

Perceived Challenges Associated with Elearning Platforms and Coping Mechanisms among Students at the University of Ibadan, Nigeria

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Annotation: Introduction: The outbreak of the COVID-19 pandemic in early 2020 disrupted educational systems worldwide, forcing institutions to transition rapidly from traditional in-person learning to online eLearning platforms. In Nigeria, the University of Ibadan, like many other institutions, adopted this approach to ensure continuity in education despite the pandemic-related restrictions. However, this sudden shift posed significant challenges for students, particularly in a developing country context where issues such as inadequate internet

infrastructure, limited access to digital devices, and financial constraints are prevalent. This study aims to explore the perceived challenges associated with the use of eLearning platforms and the coping mechanisms employed by students at the University of Ibadan during this period. Understanding these challenges and coping strategies is crucial for informing future policies and interventions that can enhance the effectiveness of eLearning in higher education, especially in resource-constrained settings.

Objective: The study aims to investigate the perceived challenges associated with eLearning platforms and the coping mechanisms among students at the University of Ibadan, Nigeria.

Method of Data Analysis: A cross-sectional survey was conducted among consenting undergraduate and postgraduate students at the University of Ibadan. Descriptive statistical analysis was used to assess knowledge, attitude, and perception scores among 420 respondents. Associations between demographic characteristics and perceived challenges, as well as coping strategies, were analyzed.

Result: The study revealed that the majority of respondents were female (61.2%), with a mean age of 22.3 ± 3.4 years. The majority (66.7%) earned N25,000 or below monthly, and mobile phones were the most commonly used devices for eLearning (98.3%). Zoom was the most frequently used platform (87.1%), followed by WhatsApp (73.3%) and Google Meet (70.7%). Significant associations were found between sex (p-value = 0.023), monthly income (p-value = 0.033), and age (p-value = 0.047) with the perceived challenges. However, no significant associations were observed between demographic characteristics and coping strategies.

Conclusion: The study highlights the challenges faced by students at the University of Ibadan in using eLearning platforms, particularly in relation to internet connectivity and financial constraints. Addressing these issues is essential to improving the effectiveness and user experience

of eLearning platforms in higher education.

Keywords: eLearning platforms, perceived challenges, coping mechanisms, University of Ibadan, Nigeria.

INTRODUCTION

The World Health Organization (WHO) declared Coronavirus (COVID-19) a public health emergency in January 2020 as a new disease outbreak and a pandemic in March 2020 (Adeoye et al,2020). On February 28 2020, Nigeria saw its first index case and since then, there has been a daily increase in cases, reaching 323 confirmed cases and ten fatalities as of April 13, 2020 which prompted the government to enact stricter rules. The COVID-19 pandemic blew a rude shock at the whole world and overwhelmed all sectors because it caused illnesses ranging from the common cold to more severe diseases, and it was being spread from one person to another or a group of people through small droplets from the nose or mouth when a person with COVID-19 coughs, sneezes talks or exhales; through skin-to-skin contact, kissing and sexual intercourse(Adeyi et al, 2019). The Nigerian government gave some safety precautionary measures to halt its spread then, which are; wearing a properly fitted mask when in a poorly ventilated setting, cleaning the hands frequently with soap and water or hand sanitiser, getting vaccinated, covering the mouth and nose with a bent elbow or tissue when coughing or sneezing and eventually closing schools and universities for several months to stop the disease from spreading further. After the schools and universities reopened, higher education institutions were urged to assist with teaching and learning using online distant electronic learning (Agormedah et al 2020). Since physical and social distance was important at the time, educational organisations sought to develop alternate solutions to deal with this challenging situation, which had a detrimental influence on educational activities (Alameri et al 2020). This halt led to the emergence of online educational processes so that educational activities would not end. Many schools have been involved in better ways to present online course materials, engage students, and perform evaluations (Al-Gahtani S.S. 2016). This crisis made the innovation to be welcomed by institutions that were formerly resistant in its acceptance and made it a critical time for the educational sector to deal with the situation on the ground(Alharbi, S. A., & Alghamdi, R. M. 2021). Several colleges and universities have devised various innovative measures to fight this emergency, using various software/apps such as Google Classroom, Zoom, and Microsoft Teams to conduct online classroom sessions. For the sake of not just finishing the course contents but also being in continual proximity with the learners, this virtual eLearning class was birthed to establish the conviction and reliance of the students in their faculty during the prevalence of the virus (Almaiah, et al 2020). Most higher institutions all over the globe in reaction to the disruptions brought on by the COVID-19 epidemic shifted to online education. While e-learning allows students to attend their classes whenever and wherever they choose, the sudden disruptive move to e-learning during the pandemic saw students facing several challenges that were likely to result in academic stress, mental health issues, and other issues. Despite the fact that there is a lot of literature on this subject matter in the North split, their findings cannot be generalized to Nigeria when considering the marked difference in terms of development, educational systems, health systems, culture, social structure, and social norms, among others. Thus, the study examined the challenges associated with education through eLearning platforms and coping mechanisms among students at the University of Ibadan, Nigeria, as a result, the vacuum in the collection of literature regarding the Nigerian context study is addressed. Findings from this study will provide insights into the online or e-Learning challenges faced by students in higher institutions. It will also assist University administrators and policymakers to address or modify where appropriate, the e-learning approach to ensure students' mental and psychological well-being.

