Research Article

Contextual and Dispositional Factors Influencing Undergraduate Adoption of Online Learning in The University of Ibadan, Ibadan, Nigeria

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ABSTRACT

This study examined the contextual and dispositional factors that affect and influence both stakeholders (students and lecturers) adoption of the online learning platforms at the University of Ibadan in Nigeria. The challenges associated with regular traditional teaching and learning have been well understood after the problems occasioned by COVID-19, banditry and kidnapping for ransom in Nigeria. The study adopted the descriptive survey research design with a population 4,318 across Faculties in the University. The multi-stage procedure was adopted to sample 287 undergraduate respondents across 2 Faculties of the University. An Instrument titled 'Contextual and Dispositional Factors Affecting Undergraduate Online Learning Questionnaire' (CDFAULQ)'r' = 0.88 was used for data collection after validation by experts. The Likert type scale was adopted for the study. The research questions were tested with descriptive statistics while Pearson Product Moment Correlation and multiple regression tested the hypotheses. The findings of the study included that a significant relationship existed between the independent variables Contextual and dispositional factors and the dependent variable online learning platforms. Online learning preferences has a weighted mean of 3.4 (High), contextual factors had a weighted mean of 2.8 considered moderately high while dispositional factors had a weighted mean of 3.7 (High). The relationships showed contextual; r = 0.002: p<0.05, Dispositional; r = 0.032; p <0.05. Both factors jointly contributed to the dependent variable R^2 = 2.7%. The study recommended institutional continuous investment on the equipment for implementing online learning.

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1. INTRODUCTION

Some intriguing and interesting aspects of modern education arise from the adoption of online teaching and learning. Several contextual factors have contributed immensely to the development of interest in online learning. Prior to this era, online learning was perceived majorly as an open distance learning affair as scholars and researchers were highly interested in the development of spaces and access to education especially tertiary and university education whose demand was becoming alarming. The alarm was such because there was no way public education, with its demands could meet the supply for the demand for training of high-level technical education, especially in a country like Nigeria. With the mindset already discussed, some researchers emphasized more on electronic teaching using the Open Distance Learning (ODL). The ODL was perceived to have both its advantages and disadvantages. Prominent among its advantages were the creation of access to higher education, an increase in the cost of providing regular education such as buildings, classrooms, school personnel among others (Emunemu et al., 2014; Chukwudeh & Ojo, 2018). Despite the advancements in technology, ODL has advanced in recognized institutions in Nigeria. In recent years, certain factors considered contextual have resulted in advocating online teaching and learning for regular students. Among factors under context include recent events globally and locally for example the COVID-19 Pandemic that occurred in the year 2019 through to 2022 and beyond in some countries (Adeyemi & Oladunmoye, 2019; Amosun et al., 2024). Another issue common in most Nigerian tertiary institutions has to do with abrupt closures of schools. The majority of such closures are often due to several factors namely; workers industrial crisis with their institutions and in recent times, either militants, kidnappers or bandit attacks (Okoro & Ojo, 2018; Dairo, 2021; Isah & Ishola, 2017, Isah & Alao, 2016; Oke, 2024). It has been observed that where such attacks occur, schools close and there is no contact between students and teachers for a considerable length of time (Isah & Alao, 2016; Adeyemi, 2019; Akinyooye & Adesokan, 2021). According to Isah and Alao (2016), the effects of school closure on both the institutions, students, and society are many. During the COVID-19 pandemic closure, no notice was given as the pandemic resulted into the development of new living styles which made contact among persons highly dangerous. A major social event then was social distancing. Under such conditions, everyone was a suspect. New life styles that involved the wearing of nose masks and, provision of hand washing equipment was everywhere. Schools were not in session for a very long time.

The pandemic resulted into the fact that so many schools' majority of which were public schools lost their academic calendars (Ojo & Omoregie, 2018; Amosun et al., 2024). Some private schools were lucky in that they had introduced skeletal online learning prior to the outbreak of COVID-19. Private schools built their electronic structures on their already existing electronic platforms and thus managed to pass through the period. Such schools had the singular advantage of maintaining their academic sessions, were able to collect school fees and paid their staff. Public schools were not known then in Nigeria to have prepared for such eventualities. COVID-19 is about 3 years away. It had become the policy of many universities not to be caught under such issues in the future hence most universities including the university of Ibadan began initiating online learning and studies. As a way of consolidating on previous electronic structure which has been useful for the ODL programme, the authorities of the university spent a whole 6 weeks in the current 2024/2025 first semester for its new students online. Such a bold step is not unsuspected to be part of a bold move towards developing online learning platforms for regular students (Adeyemi & Jimoh, 2014; Oyedele & Adeyemi, 2024).

