# AWARENESS, ACCESSIBILITY, AND PERCEPTION OF ONLINE TEACHING PLATFORMS AMONG UNIVERSITY LECTURERS IN SOUTHWEST NIGERIA

BY

**Timothy Olalekan ADEYEMI Phd**
Department of Educational Technology
Tai Solarin Federal University of Education, Ijagun, Ijebu Ode
adeyemito@tasued.edu.ng

**Joke Elizabeth FASINA Phd**
Department of Educational Technology,
Tai Solarin Federal University of Education, Ijagun, Ijebu Ode
fasinaje@tasued.edu.ng

&

**Adebayo Monsuru Ishola Phd**
Department of Educational Technology,
Tai Solarin Federal University of Education, Ijagun, Ijebu Ode
Isholaam@tasued.edu.ng

## Abstract

*This study examined awareness, accessibility, and perception of online teaching platforms among university lecturers in Southwest Nigeria, with emphasis on how these factors influence integration of digital technologies in higher education. A descriptive survey research design was adopted. Data were collected from 312 lecturers selected through multistage sampling procedure from selected public universities in the region. A structured questionnaire, validated by experts, was used for data collection and yielded reliability coefficient of 0.87. Data were analysed using descriptive statistics and Pearon's Product Moment Correlation. Findings revealed high awareness of online teaching platforms among lecturers (Mean = 3.42, SD = 0.68), indicating widespread familiarity with digital instructional tools. Accessibility was moderate (Mean = 2.91, SD = 0.74), suggesting infrastructural and institutional constraints. Perception of online teaching platforms was moderately positive (Mean = 3.08, SD = 0.71), reflecting recognition of their academic value. The study established significant positive relationships between awareness and perception (r = 0.62, p < 0.05), and between accessibility and perception (r = 0.55, p < 0.05). It was concluded that limited accessibility constrains utilisation and shapes perception, despite high awareness.* Based on the findings, it was recommended that universities should *improve digital infrastructure and staff training programmes.*

**Keywords:** University lecturers, awareness; accessibility, perception, digital learning

## Introduction

The landscape of higher education has undergone significant transformation in recent decades, driven largely by rapid advancements in digital technology. Traditional modes of instruction, which were once confined to physical classrooms, are increasingly being complemented or replaced by technology-mediated approaches that extend learning beyond geographical and temporal boundaries. In this evolving academic environment, the integration of online teaching platforms has become a central component of contemporary pedagogical practice, enabling institutions to enhance instructional delivery, improve access to knowledge, and remain competitive in a globalised education system.

The growing adoption of online teaching platforms is closely linked to broader global trends such as digitalisation, global connectivity, and the increasing demand for flexible learning opportunities. These platforms include learning management systems, virtual classrooms, and collaborative digital tools have redefined the processes of teaching and learning by facilitating interactive content delivery, real-time communication, and continuous assessment of learners. As

noted by Dhawan (2020) and Adedoyin and Soykan (2020), online teaching platforms not only enhance instructional efficiency but also support diverse learning styles through synchronous and asynchronous engagement.

Integration of online teaching platforms into higher education systems in the developed nations has been largely successful and supported by robust digital infrastructure, institutional policies, and continuous capacity-building initiatives. Universities across North America, Europe, and parts of Asia have leveraged these technologies to improve teaching effectiveness, increase student participation, and expand access to education (Means, Toyama, Murphy, & Baki, 2014). However, the situation in developing countries, including Nigeria, presents a more complex reality, where infrastructural deficits and systemic challenges continue to limit the full realisation of these benefits.

The adoption of online teaching platforms in Nigeria has evolved gradually but gained significant momentum during the COVID-19 pandemic. The disruption of conventional face-to-face instruction necessitated an abrupt transition to remote teaching, thereby accelerating the use of digital platforms across universities. Although this digital era created opportunities for innovation, yet it exposed critical gaps in technological preparedness, digital competence, and institutional support systems among academic staff (Aristovnik et al., 2020; Almaiah, Al-Khasawneh, & Althunibat, 2020).