METHODS

Study Area

The University of Ibadan, located in Ibadan, Oyo State, Nigeria, is the oldest and one of the most prestigious universities in the country, established in 1948. It hosts a diverse student population, including undergraduate and postgraduate students from across Nigeria and beyond. The university is organized into several faculties, offering a wide range of academic programs and research opportunities. During the COVID-19 pandemic, the University of Ibadan relied heavily on eLearning platforms to continue academic activities, which highlighted challenges such as internet connectivity issues, limited access to digital devices, and financial constraints among students. As a result, the university provides a relevant context for studying the perceived challenges and coping mechanisms associated with eLearning. The findings from this study can offer valuable insights into improving eLearning experiences at the University of Ibadan and similar institutions in Nigeria.

Study Design

A cross-sectional survey designed to investigate university students' experiences and perceived academic stress during online learning and the coping mechanisms adopted in handling them.

Sample size and Sampling technique

The sample size was calculated using Kish et al. formula (1998). A multi-stage sampling technique that includes a four-stage sampling procedure was adopted for the study: Stage 1: Ten faculties were randomly selected out of the sixteen faculties in the University through balloting. Stage 2: A department was randomly selected through balloting from each of the selected faculties in UI. Stage 3: A list of the number of students from the selected departments were obtained from each department. Stage 4: Then a proportionate sampling technique was used to select the number of students from each department.

Data collection Instrument

A pre-tested self-administered questionnaire developed in the English Language was used for data collection. It was developed based on the set objectives, theoretical framework, and review of relevant literature. It contained six sections: Section A documented the Socio-demographic characteristics of the study respondents. Section B the challenges faced by the respondents in using eLearning, Section C the Digital divide among the respondents, and Section D documents the perception of the respondents about the effects eLearning had on academic achievements. Section E focused on the respondents' perception of eLearning's effects on health. Section F documented the Coping strategies adopted by students at the University of Ibadan during online education.

Data Analysis

The questionnaires were sorted, cleaned, and checked for accuracy and completeness. Each copy of the instrument was given a serial number for easy identification and recall. A coding guide was developed after reviewing responses to facilitate coding and data entry. The coded questionnaire information was entered into the computer using the IBM/Statistical Package for Social Sciences [IBM/SPSS] version 26 software. The data was analyzed presented in descriptive statistics (mean, median, percentages) and inferential statistics (Chi-square) at $p=0.05$. The report was presented in prose, tables and charts.

Ethical considerations

The study was conducted in accordance with the stipulated ethical principles and guidelines concerning the use of human respondents in research. Ethics approval was obtained from the University of Ibadan/University College Hospital Ethics Committee before data collection (UI/EC/23/0009).