With social events in context with school/physical learning, online learning is beginning to gain not only acceptability but popularity too. A teachers' physical absence does not terminate a class as instruction can still be given and received. Higher education institutions often make use of online learning using such equipment as; Zoom, Google meet, WhatsApp, Telegram, Facebook among others (Omoregie & Ojo, 2016; Isah, 2017; Akinyooye, 2020; Adeyemi et al., 2024). According to Bates (2014), online learning was popularized in 1995 when the web-based WebCT was developed as the first Learning Management System (LMS) and later becoming an electronic blackboard. After that term several terminologies have arisen describing online teaching and learning such as e-learning, blended learning, online education among several other names.

Online learning is the dissemination of information via internet technologies, both synchronous and asynchronous. According to Dong et al. (2020), the method allows students and teachers to interact without physical contact. Online learning can be described as any learning that powered and facilitated electronically. While this learning model is not strange to teachers and learners in the western and eastern parts of the world, it is novel to developing countries like Nigeria with so many limitations. Some of the limitations associated with the use of highlevel electronics was identified by Babalola (2010). Babalola (2010) explained that the cost of electronic equipment was a strong distraction for developing countries. In the study, Babalola (2010) maintained that national infrastructure as electricity was in short supply in Nigeria. In a similar study, Emunemu et al. (2014) identified online learning equipment needed by students and teachers to include; computers, smart phones, digital cameras, printers, projectors and a host of other equipment. Several researchers opine that the use of electronic resources and the internet has transformed teaching and learning making the deployment of electronic equipment a strong advantage at this time of national development (Gotschall, 2000; Liu, 2011; Akinyooye, 2021). It is not out of place to say according to Liaw and Huang that online learning can be facilitated through a multi-media environment. Again, it can be used with a wide range of data and facilitate interactive and collaborative interaction allowing users complete control over their learning situations.

Online learning allows a large group of people to learn at the same time. It is facilitated by computers, naturally permits social distancing and broadens the scope of students. A major requirement of online learning is computer literacy and acquisition of ICT skills. For these reasons, students and teacher must first be trained in the use of this equipment before deploying

them. Smedley (2010), agrees with the foregoing postulations but also notes that the deployment of electronic teaching and learning gives teachers and learners great flexibility in terms of place of teaching and delivery. Students can record teachers and play such materials over and over again.

Contextual factors can help or hinder the development and use of online learning. According to Cagiltay and Kursat (2006), online learning systems developers must create an online learning model within the framework of existing support and resources. There is no universal online learning model that can be applied to every context but rather learning must take place within socially constructed contextual constructs (Stephenson, 2006). Contextual factors can be understood within the framework of community, culture and technology. Higher Education institutions are made up of internal and external elements. Internal factors are human characteristics and organizational attributes. External context includes government information and communication technology (ICT) policies and the broader social environment. Contextual factors to be considered in this study include mindset problems, management/mismanagement of e-learning systems. In essence, it is necessary to investigate the extent to which ICT induced learning and teaching is acceptable to the university community in context. To what extent therefore are members of the community in question ready, willing and accept change?

2. LITERATURE REVIEW

According to Graduate programs (2022), an online learning platform (OLP) is a web space or portal for educational content and resources that offers a student everything they need in one place. Online platforms hold videos, notes, previous and current assignments, with audio-visual instructions. OLP is a one-stop shop for student learning. For teachers, OLP is a place where you need to have the storage and ability to organize, grade assignments for students, and have a way for students to turn in work online. OLP like those plastic trays keeps all lessons organized. Without the OLP, what happened in 2020 to education could have been a disaster. Again, according to Rauona (2024), Online learning, also referred to as e-learning, digital learning or even sometimes virtual learning, encompasses a broad spectrum of educational activities facilitated through digital technologies. Online learning is a form of education where instruction and learning take place over the internet and through digital learning tools or platforms like online learning platforms and the learning management systems (LMS). It is worthy therefore to find out what e-learning could be in literature.