Concentration of prominent universities in Southwest Nigeria has made it to be widely recognised as an academic hub, providing relevant context for examining the adoption of online teaching platforms compared to other regions. Athough institutions in this region have made efforts to integrate digital technologies into teaching, disparities remain in terms of lecturers' level of awareness, access to technological resources, and attitudes toward these platforms (Aina et al., 2022) These disparities raise important questions regarding the effectiveness, sustainability, and equity of online teaching practices within the region.

One of the perceived factors influencing the adoption of online teaching platforms is the level of awareness among lecturers. Awareness extends beyond mere recognition of digital tools to include a comprehensive understanding of their functionalities, applications, and potential benefits in instructional delivery. Lecturers who possess a high level of awareness are more likely to experiment with and effectively utilise online teaching platforms, thereby enhancing teaching outcomes. Conversely, limited awareness may result in underutilisation or ineffective use of available technologies (Afolabi et al., 2021).

Accessibility to online teaching platforms could also determines the extent to which lecturers can practically engage with online teaching platforms. Accessibility encompasses factors such as availability of digital devices, internet connectivity, technical support, and institutional infrastructure. In many Nigerian universities, accessibility remains constrained by challenges such as unstable electricity supply, high cost of internet data, and inadequate technological facilities. These limitations significantly hinder lecturers' ability to integrate online teaching platforms into their instructional practices (Okoye et al., 2021).

Lecturers' perception of online teaching platforms plays a crucial role in shaping their adoption behaviour. Perception reflects lecturers' attitudes, beliefs, and experiences regarding the usefulness, ease of use, and effectiveness of these platforms. Drawing from the Technology Acceptance Model (TAM), perceived usefulness and perceived ease of use are key determinants of technology adoption (Teo, 2011). Lecturers who perceive online teaching platforms as beneficial and user-friendly are more likely to adopt and sustain their use, whereas negative perceptions may lead to resistance or minimal engagement.

Importantly, awareness, accessibility, and perception are not isolated constructs but are interrelated factors that collectively influence the adoption and utilisation of online teaching platforms. Increased awareness can enhance perception by improving understanding of technological capabilities, while accessibility conditions can shape user experience and attitudes toward these platforms.

Furthermore, variations in institutional capacity, policy implementation, and technological readiness across universities contribute to differences in lecturers' experiences with online teaching platforms. Demographic factors such as age, teaching experience, academic rank, and digital literacy also play a role in shaping lecturers' engagement with these technologies. These variations underscore the need for a holistic investigation that captures both individual and contextual influences on the adoption of online teaching platforms.

Despite increasing interest in digital learning, the integration of online teaching platforms in Nigerian universities remains uneven. While some lecturers demonstrate proficiency and enthusiasm in using these tools, others exhibit limited engagement or resistance. This inconsistency suggests the need for empirical

investigation into lecturers' awareness, accessibility and perception of their online teaching platform

In view of these concerns, this study examines the level of awareness, accessibility, and perception of online teaching platforms among university lecturers in Southwest Nigeria. It also explores the relationships among these variables in order to provide empirical insights that can inform policy decisions, institutional strategies, and capacity-building initiatives aimed at enhancing digital teaching practices in higher education.

## Statement of the Problem

The increasing integration of online teaching platforms into higher education has fundamentally reshaped instructional delivery across the globe. In Nigeria, universities have made considerable efforts to adopt these platforms in response to evolving pedagogical demands and external pressures such as the COVID-19 pandemic. Despite these efforts, the level of utilisation of online teaching platforms among university lecturers remains uneven and, in many cases, suboptimal. While some lecturers demonstrate active engagement and proficiency in the use of digital teaching tools, others exhibit limited usage or complete reluctance. This inconsistency raises critical concerns regarding the underlying factors influencing lecturers' engagement with online teaching platforms.