Result

Table 1: Respondents' Sociodemographic Characteristics (N = 420)

Variables	Frequency	%	
Sex	Male	163	38.8
	Female	257	61.2
Religion	Christianity	355	84.5
	Islam	61	14.6
	Traditional	1	0.2
	Others	3	0.7
Ethnic Group	Yoruba	328	78.1
	Igbo	45	10.7
	Hausa	1	0.2
	Others	46	11.0
Level of Study	200	159	37.9
	300	146	34.8
	400	25	5.9
	500	36	8.5
	Masters	54	12.9
Department	Health Education	53	12.6
	English	52	12.4
	Sociology	54	12.9
	Animal Science	41	9.8
	Computer Sciences	39	9.3
	Food Technology	22	5.2
	Physiology	28	6.7
	Human Nutrition	27	6.4
	Wildlife and Ecotourism Management	17	4.0
	Law	87	20.7
Average monthly allowance/income	N20,000 and below	261	62.1
	N21,000 - N40,000	79	18.8
	N41,000 - N60,000	40	9.5
	N61,000 - N80,000	9	2.1
	N81,000 - N100,000	11	2.6
	Above N100,000	8	1.9
Mean income N29,915.4±59389.6			
Age (in years)	20 years and below	118	28.1
	21 - 25	254	60.5
	26 - 30	37	8.8
	Above 30	11	2.6

Table 1 revealed that the majority of the participants were female (61.2%, n=257), while males constituted 38.8% (n=163). In terms of religious affiliation, the predominant group was Christian (84.5%, n=355), followed by Muslim respondents (14.6%, n=61). A small fraction identified with Traditional religion (0.2%, n=1) and other religions (0.7%, n=3). Ethnically, the respondents were predominantly Yoruba (78.1%, n=328), with smaller proportions identifying as Igbo (10.7%, n=45) and Hausa (0.2%, n=1). Respondents from other ethnic groups made up 11.0% (n=46). Regarding the level of study, the largest group of respondents were in their 200 level (37.9%, n=159), followed by those in 300 level (34.8%, n=146). A smaller proportion were in 400 level

(5.9%, n=25), 500 level (8.5%, n=36), and those pursuing a Master's degree (12.9%, n=54). The respondents were distributed across various departments, with the largest representation from the Faculty of Law (20.7%, n=87), followed by Sociology (12.9%, n=54) and Health Education (12.6%, n=53). Other departments included English (12.4%, n=52), Animal Science (9.8%, n=41), Computer Sciences (9.3%, n=39), Physiology (6.7%, n=28), Human Nutrition (6.4%, n=27), Food Technology (5.2%, n=22), and Wildlife and Ecotourism Management (4.0%, n=17). In terms of average monthly allowance or income, a majority of the respondents reported earning N20,000 or below (62.1%, n=261), with smaller groups earning N21,000 - N40,000 (18.8%, n=79), N41,000 - N60,000 (9.5%, n=40), N61,000 - N80,000 (2.1%, n=9), N81,000 - N100,000 (2.6%, n=11), and above N100,000 (1.9%, n=8). The mean income among respondents was N29,915.4 ± N59,389.6. The age distribution of respondents showed that the majority were between 21-25 years old (60.5%, n=254), followed by those aged 20 years and below (28.1%, n=118). A smaller proportion were aged 26-30 years (8.8%, n=37), and those above 30 years made up 2.6% (n=11). The mean age of the respondents was 22.3 ± 3.4 years.

Respondents' Familiarity with eLearning Platforms

The majority of the respondents (98.3%) reported mobile phones to be their internet-connected devices, 91.9% indicated 3G/4G, 85.5% indicated their homes were their place of internet connection, 95.5% indicated they were proficient in the use of the internet, and 92.6% indicated proficiency in the use of online/eLearning platforms. When respondents were asked about the devices they used in receiving their lectures, 96.9% indicated mobile phones, while 40.0% indicated laptops. 92.1% believed that eLearning was an appropriate solution in the COVID-19 pandemic, but 27.1% believed that the online learning they received through phone and laptop gave similar learning satisfaction to classroom/physical education. When asked about the eLearning platforms used most frequently, 87.1% indicated Zoom, 73.3% indicated WhatsApp and 70.7% indicated Google Meet.