According to the Economic Times (2025), e-learning can be described as all teaching and learning through the internet. E-learning can also be termed as a network enabled transfer of skills and knowledge, and the delivery of education is made to a large number of recipients at the same or different times. E-learning has the advantage of integrating technologies into environmental needs. It is suspected that e-learning fails in some of its uses only when it is too technical. Unlike traditional teaching and learning, e-learning has the benefit of allowing teachers and the learners' flexibility in their activities both in time, access and way of delivering results. In the light of

so many contesting factors in today's world, e-learning is becoming strongly advocated by academics and researchers.

Contextual factors play their roles in setting of scenes for the useful applications of information and communication technologies (ICT) (Stephenson, 2006). Other contextual factors identified by Stephenson (2006) are the organizational strategies on digital education adopted by institutions, government policies on digital education, level of preparedness of users (teachers and learners) ICT competences and mind sets towards it use as well as level of digital literacy. According to Nawaz (2013), government and society have to support new technologies to lay the foundation to becoming a member of international communities through the information highway. Again, according to Nawaz and Kundi (2010), ICTs have obvious potentials in educational development. Contextual factors must be understood by developers and users. With these agreements on the benefits and uses of ICT, E-learning, modern higher education institutions who are non-compliant with the current digital transformation could soon become obsolete and irrelevant in the scheme of affairs especially in the emerging global academic transformations and competitions.

Though online learning and e-learning are acclaimed to be highly beneficial, challenges could arise can occur when such developments are transformations are not made according to learner characteristics especially on gender, nationality and cognitive learning styles (Graff et al., 2001; Akinyooye, 2021). In the developments referred to by Graff et al. (2001), two primary variables are essential namely, user interest and their competencies in using digital facilities. According to Sife et al. (2007), African universities are confronted with a lot of challenges and limitations when it comes to the adoption and utilization of ICT resources. This position was earlier advocated by Babalola (2010). Among challenges confronting developing African societies with Nigeria inclusive are; poorly developed nature of the foundation infrastructure of African Universities that includes all Universities in Nigeria. With this assertion, though there is testimony that ICT is being deployed in Nigeria Universities, its level of deployment is yet to be fully ascertained. However, investigations will continue in this direction until the required status is attained.

2.1. Statement of the problem

In recent times and years, the appearance of some factors has often left the academic calendar of many universities disrupted. Such disruptions often lead to inefficiencies in the management systems of those universities. In Nigeria, the COVID-19 came with no warning. It can be argued that COVID-19 was unprepared for but what of its effects. It will be agreed that the toll of COVID-19 left most public universities in Nigeria not only unprepared but defeated in the adoption and deployment of modern technology to education. Other factors considered contextual have also occurred in Nigeria and affected the educational system adversely. Such factors as social upheavals now exist. Among these factors are high government/institutional induced industrial crisis leading to abrupt school closures. In other cases, we have attacks that often lead to school's closure. These do not apply to higher education institutions alone but to all levels of educational

enterprises. Most times, schools have no contact of any form with their students while these challenges persist. Again, it is known that most public universities were caught unprepared by the COVID-19 pandemic. After the pandemic, many have taken ameliorative steps. To what extent have these steps yielded efforts? To what extent have ICT been deployed and to what extent are teachers and learners ready for the new paradigm? The University of Ibadan being the oldest public university in Nigeria is being selected to serve as a case study. The study intends to find out students' attitude towards online learning and also find out if skills and competencies have been acquired over the years. It will find out if there are contextual challenges to adopt the new technologies.

2.2. Research questions
The following research questions guided the study

i. Which of the following online learning platforms (Learning Management, Social Media and Video Conferencing) is mostly adopted for use by undergraduates in the Faculty of Education of the University of Ibadan, Nigeria?

ii. What are the levels of contextual factors challenges affecting students' online learning platforms utilization in the University of Ibadan, Ibadan Nigeria?

iii. What is the level of contextual factors Challenges affecting Faculty of Education students adoption of online learning platforms in the University of Ibadan, Nigeria?