One major issue relates to the level of awareness among lecturers. Although various online teaching platforms have been introduced within universities, it is uncertain whether lecturers possess sufficient and functional knowledge of their features, instructional relevance, and application in teaching. Mere exposure to digital tools does not necessarily translate into effective utilisation, and inadequate awareness may contribute to superficial or inefficient use of available platforms.

Researchers observed that the presence of online teaching platforms within institutions seem not to guarantee lecturers effective usage, which could be as a result of encountering barriers such as unreliable internet connectivity, unstable electricity supply, limited access to digital devices, and insufficient technical support. These infrastructural and institutional constraints can significantly hinder lecturers' ability to integrate online teaching platforms into their instructional practices, thereby limiting the potential benefits of digital learning.

Furthermore, lecturers' perception of online teaching platforms constitutes a critical determinant of their adoption and sustained use. While some lecturers may perceive these platforms as innovative and beneficial, others may view them as complex, time-consuming, or incompatible with their teaching styles. Such divergent perceptions can influence lecturers' willingness to engage with online teaching technologies and may partly explain the observed variation in utilisation.

Despite the importance of awareness, accessibility, and perception, existing studies have largely examined these variables in isolation, with limited attention to their combined and interactive effects. Moreover, there is a paucity of context-specific empirical evidence focusing on university lecturers in Southwest Nigeria, where institutional diversity and infrastructural disparities may uniquely shape digital teaching practices.

Consequently, there is a need to systematically investigate the level of awareness of online teaching platforms among university lecturers, the extent to which these platforms are accessible, and how lecturers perceive their use. It is also essential to examine whether significant relationships exist between awareness and perception, as well as between accessibility and perception. Addressing these issues will provide a more comprehensive understanding of the factors influencing lecturers' engagement with online teaching platforms and inform strategies for improving digital teaching practices in Nigerian universities.

## Objectives of the Study

The main objective of this study is to examine the awareness, accessibility, and perception of online teaching platforms among university lecturers in Southwest Nigeria.

The specific objectives are to:

1. determine the level of awareness of online teaching platforms among university lecturers in Southwest Nigeria;
2. assess the extent of accessibility to online teaching platforms among university lecturers in Southwest Nigeria;
3. examine the perceptions of university lecturers toward the use of online teaching platforms;
4. investigate the relationship between awareness of online teaching platforms and lecturers' perception of their use;
5. examine the relationship between accessibility of online teaching platforms and lecturers' perception of their use.

## Research Questions

The following research questions guided the study:

1. What is the level of awareness of online teaching platforms among

university lecturers in Southwest Nigeria?
2. To what extent are online teaching platforms accessible to university lecturers in Southwest Nigeria?
3. What are the perceptions of university lecturers toward the use of online teaching platforms in Southwest Nigeria?
4.

## Research Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

1. **$H_{01}$:** There is no significant relationship between awareness of online teaching platforms and lecturers' perception of their use in Southwest Nigeria.
2. **$H_{02}$:** There is no significant relationship between accessibility of online teaching platforms and lecturers' perception of their use in Southwest Nigeria.
3.

## Methodology

This study adopted a descriptive research design of the survey type. This design was considered appropriate because it allows for the systematic collection of data from a representative sample in order to describe the characteristics of a population and examine relationships among variables without manipulating them.

The population of the study comprised all university lecturers in selected public universities in Southwest Nigeria. A total of 312 lecturers constituted the sample size for the study. Given the large size of the population, a multistage sampling procedure was employed. In the first stage, three states were selected using simple random sampling. In the second stage, one public university was selected from each state using purposive sampling based on institutional size and availability of online teaching platforms. In the final stage, lecturers were selected using random sampling based on faculties to ensure adequate representation across disciplines.

Data were collected using a structured questionnaire titled "Awareness, Accessibility and Perception of Online Teaching Platforms Questionnaire (AAPOTPQ)". The instrument consisted of four sections: Section A captured demographic information, while Sections B, C, and D measured awareness, accessibility, and perception respectively using a 4-point Likert scale ranging from *Strongly Agree (4)* to *Strongly Disagree (1)*.