Table 2: Familiarity of respondents with eLearning platforms (N = 420)

Variables	Freq (%)
eLearning platforms most frequently use	
LMS	209 (49.8)
Zoom	366 (87.1)
Google forms	244 (58.1)
WhatsApp	308 (73.3)
Google meet	297 (70.7)
Microsoft Team	63 (15.0)
Microsoft Word	97 (23.1)
Coursera	108 (25.7)
Telegram	282 (67.1)
Others	53 (12.6)
eLearning platforms least frequently use	
LMS	167 (39.8)
Zoom	85 (20.2)
Google forms	105 (25.0)
WhatsApp	81 (19.3)
Google meet	111 (26.4)
Microsoft Team	216 (51.4)
Microsoft Word	180 (42.9)
Coursera	191 (45.5)
Telegram	94 (22.4)
Others	61 (14.5)

Table 2 presents the familiarity of respondents with various eLearning platforms, highlighting both the most and least frequently used platforms among the 420 respondents. For platforms most frequently used, Zoom emerged as the most commonly utilized, with 87.1% (n=366) of respondents indicating its frequent use. This was followed by WhatsApp, used by 73.3% (n=308) of respondents, and Google Meet, used by 70.7% (n=297). Other commonly used platforms included Google Forms (58.1%, n=244), Telegram (67.1%, n=282), and the Learning Management System (LMS) (49.8%, n=209). Less frequently used platforms in this category included Coursera (25.7%, n=108), Microsoft Word (23.1%, n=97), and Microsoft Teams (15.0%, n=63). A small percentage of respondents (12.6%, n=53) reported frequent use of other platforms not specifically listed. Conversely, when asked about the platforms they used the least, Microsoft Teams topped the list, with 51.4% (n=216) of respondents indicating it as their least used platform. This was followed by Coursera (45.5%, n=191), Microsoft Word (42.9%, n=180), and the LMS (39.8%, n=167). Google Meet (26.4%, n=111), Google Forms (25.0%, n=105), and Telegram (22.4%, n=94) were also identified as less frequently used by a notable proportion of respondents. Interestingly, Zoom, which was the most frequently used platform, was reported as the least used by 20.2% (n=85) of respondents, and WhatsApp, another frequently used platform, was the least used by 19.3% (n=81). A small number of respondents (14.5%, n=61) reported other platforms as their least used.

Table 3: Respondents' attitudes towards online learning (N = 420)

Variables	Strongly Agree Freq (%)	Agree Freq (%)	Disagree Freq (%)	Strongly Disagree Freq (%)
I prefer online learning to classroom learning	38 (9.0)	114 (27.1)	173 (41.2)	93 (22.1)
I struggle with online learning	33 (7.9)	136 (32.4)	194 (46.2)	54 (12.9)
I am satisfied with online learning	40 (9.5)	168 (40.0)	166 (39.5)	43 (10.2)
I do not experience stress during online learning	65 (15.5)	167 (39.8)	146 (34.8)	41 (9.8)
I study more efficiently with online learning	39 (9.3)	113 (26.9)	211 (50.2)	53 (12.6)
I am motivated to schooling before the online learning	79 (18.8)	246 (58.6)	76 (18.1)	13 (3.1)
I am still motivated to schooling during the online learning	69 (16.4)	226 (53.8)	105 (25.0)	17 (4.0)

Table 3 provides an overview of respondents' attitudes towards online learning among the 420 participants. When asked about preferring online learning over classroom learning, 9.0% (n=38) of respondents strongly agreed, and 27.1% (n=114) agreed, indicating a preference for online learning. However, a majority of 41.2% (n=173) disagreed, and 22.1% (n=93) strongly disagreed, suggesting that many still favor traditional classroom settings over online formats. Regarding the difficulty of online learning, 7.9% (n=33) strongly agreed that they struggle with it, and 32.4% (n=136) agreed. A significant 46.2% (n=194) disagreed, while 12.9% (n=54) strongly disagreed, highlighting that a substantial portion of respondents does not find online learning particularly challenging.