2.3. Hypotheses
The following hypotheses were formulated to guide this study

H01: Contextual Factors will have no significant correlation with Undergraduate online learning platforms utilization in the University of Ibadan, Nigeria.

H02: Dispositional Factors will have no significant correlation with Undergraduate online learning platforms utilization in the University of Ibadan, Nigeria.

H03: Contextual and dispositional factors will have no significant joint influence on the utilization of online learning platforms among undergraduate students of the University of Ibadan in Nigeria.

3. METHODOLOGY
This study adopted the descriptive survey research design that is correlational in nature with a population of 2,300 undergraduate students selected from various departments and levels in the Faculties of Social Sciences and Education in the university of Ibadan. Multi-stage sampling was adopted to select 287 respondents across Faculties and departments. The two faculties were selected due to the similarities of duration of studies in them and also the similarities in the population underscored any bias in the anticipated results. A researcher developed an instrument titled 'Contextual and Dispositional Factors Affecting Undergraduate Online Learning Questionnaire' (CDFAULQ) was used for data collection. CDFAULQ was validated by experts in the faculty of education and the social sciences of the University for face, content, and criterion validities. It was found valid. Again, the instrument was subjected to a trial test which yielded 'r' = 0.88 using the Cronbach alpha statistical tool. The trial test was conducted on students outside the target group. CDFAULQ was sectioned into 4 with section A eliciting bio-data responses, section B eliciting responses on Online Learning Platforms, Section C was on Contextual Factors while section D elicited responses on Dispositional Factors.

CDFAULQ was scaled after the Likert 4 type scale of Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. Data was analysed using descriptive statistics as mean and percentages for the research questions, while Pearson Product Moment Correlation (PPMC) was used to test the hypotheses. All hypotheses were tested at 0.05 level of significance.

4. RESULTS AND DISCUSSION
The following were the results obtained from the experiment.

4.1. Research question 1
Which of the following online learning platforms (Learning Management, Social Media and Video Conferencing) is mostly adopted for use by undergraduates in the Faculty of Education of the University of Ibadan, Nigeria?
Results from Table 1 show high responses on both the LMS and Social media usage by undergraduate students.

Table 1. Mostly adopted online learning platforms by undergraduate students

Items	SA	A	D	SD	Mean	Std Dev	Remarks
LMS	95 (33.1)%	48 (16.7)%	131 (45.6)%	12 (4.5)%	2.78	0.962	High
Moodle	106 (36.9)%	31 (10.8)%	140 (48,8)%	10 (3.5)%	2.81	0.982	High
Telegram	77 (26.8)%	1 (3)%	197 (69)%	11 (3.8)%	2.50	0.931	Moderate
Whatsapp	186 (64.8)%	19 (6,6)%	40 (13.9)%	41 (14.6)%	3.22	1.154	High
Zoom	13 (4.5)%	251 (87.8)%	00	22 (7.7)%	2.89	0.584	High
Googlemeet	54 (18.8)%	77 (26.8)%	140 (49.1)%	15 (5.2)%	2.59	0.851	Moderate
Weighted Mean	3.40						High

4.2. Research question 2

What are the levels of contextual factors challenges affecting students' online learning platforms utilization in the University of Ibadan, Ibadan Nigeria?

Table 2. Contributions of contextual factors to undergraduate online learning challenges

Items	VHE	HE	LE	VLE	Mean	Std Dev	Remarks
Access to online learning facilities provided by the institution	41 (14.3)%	206 (71.8)%	25 (8.7)%	15 (5.2)%	2.95	0.662	High
Absence of critical infrastructure as electricity	102 (35.5)%	173 (60.6)%	7 (2.4)%	4 (1.4)%	3.30	0.587	High
Mismanagement of e-learning engagements	22 (7.7)%	238 (83.3)%	16 (5.6)%	10 (3.5)%	2.95	0.520	High
I feel disconnected from my peers during e-learning classes	104 (36.2)%	121 (42.2)%	47 (16.7)%	14 (4.9)%	3.10	0.847	High
Frequency of Online 1 Learning could affect my overall performance	58 (20.2)%	63 (22.6)%	48 (16.7)%	117 (41.1)%	2.21	1.18	Low
Availability of ICT devices enriches my online learning experiences	80 (27.9)%	64 922.6)%	3 (28.9)%	59 (20.6)%	2.58	1.103	High
Weighted Mean						2.8	High

Notes: VHE = Very High Extent (4) points HE = High Extent (3) points LE = Low Extent (2) points and VLE = Very Low Extent (1) point

4.3. Research question 3

Dispositional Factors will have no significant correlation with Undergraduate online learning platforms utilization in the University of Ibadan, Nigeria.

