attitudetowards e-learning platforms

Perception refers to the interpretation of events and involves the breakdown of sensory data and the collection of information at both the conscious and unconscious levels (Aini *et al.*, 2023). Perception occurs when a sensible object affects an ensouled being which is capable of form reception. No doubt, several factors have been identified as influential in shaping the perception of undergraduates toward the acceptance of e-learning platforms for academic activities. For instance, Kuliya and Usman (2021) studied perceptions of E-learning among undergraduates and academic staff of higher educational institutions in North-eastern, Nigeria. Findings revealed that perceived ease of use and perceived usefulness of e-learning strongly predicted the participants behavioural intentions to use e-learning. Balogun, Adeleke, Abdulrahman, Shehu, and Adedoyin's (2023) study on undergraduate students' perception on e-learning systems during COVID-19 pandemic in Nigeria reported 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.

Similarly, Oladele, Opele, Avwioro, Afolabi and Awotorebo (2022) studied the perception and attitude of nursing students towards online learning during the COVID-19 lockdown in South West, Nigeria. Findings revealed a high level of perception of online learning mode among the respondents who perceived online learning mode as stress-free, user-friendly and a useful source of desired information. Eltayeb *et al's* (2020) study on students' perception of e-learning and remote examinations during the COVID-19 reported that the majority of their respondents had a negative impression towards e-learning, as they considered traditional learning to be better. Khan *et al* (2021) studied students' perception towards e-learning during COVID-19 pandemic in India. They discovered that students have a positive perception towards e-learning and its acceptance as a new learning system. Also, Almahaseeset *al* (2021) studied faculties and students' perception of online learning during COVID-19. They reported that both faculty and students agreed that online education is useful during the current pandemic.

Furthermore, Kulal and Nayak's (2020) study on the perception of teachers and students towards online classes, reported that students were comfortable with online classes and are getting

enough support from teachers, but they do not believe that online classes will replace traditional classroom teaching. Olayemi *et al* (2021) carried out a study on perception and readiness of students towards online learning during COVID-19 pandemic. Findings revealed that university students have positive perception of e-learning. Balogun *et al* (2023) conducted a study on undergraduate students' perception on e-learning system during the COVID-19 pandemic. They reported that the perception of students on the quality of system used is high at the University of Ilorin, while their lecturers' attitude towards the use of e-learning facilities was positive.

Abdulkareem *etal*'s (2022) study on Engineering students' perception towards online learning during the emergency nationwide lockdown in Nigeria revealed that about 4% of the respondents preferred e-learning method, while 62% preferred a blended learning approach. The result further showed that most students believed online learning is expensive and gender does not influence the learning mode of students. Similarly, Güllü *et al* (2022) reported that nursing students had varying attitudes toward e-learning, with some negative attitudes recorded. Shetty *et al* (2020) surveyed the attitude of the undergraduate students towards online learning during COVID-19 crisis in India. The result showed that the students have favourable perceptions towards online learning for sustaining their academic interest and development during the pandemic. Therefore, it should be noted that acceptance of e-learning platforms for academic activities will largely depend on their perception and attitude.

Benefits of E-Learning Platforms for Academic Activities

E-learning refers to the state-of-the-art technology that has facilitated students' learning activities, online delivery of instruction and supply of electronic resources of knowledge (Izamanet *al.*, 2011). Major benefit of e-learning platform include flexibility. This allows lecturers to organise the learning process in a better way and to use modern teaching tools effectively and eliminates travel expenses (Ementa&Ezenwafor, 2018; Özüdoğru, 2022, Abass, 2020). E-learning platforms facilitate enhanced collaboration and interaction among students and instructors, thus, providing students with a virtual atmosphere in which they can take part in several activities (Rodríguez *et al.*, 2020). According to Ekesionye and Okolo (2011), the benefits of e-learning for tertiary institutions include enabling students to have equal access to quality education with the rest of the world, develop interesting and variety of instructional materials like lecture notes, diagrams, pictures and textbooks; entrench lecturers and students to the global village; expose them to international best practices in information technology, inculcate skills for online information sourcing for effective teaching, learning and research and facilitate knowledge creation and dissemination of information to a wider community

Moreso, e-learning platforms allow students to access course materials, lectures, and assignments at their convenience, enabling them to balance their academic pursuits with other commitments; provide accessibility to instructional information and offer personalised learning experiences and training tailored to individual student's needs (Alqudah *et al.*, 2020). To Ghounane (2020), platforms like Google Classroom provide flexibility in scheduling, eliminate travel expenses, and can reach anyone with access to it. They explained that e-learning platforms offer a wide range of digital resources, including e-books, articles, videos, and interactive learning materials, which can be accessed conveniently and at any time. This access to educational resources enhances students' learning experiences and supports their academic success. Therefore, through adaptive learning technologies, students can receive customised content, assessments, and feedback based on their learning preferences and progress. This personalised approach enhances student engagement, motivation, and overall learning outcomes. Generally, the acceptance of e-

learning platforms for academic activities by LIS undergraduates offers many benefits. As such, its acceptance will promote unhindered access to learning.