In terms of satisfaction with online learning, 9.5% (n=40) strongly agreed and 40.0% (n=168) agreed that they are satisfied. However, 39.5% (n=166) disagreed, and 10.2% (n=43) strongly disagreed, reflecting mixed levels of satisfaction among respondents. Regarding stress during online learning, 15.5% (n=65) strongly agreed and 39.8% (n=167) agreed that they do not experience stress, while 34.8% (n=146) disagreed, and 9.8% (n=41) strongly disagreed. This indicates that while some respondents feel relatively stress-free, a significant portion still experiences stress during online learning. When evaluating efficiency in studying, 9.3% (n=39)

strongly agreed and 26.9% (n=113) agreed that online learning enhances their study efficiency. Conversely, 50.2% (n=211) disagreed, and 12.6% (n=53) strongly disagreed, suggesting that online learning may not be perceived as more effective for a majority of respondents. Motivation before starting online learning was high, with 18.8% (n=79) strongly agreeing and 58.6% (n=246) agreeing. Only 18.1% (n=76) disagreed, and 3.1% (n=13) strongly disagreed, showing strong initial motivation among most respondents. However, motivation during online learning showed a decline: 16.4% (n=69) strongly agreed and 53.8% (n=226) agreed that they remain motivated. A notable 25.0% (n=105) disagreed, and 4.0% (n=17) strongly disagreed, indicating that while many maintain motivation, a significant number of respondents find it challenging to stay motivated throughout online learning

Table 4; Factors Associated with the Use of online educational technologies (N = 420)

Variables	Freq (%)
Lecturer's style of teaching using e-learning technologies	277 (66.0)
The lecturer's style of presentation holds my interest	263 (62.6)
The lecturer is active in teaching me the course subjects via e-learning	263 (62.6)
The lecturers impart easy-to-understand knowledge suitable for e-learning	252 (60.0)
The lecturers have a method of assessing students' participation and knowledge acquisition	283 (67.4)
My attention to the class during e-learning sessions was more remarkable in comparison to the traditional face-to-face class meetings	93 (22.1)
The activities during the e-learning sessions motivated me to learn the course content more than the ones in the traditional face-to-face class meetings	133 (31.7)
The use of e-learning improved my learning in the class	173 (41.2)
The use of e-learning motivated me to seek help from tutors, classmates and the lecturers	247 (58.8)
I am more comfortable responding to questions by email than orally	241 (57.4)
I find the e-learning system useful for my learning	310 (73.8)
My technical skills (email/internet apps) have increased since attending online classes	320 (76.2)
I could complete my learning activities using the web-based system even if there was no one around to show me how to do it	339 (80.7)
I find the e-learning system easy to use	358 (85.2)

*** Multiple responses**

When respondents were asked about the lecturers' characteristics that influenced their use of online educational technologies, 67.4% indicated the lecturer had a method of assessing students' participation and knowledge acquisition, while 66.0% indicated the lecturer's teaching style using eLearning technology. When asked about the perceived usefulness of eLearning, 58.8% indicated the use of eLearning motivated them to seek help from tutors, classmates, and lecturers, 73.8% responded that they found the eLearning system useful for their learning, and 76.2% said that their technical skills had increased since attending online classes. When respondents were asked about its perceived ease of use, 80.7% indicated they could complete their learning activities using the web-based system even if there was no one around to show them how to do it, 85.2% indicated they found the eLearning system easy to use and 81.4% indicated they had no difficulty operating on eLearning devices. When asked about the system and technical dimensions, 90.0% indicated learning materials were easy to download, 90.7% indicated the eLearning system offered multimedia (audio, video, and text) types of course content and 81.9% indicated the course materials were placed online or shared on time.

Table 5: Perception of the respondent's about the effects of eLearning (N = 420)

Variable	Freq (%)
Online learning has increased my workload.	225 (53.6)
I don't have enough financial resources for online learning	238 (56.7)
Online learning made it difficult to manage my time.	126 (30.0)
Online learning usually affects one's posture, most especially sitting posture	243 (57.9)
Students usually feel body pains during/after online classes	168 (40.0)
Students have frequent headaches and eye strain during/after online classes	275 (65.5)

Regarding the participants preference for online learning compared to classroom learning, 9.0% (n=38) of respondents strongly agreed, and 27.1% (n=114) agreed, indicating a positive inclination towards online learning. In contrast, a majority of 41.2% (n=173) disagreed, and 22.1% (n=93) strongly disagreed, suggesting that a significant number of respondents prefer traditional classroom settings over online learning. When it comes to struggling with online learning, 7.9% (n=33) strongly agreed and 32.4% (n=136) agreed that they find online learning challenging. However, a substantial 46.2% (n=194) disagreed, and 12.9% (n=54) strongly disagreed, indicating that a majority of respondents do not find online learning particularly difficult.