Table 3. Contributions of dispositional factors to undergraduate online learning challenges

Items	SA	A	D	SD	Mean	Std Dev	Remarks
I find no difference between Online learning and traditional teaching and learning experiences	71 (24.7)%	1 (0.3)%	37 (13.2)%	177 (61.7)%	1.88	1.265	Low
I have confidence in my online learning capacities and abilities	148 (51.6)%	115 (40.4)%	1 (0.3)%	22 (7.7)%	3.36	0.836	High
Personal Time Management is a challenge to me while using online platforms	139 (48.4)%	73 (25.8)%	74 (25.8)%	0 (0.0)%	3.23	0.833	High
I do require the motivation of peers to encourage persistence with others when I engage online especially when challenges arise	166 (58.2)%	120 (41.8)%	0 (0.0)%	0 (0.0)%	3.58	0.494	High
Students' centered approach is a challenge to online learning	198 (69.3)%	88 (30.7)%	0 (0.0)%	0 (0.0)%	3.69	0.462	High
I am ready to adapt my study habits and routines to online learning requirements	104 (36.2)%	151 (53)%	21 (7.3)%	10 (3.5)%	3.22	0.727	High
Weighted Mean					3.7	-	High

Notes: SA = Strongly Agree (4) points A = Agree (3) points   D = Disagree (2)   points and SD = Strongly Disagree (1) point

4.4. Hypotheses

The following were the findings on the hypotheses testing

4.5. Hypothesis 1

Contextual Factors will have no significant correlation with Undergraduate online learning platforms utilization in the University of Ibadan, Nigeria.

Table 4. PPMC of the relationship between contextual factors and online learning

Variables	Mean	Std Dev	N	r	p-value	Remarks
Online	2.3641	0.38286	286	0.183**	0.002	Not significant @ p<0.05
Contextual	2.8821	0.35002				

Table 4 shows that contextual factors have a significant relationship with online learning at r=0.02; p<0.05. The null hypothesis is thus rejected while the alternate hypothesis is accepted. Contextual factors of availability, accessibility and utilization of students of online equipment has a significant relationship with online learning in the university of Ibadan.

4.6. Hypothesis 2
Dispositional Factors will have no significant correlation with Undergraduate online learning platforms utilization in the University of Ibadan, Nigeria.

Table 5. PPMC of the relationship between dispositional factors and online learning

Variables	Mean	Std Dev	N	r	p-value	Remarks
Online	2.3641	0.38286	286	0.032	0.05	significant @ p<0.05
Dispositional Factors	3.1603	0.47064				

Table 5 shows that contextual factors have a significant relationship with online learning at r=0.02; p<0.05. The null hypothesis is thus rejected while the alternate hypothesis is accepted. Dispositional factors of attitudes, pedagogical beliefs, openness to change and self-efficacy of students has significant relationship with online learning in the University of Ibadan.

4.7. Hypothesis 3
Contextual and dispositional factors will have no significant joint influence on the utilization of online learning platforms among undergraduate students of the University of Ibadan in Nigeria.

Table 6. Multiple regression table of the joint contribution of contextual and dispositional factors to online learning

Summary				
Model	**R**	**R Square**	**Adjusted R²**	**Standard Error of the Estimate**
1.	0.183ᵃ	0.033	0.027	0.37772

ANOVA					
Predictors: Constant	**Sum of squares**	**df**	**Mean square**	**F**	**Sig**
Regression	1.404	2	0.702	4.922	0.008ᵇ
Residual	40.518	284	0.143	-	-
Total	**41.923**	**286**			

a. Dependent Variable – ONLINE
b. Predictors (Constant), Dispositional and Contextual Factors

Table 6 indicates that the predictors (dispositional and contextual) factors contribute 3.3% (R square) of the variance in online learning. The adjusted R which considers the number predictors is 2.7%. With an F value of 4.922, it is clear that the model is statistically significant rejecting the null hypothesis.