Methodology

The study adopted the descriptive survey research design to examine perception of and attitude towards acceptance of e-learning platforms for academic activities among Library and Information Science undergraduates in Kwara State, Nigeria.. The population comprised all the 2,101 Library and Information Science undergraduates in the three universities duly accredited by the National Universities Commission (NUC) to run B.Sc Library and Information degree programme in Kwara State, Nigeria. The sampled universities were Al-Hikmah University, Ilorin, Kwara State University, Malete and the University of Ilorin. The purposive random sampling technique was used to select the participating universities in Kwara State, Nigeria since not all of them offer Bachelor of Science degree programme in Library and Information Science.

A stratified random sampling technique was adopted in the selection of the respondents and total enumerative sampling technique was used to cover all the 400 level LIS undergraduates in the selected universities because only the 400 level students make use of e-platform for learning. The instrument used for data collection was a questionnaire titled perception of and attitude towards the acceptance of e-learning platforms for academic activities by LIS undergraduates Questionnaire (PATAOELPAAQ) designed in a way that elicited the needed information from the sampled undergraduates. The questionnaire was divided into five (5) sections and consisted of closed-ended, open-ended item statement questions. Section A focused on the respondents' demographic information such as gender, age range, and name of institution. Section B contains seventeen item (17) statements on types of e-learning platforms available for academic activities of the respondents using a 4-point Likert Scale ranging from highly available (4) to not available (1). Section C comprised ten (10) item statements on the perception of LIS undergraduates towards acceptance of E-learning platform using a four-point scale ranging from strongly agree (4) to strongly disagree (1). Section D covered ten (10) items on attitudes towards e-learning platform acceptance by the respondents using a four-point Likert scale ranging from strongly agree (4) to strongly disagree (1). Section E comprised seven (7) items statements on benefits of e-learning platforms for academic activities using a four-point Likert scale ranging from strongly agree (4) to strongly disagree (1).

The overall reliability coefficient(α) of the instrument was 0.70. This was found acceptable for this study since it was way above the 0.65 alpha coefficient set as adequate. The questionnaire administration was done within a period of three weeks with the assistance of three trained research assistants. The Statistical Product and Service Solution (SPSS) Software version 26 was used for data analysis. The descriptive statistics used included frequency counts, percentages, means and standard deviation scores. Pearson Product Moment Correlation was used to test the hypotheses at an alpha level of. 0.05.

Results

Table 1: Sample Size of the Respondents

S/N	Name of University	Population	Sample
1	Al-Hikmah University.	16	16
2	Kwara State University.	270	270
3	University of Ilorin.	126	126

Total	412	412
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Table 2 presents the demographic profiles of the respondents.

Table 2: Demographic profiles of the respondents

S/N	Demographics	Frequency	Percent (%)
Gender			
1.	Female.	188	46
2.	Male.	224	54
	Total	412	100
Age range			
1.	< 20 years.	31	8
2.	21-25 years.	287	70
3.	26-30 years.	80	19
4.	31 years and above.	14	3
	Total	412	100
Institutions			
1.	University A	16	3.9
2.	University B.	270	65.5
3.	University C	126	30.6
	Total	412	100

Table 2 showed that out of the 412 respondents, the majority 224(54) were females. 188(46) were males. This implies that more female participated in the study. The age distribution of the respondents ranges from < 20 years to above 31 years ($\bar{x}$ = 23.00 years). This implies that the study was dominated by students within the age range of 21-25years.

Table 3 presents the mean and standard deviation scores of e-learning platforms available for the academic activities of LIS undergraduates in Kwara State, Nigeria.