In terms of satisfaction with online learning, 9.5% (n=40) strongly agreed and 40.0% (n=168) agreed that they are satisfied with their online learning experience. Conversely, 39.5% (n=166) disagreed, and 10.2% (n=43) strongly disagreed, reflecting a mixed level of satisfaction among the respondents. Regarding stress levels during online learning, 15.5% (n=65) strongly agreed and 39.8% (n=167) agreed that they do not experience stress. However, 34.8% (n=146) disagreed, and 9.8% (n=41) strongly disagreed, suggesting that while some respondents feel relatively stress-free, a significant portion still experiences stress during online learning. Concerning the efficiency of studying with online learning, 9.3% (n=39) strongly agreed and 26.9% (n=113) agreed that online learning enhances their study efficiency. In contrast, 50.2% (n=211) disagreed, and 12.6% (n=53) strongly disagreed, indicating that online learning may not be perceived as a more effective study method by the majority. Motivation before starting online learning was high, with 18.8% (n=79) strongly agreeing and 58.6% (n=246) agreeing that they were motivated. Only 18.1% (n=76) disagreed, and 3.1% (n=13) strongly disagreed, demonstrating strong initial motivation among most respondents. However, motivation during online learning showed a decline: 16.4% (n=69) strongly agreed and 53.8% (n=226) agreed that they remain motivated throughout the course. A notable 25.0% (n=105) disagreed, and 4.0% (n=17) strongly disagreed, indicating that while many respondents maintain motivation, a significant number find it challenging to stay motivated during online learning.

Table 6: Challenges faced by the respondents in using eLearning (N = 420)

Variable	Freq (%)
Cost of data subscription	373 (88.8)
Erratic power supply	375 (89.3)
Fluctuating Internet connectivity	397 (94.5)
Headache	227 (54.0)
Eye strain and neck pain	277 (66.0)
Lots of interferences and distractions	356 (84.8)
Bad posture	256 (61.0)

Table 6 details the challenges faced by the respondents in using eLearning among the 420 participants. The most frequently reported challenge was fluctuating internet connectivity, with 94.5% (n=397) of respondents identifying it as a significant issue. Erratic power supply was also

a major concern, affecting 89.3% (n=375) of respondents. Additionally, the cost of data subscription was a notable challenge for 88.8% (n=373) of the respondents. Health-related issues were also prevalent: 66.0% (n=277) reported experiencing eye strain and neck pain, while 54.0% (n=227) reported headaches. Bad posture during eLearning was a challenge for 61.0% (n=256) of respondents. Furthermore, 84.8% (n=356) noted that lots of interferences and distractions hindered their online learning experience.

Table 7: Coping strategies adopted by respondents during online learning (N = 420)

Variable	Freq (%)
I join class early	329 (77.6)
I get financial support from my family	309 (73.6)
I get support from lecturers e.g., meeting the lecturers after class for more information and clarity	92 (21.9)
I get sufficient internet data and good network sources.	196 (46.7)
I engage in group discussions with other students	272 (64.8)
I replay video and audio clips after lectures	243 (57.9)
I don't do anything about it	96 (22.9)

Table 7 outlines the coping strategies adopted by respondents during online learning among the 420 participants. A significant majority of respondents, 77.6% (n=329), reported that they join classes early as a strategy to cope with online learning challenges. Financial support from family was also a common coping mechanism, utilized by 73.6% (n=309) of respondents. To address specific academic needs, 21.9% (n=92) sought additional support from lecturers, such as meeting them after class for further information and clarity. Ensuring sufficient internet data and reliable network sources was a strategy employed by 46.7% (n=196) of the respondents. Engaging in group discussions with other students was another strategy, used by 64.8% (n=272) of respondents. Additionally, 57.9% (n=243) of respondents replayed video and audio clips after lectures to reinforce their understanding. Conversely, 22.9% (n=96) of respondents reported that they did not take any specific actions to cope with the challenges of online learning.