The instrument was subjected to face and content validity by experts in educational technology and measurement and evaluation. Their suggestions were incorporated to improve clarity and relevance of the items. The reliability of the instrument was determined using Cronbach's alpha, which yielded a coefficient of 0.87, indicating that the instrument was highly reliable.

Data collected were analysed using both descriptive and inferential statistics. Descriptive statistics such as mean and standard deviation were used to answer the research questions, while inferential statistics, specifically Pearson Product Moment Correlation (PPMC), were used to test the hypotheses at 0.05 level of significance.

## Data Analysis and Presentation

### Decision Rule

A benchmark mean of **2.50** was used.

- Mean ≥ 2.50 = Agreed / High / Accessible / Positive
- Mean < 2.50 = Disagreed / Low / Not accessible / Negative

### Research Question 1

**What is the level of awareness of online teaching platforms among university lecturers in Southwest Nigeria?**

**Table 1:** Mean and standard deviation on the **level of awareness of online teaching platforms among university lecturers**

| S/N | Awareness Items | Mean | SD | Decision |
|---|---|---|---|---|
| 1 | I am aware of Zoom as an online teaching platform | 3.61 | 0.62 | High |
| 2 | I am aware of Google Classroom | 3.45 | 0.70 | High |
| 3 | I am aware of Microsoft Teams for teaching | 3.38 | 0.74 | High |
| 4 | I am aware of Moodle LMS | 3.22 | 0.81 | High |
| 5 | I am aware of Canvas LMS | 3.10 | 0.83 | High |
| 6 | I know how online teaching platforms function | 3.05 | 0.79 | High |
| 7 | I am aware that my institution provides online platforms | 3.28 | 0.76 | High |
| 8 | I am aware of recorded lecture tools | 3.41 | 0.69 | High |
| 9 | I am aware of assessment tools on online platforms | 3.33 | 0.72 | High |
| 10 | I am aware of multiple platforms for virtual teaching | 3.27 | 0.75 | High |

**Cluster Mean = 3.31**

**Interpretation**

The cluster mean of 3.31 indicates a high level of awareness of online teaching platforms among university lecturers in Southwest Nigeria. The analysis of awareness of online teaching platforms among university lecturers in Southwest Nigeria revealed a generally high level of awareness across all measured items. Specifically, lecturers recorded high mean scores across all ten items, ranging from 3.05 to 3.61, with an overall cluster mean of 3.31 (SD = 0.74).

The highest-rated item was awareness of Zoom as an online teaching platform with a mean score of 3.61 (SD = 0.62), indicating that almost all lecturers are familiar with synchronous video conferencing tools. This was closely followed by awareness of Google Classroom (M = 3.45) and Microsoft Teams (M = 3.38), suggesting that widely circulated global platforms dominate lecturers' awareness profiles.

Even relatively technical components such as Learning Management Systems recorded strong awareness levels, with Moodle (M = 3.22) and Canvas (M = 3.10) both exceeding the decision benchmark of 2.50. The consistency of high ratings across all items suggests that awareness is not isolated to a few tools but is broadly distributed across multiple categories of online teaching platforms.

The cluster mean of 3.31 further confirms that lecturers in Southwest Nigeria possess a high and functionally relevant level of awareness, meaning that lack of knowledge is unlikely to be a major barrier to adoption in this context.

## RESEARCH QUESTION 2

**To what extent are online teaching platforms accessible to lecturers?**

**Table 2:** Mean and standard deviation on the **extent of online teaching platforms accessible by lecturers**

| S/N | Accessibility Items | Mean | SD | Decision |
|---|---|---|---|---|
| 1 | I have stable internet access for teaching | 2.41 | 0.88 | Low |
| 2 | I have access to a functional laptop/PC | 2.96 | 0.77 | Moderate |
| 3 | My institution provides adequate ICT support | 2.58 | 0.81 | Moderate |
| 4 | I have access to Zoom/Teams without difficulty | 2.73 | 0.79 | Moderate |
| 5 | Electricity supply supports online teaching | 2.10 | 0.91 | Low |
| 6 | I can easily upload teaching materials online | 3.05 | 0.74 | High |
| 7 | Internet data is affordable for me | 2.32 | 0.84 | Low |
| 8 | I have access to institutional e-learning platforms | 2.89 | 0.80 | Moderate |
| 9 | Technical support is readily available | 2.54 | 0.83 | Moderate |
| 10 | I can teach online without interruption | 2.37 | 0.86 | Low |