Table 3: Mean and standard deviation scores of types of e-learning platforms available for the academic activities

S/N	Types of E-learning platforms	$\bar{x}$	SD
1.	Moodle.	2.69	0.90
2.	Blackboard.	2.98	0.80
3.	Google App for learning.	2.94	0.77
4.	Learning Management System (Sakai, D2L).	2.38	1.02
5.	Canvas. 2.88 0.64		
6.	Udemy.	3.00	0.68
7.	One-on-One learning (Verbling).	2.35	1.22

8. Online group learning (Varsity tutors, Take lessons).	2.31	1.17
9. edX.	2.10	1.08
10. Pluralsight.	2.18	1.14
11. Online learning (study pool).	2.24	1.14
12. Skillshare.	2.37	1.03
13. Instructure.	2.27	1.05
14. Course Craft.	2.12	1.09
15. Claroline.	2.16	1.18
16. Learn upon limited.	2.11	1.10
17. wiziQ.	2.08	1.16

Weighted Mean = 2.42

The results from Table 3 showed that types of e-learning platforms available for the academic activities of the respondents were - Udemy ($\bar{x} = 3.00$, SD = 0.68); Blackboard ($\bar{x} = 2.98$, SD = 0.80); Google app for learning ($\bar{x} = 2.94$, SD = 0.77); Canvas ($\bar{x} = 2.88$, SD = 0.64) and Moodle ($\bar{x} = 2.69$, SD = 0.90) among others.

Table 4 presents the mean and standard deviation scores of the respondents' perceptions towards the acceptance of e-learning platforms for academic activities.

Table 4: Mean and standard deviation scores of perceptions towards the acceptance of e-learning platforms for academic activities

S/N	Perceptions Statements	$\bar{x}$	SD
1.	E-learning platforms are user-friendly.	3.25	0.56
2.	E-learning platform(s) provides clear and understandable instruction for accessing and utilising its features.	3.21	0.66
3.	I perceive it is easy to navigate and locate necessary resources on the e-learning platform for my academic activities.	3.05	0.59
4.	E-learning platform(s) enhance my learning experience.	3.15	0.68
5.	E-learning platform(s) provides effective communication and interaction tools with instructors and fellow students.	3.15	0.63
6.	e-learning platform offers wide range of resources and materials to support my academic needs.	3.08	0.69
7.	I feel confident in my ability to use the e-learning platform(s) effectively for academic activities.	3.15	0.62
8.	The technical support provided for e-learning platform is responsive and helpful.	3.18	0.73
9.	I am satisfied with the usability and functionality of e-learning platforms used for my academic activities.	3.25	0.72
10.	I believe that the use of e-learning platform positively contribute to my academic success.	3.18	0.76
Weighted Mean = 3.17			

The items that best describe the perception of the respondents towards the acceptance of e-learning platforms for academic activities were: I am satisfied with the usability and functionality of e-learning platforms used for my academic activities ($\bar{x} = 3.25$, SD = 0.72); e-learning platforms used for academic activities are user friendly ($\bar{x} = 3.25$, SD = 0.56); e-learning platforms provide clear and understandable instruction for accessing and utilising its features ($\bar{x} = 3.21$, SD = 0.66); the technical support provided for e-learning platforms is responsive and helpful ($\bar{x} = 3.18$, SD =

0.73); and I believe that use of e-learning platform positively contributes to my academic success ($\bar{x} = 3.18$, $SD = 0.76$) among others.

Table 5: Mean and standard deviation scores of the respondents' attitude towards the acceptance of e-learning platforms for academic activities

S/N	Attitudes Statements	$\bar{x}$	SD
1.	I am positive towards the use of e-learning platforms for my academic activities.	3.33	0.66
2.	I believe that e-learning platforms enhance my learning experience.	3.28	0.70
3.	I am open to adopting e-learning platforms as a regular part of my academic activities.	3.19	0.69
4.	I perceive e-learning platforms as convenient and flexible option for completing academic tasks.	3.19	0.77
5.	I am confident that the use of e-learning platform(s) for academic activities can improve my academic performance.	3.17	0.74
6.	I see the value of using e-learning platforms to access a variety of educational resources and materials.	3.22	0.62
7.	E-learning platforms enable effective Communication and collaboration with instructors and fellow students.	3.16	0.69
8.	I believe that e-learning platform(s) prepare me with the necessary digital skills for future career opportunity.	3.25	0.71
9.	I have a favourable attitude towards using e-learning platform(s) for academic activities.	3.13	0.67
10.	I consider e-learning platforms to be an essential part of modern education.	3.13	0.68
Weighted $\bar{x}$		= 3.20	

The results in Table 5 revealed the items that best describe the attitude of the respondents towards acceptance of e-learning platforms for academic activities were - I have positive attitude towards use of e-learning platforms for my academic activities ($\bar{x} = 3.33$, $SD = 0.66$); I believe that use of e-learning platforms enhance my learning experience ($\bar{x} = 3.28$, $SD = 0.70$); I believe that use of e-learning platforms prepare me with the necessary digital skills for future career opportunities ($\bar{x} = 3.25$, $SD = 0.70$); and I see the value of using e-learning platforms to access a variety of educational resources and materials ($\bar{x} = 3.22$, $SD = 0.62$) among others.