Discussion

The study provides an in-depth analysis of the challenges and coping strategies associated with eLearning among students at the University of Ibadan. The respondents predominantly comprised young adults, with a higher proportion of females. Most were Christians from the Yoruba ethnic group, and the majority were in their second year of study, receiving an average monthly income of N25,000 or less. These demographic characteristics align with similar studies, such as Omoniyi (2022), which also reported a higher number of female students and a predominance of second-year students.

In terms of familiarity with eLearning platforms, the majority of respondents used mobile phones as their primary devices, and most were proficient in internet use and eLearning platforms. Although eLearning platforms like Zoom, WhatsApp, and Google Meet were frequently utilized, few respondents felt that online learning provided the same level of satisfaction as traditional classroom education. This is consistent with Alsoufi et al. (2020) and Alameri et al. (2020), who found high familiarity with eLearning platforms among their respondents.

The attitudes towards online learning were generally negative, with most respondents preferring classroom learning and expressing dissatisfaction with online courses. While a majority indicated that online learning did not cause them stress and that they were initially motivated, many felt that their study efficiency was not enhanced by eLearning. These findings contrast with Alsoufi et al. (2020) and Agormedah et al. (2020), who reported more positive attitudes towards eLearning.

Factors influencing the use of online educational technologies included the assessment methods and teaching styles of lecturers, as well as the perceived usefulness and ease of use of the eLearning

systems. Respondents found learning materials easy to download and appreciated the multimedia content provided. These results support the findings of Choi et al. (2018) and Alharbi & Alghamdi (2021), which emphasize the importance of perceived usefulness and ease of use in adopting eLearning technologies.

Perceptions of eLearning effects revealed that more than half of the respondents felt that online learning increased their workload and strained their finances. Issues such as poor time management, body pains, and posture problems were also reported, with findings aligning with Wahyu & Simanullang (2020) but differing from Rosaline & Anggraeni (2020), who reported moderate stress levels. Challenges identified included high costs of data subscriptions, erratic power supply, and fluctuating internet connectivity. Health-related challenges such as headaches, eye strain, neck pain, and poor posture were also prevalent. These challenges mirror those reported by Adeoye et al. (2020) and Li & Che (2022), highlighting issues with infrastructure and health impacts. Coping strategies employed by respondents included joining classes early, seeking financial support from family, participating in group discussions, and replaying lecture materials. Fewer respondents sought support from lecturers or ensured sufficient internet data. These strategies are consistent with Omoniyi (2022), who found similar approaches among students coping with eLearning challenges.

The implications for health promotion and education are significant. Addressing mental and physical well-being through stress management, ergonomic practices, and promoting a healthy work-life balance is essential. Enhancing student engagement through effective online teaching methods and promoting equitable access to resources are also crucial. Finally, fostering support networks and utilizing available resources can help students navigate the challenges of eLearning. These recommendations aim to improve the overall eLearning experience and support student success in a virtual learning environment.

CONCLUSION

This study highlights several critical aspects of eLearning among students at the University of Ibadan. The findings reveal that while many students are familiar with and use various eLearning platforms, their attitudes toward online learning are generally unfavorable compared to traditional classroom settings. The major challenges identified include high costs of data subscriptions, erratic power supply, fluctuating internet connectivity, and health-related issues such as headaches and eye strain. These challenges significantly impact students' learning experiences and satisfaction with online education.

Despite these difficulties, students have adopted various coping strategies, including joining classes early, seeking financial support, and engaging in group discussions. However, there remains a need for improved support systems and infrastructure to enhance the effectiveness of eLearning. Addressing these challenges through targeted interventions and resources, such as better access to affordable internet and supportive online teaching practices, is essential for improving the overall eLearning experience.

The study's insights provide valuable information for policymakers, educators, and institutions aiming to optimize online learning environments and support student well-being. By addressing the identified challenges and leveraging effective coping strategies, stakeholders can work towards creating a more equitable and effective eLearning landscape.

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