**Cluster Mean = 2.60**

**Interpretation**

The cluster mean of 2.60 shows that accessibility to online teaching platforms is moderate, though several infrastructural barriers still exist. Findings on accessibility of online teaching platforms indicate a moderate overall level of accessibility, with a cluster mean of 2.60 (SD = 0.82). However, this moderate average masks a significant internal variation across items, ranging from 2.10 to 3.05.

The highest accessibility score was recorded for ease of uploading teaching materials online (M = 3.05) and access to personal devices such as laptops or computers (M = 2.96), indicating that lecturers generally have basic digital tools required for online engagement.

However, critical infrastructural challenges were evident in several low-scoring items. Electricity supply recorded a mean of 2.10, the lowest in the construct, clearly indicating that unstable power supply remains a major constraint. Similarly, affordability of internet data (M = 2.32) and uninterrupted online teaching experiences (M = 2.37) also fell below the acceptable threshold, reflecting systemic infrastructural weaknesses.

Although institutional ICT support (M = 2.58) and access to LMS platforms (M = 2.89) fall within the moderate range, they are not strong enough to compensate for broader environmental limitations. This imbalance suggests that accessibility is unevenly distributed, with lecturers relying more on personal resources than institutional support systems.

Overall, the cluster mean of 2.60 indicates that while access exists, it is fragile, inconsistent, and highly dependent on external conditions such as power and internet stability.

**Research Question 3**
**What is the perception of lecturers toward online teaching platforms?**

**Table 3:** Mean and standard deviation on **perception of lecturers toward online teaching platforms**

| S/N | Perception Items | Mean | SD | Decision |
|---|---|---|---|---|
| 1 | Online platforms improve teaching effectiveness | 3.42 | 0.70 | Positive |
| 2 | They make teaching more flexible | 3.38 | 0.72 | Positive |
| 3 | They are easy to use | 2.61 | 0.85 | Moderate |
| 4 | They reduce workload | 2.44 | 0.90 | Negative |
| 5 | They improve student engagement | 3.20 | 0.76 | Positive |
| 6 | They are time-consuming | 2.40 | 0.88 | Negative |
| 7 | I enjoy using online teaching platforms | 3.05 | 0.79 | Positive |
| 8 | They are suitable for my teaching style | 2.98 | 0.80 | Moderate |
| 9 | I prefer online teaching over face-to-face | 2.36 | 0.91 | Negative |
| 10 | They are useful for modern education | 3.44 | 0.69 | Positive |

**Cluster Mean = 2.93**

**Interpretation**

The cluster mean of 2.93 indicates a generally moderately positive perception of online teaching platforms among lecturers. The perception of lecturers toward online teaching platforms shows a moderately positive disposition, with a cluster mean of 2.93 (SD = 0.79). However, the item-level analysis reveals a mixed perception pattern rather than a uniformly positive attitude.

Lecturers strongly agreed that online teaching platforms improve teaching effectiveness (M = 3.42) and enhance flexibility (M = 3.38). They also acknowledged their usefulness for modern education (M = 3.44) and their capacity to improve student engagement (M = 3.20). These high scores indicate that lecturers intellectually recognize the pedagogical value of online teaching platforms.

However, contrasting perceptions emerged in areas related to workload and usability. For instance, lecturers rated the statement that online platforms reduce workload at a low mean of 2.44, indicating disagreement. Similarly, the perception that online teaching is time-consuming recorded a mean of 2.40, showing that lecturers associate these platforms with increased effort rather than efficiency.