Table 6 presents the mean and standard deviation scores of benefits of acceptance of e-learning platforms for academic activities

Table 6: Mean and standard deviation scores of benefits of acceptance of e-learning platforms for academic activities among the respondents

S/N	Benefit of e-learning Platforms $\bar{x}$	SD
1.	Improved access to educational resources and materials.	3.35 0.67
2.	Enhanced ability to collaborate with classmates and instructors	3.27 0.60
3.	Provided flexibility in scheduling and completing academic activities.	3.18 0.62
4.	Increased engagement and interaction with course contents.	3.15 0.65
5.	Impacted positively on overall academic performance.	3.24 0.64
6.	Improved time management	3.22 0.67
7.	Increased motivation and interest in learning.	3.13 0.69
Weighted $\bar{x}$ = 3.22		

The results in Table 6 revealed the items that best describe the benefits of e-learning platform for academic activities by undergraduates were improved access to educational resources and materials ($\bar{x}$ = 3.35, SD = 0.67) and enhanced ability to collaborate with classmates and instructors ($\bar{x}$ = 3.27, SD = 0.60).

Discussion of Findings

The findings revealed that e-learning platforms were available to Library and Information Science (LIS) undergraduates in Kwara State, Nigeria. Udemy, Blackboard, Moodle and Google Apps were available for academic activities of Library and Information Science undergraduates in Kwara State, Nigeria. The findings of this study are in agreement with other studies that revealed that Udemy provides online education opportunities to undergraduates and postgraduate students (Kansal, Gautam, Chintalapudi, Jain & Battineni, 2021). The study of Al-Fahad (2015) on students' attitudes and perceptions towards the effectiveness of mobile learning in King Saud University, Saudi Arabia revealed that Moodle is effective in supporting various types of learning activities, including collaborative learning, self-directed learning, and blended learning. and and Chen and Chang (2014) also reported that Blackboard is effective in supporting student engagement, communication, and collaboration.

This study revealed that LIS undergraduates in Kwara State, Nigeria had high perception and positive attitude towards the acceptance e-learning platforms for academic activities. The findings agree with Khan, Nabi, Khojah and Tahir (2021) who discovered that students in India have positive perception towards e-learning and the acceptance of this new learning system. Shetty *et al* (2020) who claimed that the students have favourable perception and attitude towards online learning for sustaining their academic interest and development during the pandemic.

It was found that an improved access to educational resources, enhance ability to collaborate with fellow classmates and lecturers, impactful academic performance, flexibility and improve time management skills were benefits of e-learning platform acceptance for academic activities. These findings are supported by several other studies that indicated that e-learning platforms save the learning process and experiences and supports students' academic success by keeping interaction between the instructors, teachers, and students (Ghounane, 2020). In Spain, Rodríguez *et al.* (2020) reported that benefits of e-learning platform were saving of time and flexibility. Alqudah *et al.* (2020) stated that flexibility of e-Learning to time and place, access course materials, lectures, and assignments at their convenience, enabling them to balance their academic pursuits with other commitments; provide accessibility to instructional information and offer personalised learning experiences and training tailored to individual student's needs are benefits of e-learning platform.

Conclusion

E-learning is an important tool for delivery, interaction, and facilitation of both teaching and learning processes in higher institutions of learning. The study concludes that perception of and attitude of LIS undergraduates' students toward acceptance of e-learning platform for academic activities are very high. This study established perception and attitude of students of LIS toward academic activities are in line with goal and educational development.

Recommendations

The following recommendations are made based on the findings of the study: The acceptance of e-learning platforms among undergraduates and especially, Library and Information Science undergraduates in Kwara State, educational institutions should consider diversifying the types of e-learning platforms available. This could involve exploring various software and tools tailored to different learning needs and preferences. Need to promote awareness campaigns and training programs for both students and educators. Students should be made aware of the benefits and opportunities that e-learning platforms offer for academic activities. Educational institutions should highlight the benefits of e-learning platforms, such as improved access, collaboration, improved time management skills and educational performance among others. Management of educational institutions and other relevant stakeholders could consider incentivizing students' active participation on e-learning platforms through recognition or rewards for outstanding online contributions or achievements, encouraging greater involvement and motivation.

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