4.1. Discussion of findings
Findings from Table 1 one indicate there are online teaching and learning operative at the University of Ibadan. Secondly it shows that both lecturers and students use various platforms for studies. Among commonly deployed platforms are the Learning Management Systems (LMS) and the social media. This finding in Table 1 agrees with the earlier studies of Emunemu *et al.* (2014) and Isah (2017). While Emunemu *et al.* (2014), worked on students' perspectives and the ODL, it was able to observe that both hard and software equipment were deployed to ODL students online teaching and learning. In the study, students in the ODL were optimistic and highly elated with the deployment of computers, laptops and the use of the social media. These also were among the details embarked upon by Isah (2017). In the study, it was observed that lecturers and students interacted well using social media platforms way back then for academic purposes but was not official. While the study of Emunemu *et al.* (2014) was on ODL, the study of Isah (2017) was on the University of Ibadan academic community. The findings of this study does not vary significantly from the earlier positions. The contextual and dispositional factors leave the University with no alternative but to officially integrate these learning platforms into official needs. The following applications showed high levels of utilization in this study

(Whatsapp, Moodle and Zoom). Other scholars as Almusharraf and Khahro (2020) indicated significance with student satisfaction in the use of online learning platforms. The study of Almusharraf and Khahro (2020) emphasized the significance of various factors such as students' satisfaction with the consensus on which online learning platforms to adopt, grading and assessment mechanisms in their institutions. Students also indicated satisfaction with technical assistance offered by their institutions to facilitate online learning.

The contributions of contextual factors to students online learning at the University of Ibadan did not differ from the findings of previous researchers especially the findings of Masue (2020), O'Brien (2020) and Ja'ashan (2020). Some factors had high mean scores as could be seen in Table 3. These high scores suggests the contribution of such factors to students online learning among which are easy access to online facilities, interruptions and disruptions as well as absence of some critical infrastructure. Other factors are the mismanagement of the e-learning facilities. These have to do with the fact that the idea and implementation of e-learning is ongoing and new in away when all stakeholders are taken as a piece. In some studies, before now especially in Isah (2012), and Okoro and Ojo (2018). equipment was not available but that seemed to have improved in the University of Ibadan. In the study of Isah (2012), most academics had to take personal loans to be able to have access way back then to the computers. It is clear after then, the University has been purchasing this equipment and investing on e-learning equipment. The findings on Table 3 are consistent with previous research as seen in Isah (2012), Babalola (2010), Ja'ashan (2020), O'Brien (2020), Innocent and Masue (2020) and Odu *et al.* (2025).

Challenges predicted and faced and the extent to which these challenges go while introducing online learning especially in higher education have not gone otherwise as predicted and explained in Babalola (2010), and Olaniyan *et al.* (2025), especially as it obtains in the larger Nigeria and consequently in University of Ibadan (UI). The challenge of critical infrastructure is a burden to both citizens and UI. However, over time, the University along with other stake holders are doing their best to overcome the challenge. From the study as can be seen in Tables 4, 5 and 6, all the independent variables have relationships with the dependent variable and contribute significantly to the overall joint factors affecting students' online learning.

5. CONCLUSION
The findings of this study have provided insights into undergraduate online learning at the University of Ibadan. The study addressed the adoption of specific online applications; the contextual and dispositional factors affect and influencing students as well as the challenges associated with the adoption of online learning performance in the University. The study is able to show the need for institutional support to continue the implementation and eventual success of the programme.

RECOMMENDATIONS
In the light of the findings of this study, it is therefore recommended that;

i. The University of Ibadan must not relent in this commendable programme of introducing and nursing to success the online teaching and learning programme for both regular and ODL students. The University will achieve more by conducting free seminars, workshops and broadcasts to all stakeholders on the utilization of its resources for the programme.

ii. Improvement should be concentrated on contextual and dispositional factors of all stakeholders (staff and students.

iii. More investment is required on the acquisition of E-learning infrastructure.

iv. Future researchers should be encouraged to work in the same line to provide an evaluation of how far and successful the University if going.

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