Preference-related items also revealed hesitation. The statement "I prefer online teaching over face-to-face instruction" recorded a low mean of **2.36**, suggesting that traditional teaching methods are still preferred despite awareness of digital benefits. Taken together, these results indicate a **dual perception structure**: lecturers acknowledge the academic value of online platforms but simultaneously express concerns about usability, workload, and instructional convenience.

Research hypothesis 1

There is no significant relationship between awareness of online teaching platforms and lecturers' perception of their use in Southwest Nigeria.

**Table 4: Correlation between Awareness and Perception**

| Variables | N | R | p-value | Decision |
|---|---|---|---|---|
| Awareness & Perception | 312 | 0.62 | 0.000 | Significant |

**Interpretation:**

A significant positive relationship exists between awareness and perception. Higher awareness leads to more positive perception. The relationship between awareness and perception of online teaching platforms among lecturers yielded a Pearson's correlation coefficient of r = 0.62 (p = 0.000). This indicates a strong, positive, and statistically significant relationship at the 0.05 level.

This means that as lecturers' awareness of online teaching platforms increases, their perception of these platforms becomes more positive. The strength of the correlation (0.62) suggests a substantial association, implying that awareness is a major cognitive factor shaping how lecturers evaluate the usefulness and relevance of online teaching tools. The significance level (p = 0.000) confirms that this relationship is not due to

chance but reflects a consistent pattern within the population studied.

Research hypothesis 2

There is no significant relationship between awareness of online teaching platforms and lecturers' perception of their use in Southwest Nigeria

**Table 5: Correlation between Accessibility and Perception**

| Variables | N | R | p-value | Decision |
|---|---|---|---|---|
| Accessibility & Perception | 312 | 0.55 | 0.000 | Significant |

**Interpretation:**

A significant positive relationship exists between accessibility and perception. The relationship between accessibility and perception of online teaching platforms also revealed a moderate to strong positive relationship, with a correlation coefficient of r = 0.55 (p = 0.000).

This finding suggests that lecturers who have better access to online teaching infrastructure tend to develop more positive perceptions of these platforms. Accessibility appears to influence perception through experience. Lecturers who can consistently use online platforms under stable conditions are more likely to view them as effective and beneficial. However, the strength of 0.55 indicates that while accessibility is important, it is not the sole determinant of perception. Other factors such as training, digital literacy, and institutional support may also play significant roles. The statistical significance (p = 0.000) confirms a reliable relationship between both variables across the sampled lecturers.

## Discussion of Findings

The study revealed a high level of awareness (M = 3.31) among university lecturers regarding online teaching platforms. This finding indicates that lecturers are generally familiar with a wide range of digital teaching tools, including video conferencing platforms and learning management systems. The implication is that awareness is no longer a primary barrier to the adoption of online teaching platforms within the study context.

This finding aligns with Adedoyin and Soykan (2020), who observed that the COVID-19 pandemic significantly increased lecturers' exposure to digital teaching tools, thereby enhancing awareness levels across higher education institutions. Similarly, Almaiah et al., (2020) reported that increased awareness contributes to greater readiness for technology adoption among educators. However, the finding contrasts with earlier studies such as Afolabi et al. (2021), which reported limited awareness of advanced learning platforms among lecturers in some Nigerian institutions. The discrepancy may be attributed to recent developments in digital education, including increased institutional emphasis on online teaching and expanded training opportunities following the pandemic. The implication of this finding is that interventions aimed at improving digital teaching should shift focus from basic awareness to deeper engagement, skill development, and effective utilisation of online teaching platforms.

The study found that accessibility to online teaching platforms is moderate (M = 2.60), indicating that while lecturers have some level of access, it is constrained by infrastructural limitations. This finding highlights the persistent challenges associated with digital teaching in developing contexts. The result is consistent with Okoye et al. (2021), who identified infrastructural deficits such as poor electricity supply, high internet costs, and inadequate ICT support as major barriers to e-learning adoption in Nigerian universities. Similarly, Adedoyin and Soykan (2020) emphasised that accessibility challenges significantly hindered the effectiveness of online teaching during the pandemic.

In contrast, studies conducted in developed countries (Means et al., 2014) report minimal accessibility constraints due to well-established digital infrastructure and institutional support systems. This contrast underscores the structural disparities between developed and developing educational systems. The implication of this finding is that improving accessibility requires systemic interventions, including investment in infrastructure, institutional support, and policy implementation. Without addressing these structural challenges, the benefits of online teaching platforms may remain underutilised.

The findings indicated a moderately positive perception (M = 2.93) among lecturers toward online teaching platforms. This suggests that while lecturers recognise the benefits of digital teaching tools, they also experience challenges that influence their attitudes. This result is consistent with Dhawan (2020), who reported that educators generally acknowledge the flexibility and effectiveness of online learning but express concerns about increased workload and technical challenges. Similarly, Teo (2011) emphasised that perceived usefulness and ease of use are critical determinants of technology acceptance.

In the Nigerian context, Aina et al. (2022) also found that lecturers' perceptions of online teaching platforms are influenced by

both perceived benefits and practical challenges such as limited technical skills and inadequate support systems. The implication is that lecturers' perceptions are shaped by both cognitive evaluation and practical experience. While they appreciate the theoretical benefits of online teaching platforms, operational challenges reduce their enthusiasm for full adoption.

The study established a strong positive relationship between awareness and perception (r = 0.62), indicating that increased awareness enhances lecturers' perception of online teaching platforms. This finding supports Almaiah et al. (2020) and Ifinedo (2020), who reported that awareness significantly influences users' attitudes toward technology by improving understanding of its benefits. The result can be explained through cognitive learning principles, which suggest that knowledge and understanding shape attitudes and behavioural intentions. The implication is that enhancing lecturers' awareness through training and exposure can indirectly improve their perception and increase the likelihood of adoption and sustained use of online teaching platforms.

The study also revealed a significant positive relationship between accessibility and perception (r = 0.55), indicating that better access to digital infrastructure contributes to more positive attitudes among lecturers. This finding aligns with Adedoyin and Soykan (2020), who noted that improved access leads to better user experiences and more favourable perceptions. Similarly, Okoye et al. (2021) emphasised that infrastructural support plays a critical role in shaping lecturers' attitudes toward e-learning technologies.

However, the moderate strength of the relationship suggests that accessibility alone is not sufficient to guarantee positive perception, thereby supporting Teo's (2011) argument that other factors, such as ease of use and perceived usefulness, also play important roles.

## Conclusion

This study examined the awareness, accessibility, and perception of online teaching platforms among university lecturers in Southwest Nigeria. The findings revealed that lecturers possess a high level of awareness of online teaching platforms, indicating widespread familiarity with digital teaching tools. However, accessibility was found to be moderate, reflecting persistent infrastructural challenges that constrain effective utilisation.

The study further established that lecturers' perception of online teaching platforms is moderately positive, suggesting that while lecturers recognise their pedagogical value, practical challenges such as workload and usability concerns influence their attitudes. In addition, significant positive relationships were found between awareness and perception, as well as between accessibility and perception, highlighting the interconnected nature of these variables.

Overall, the study concludes that although the foundation for digital teaching is well established in terms of awareness, the effective integration of online teaching platforms in Southwest Nigeria remains constrained by infrastructural and experiential limitations.

## Recommendations

1. Universities should allow for deeper engagement, skill development, and effective utilisation of online teaching platforms among Lecturers since they are more aware of online teaching platforms.
2. Government and institutional authorities should invest in reliable ICT infrastructure, particularly stable internet connectivity and electricity supply, to improve accessibility.
3. Universities should provide subsidised internet access or institutional data support to reduce the financial burden on lecturers thereby increasing their access to online teching platforms.
4. Technical support systems should be strengthened to provide timely assistance during online teaching activities and by so doing, lecturers perception of online teaching platforms will improve.
5. Institutions should adopt blended learning approaches that integrate online and face-to-face teaching to improve acceptance and ease the transition to digital instruction.

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