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PERCEIVED USEFULNESS OF REMOTE LEARNING PLATFORMS AMONG DISTANCE LEARNERS IN SOUTH-WEST UNIVERSITIES IN NIGERIA

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Abstract
This study examined the perceived usefulness of remote learning platforms among distance learners in South-West universities in Nigeria. A descriptive survey design was adopted for this study and a questionnaire was the instrument used for data collection. The population of the study was 76,794 distance learners across six selected universities in South-West Nigeria. 483 distance learner were selected using simple random sampling technique. 483 copies of the questionnaire were distributed and 371 (76.8%) were retrieved and analyzed using frequency count, percentages, mean, standard deviation and Pearson Product Moment Correlation. The study revealed that Google hangouts, Zoom and skype were majorly available to distance learners under study, the perceived usefulness of remote learning platforms among distance learners is high and the study established a significant relationship between perceived usefulness and use of remote learning platforms among distance learners under study. The study concluded that remote learning platforms have the potential to support distance learning. Therefore the study recommended that universities should utilize popular remote learning platforms, leverage on the positive perception of distance learning to remote learning platforms for extensive teaching processes and adopt holistic approach to the use of these learning platforms.
Keywords: Perceived Usefulness, Remote Learning, Remote Learning Platforms, Distance Learners, Distance Learning

Introduction

The education landscape has changed tremendously over time owing to the constant advancement propelled by the 21st century. Gone are the days when formal teaching and learning is confined to the four walls of schools. With the introduction of ICT in educational settings, this barrier has been broken thus, giving teaching and learning a flexible mode. This precipitated the avenue for distance learning education in the world. Distance learning is regarded as a process where the teacher and learners are not expected to be in the same room before learning takes place. Zatonatska, Wolowiec and Anisimova (2020) corroborated this statement by stating that distance learning is an education system that does not the physical presence of students. This enabled the learners to be at different locations during classes and be attended to by a single teacher. This is possible virtually through remote educational platforms.

Quadri and Muibi (2024) defined remote learning as a teaching and learning process that differs from the traditional/physical classroom exercise done using computers and other electronic devices. Also, Longjun, Wu, Zhou and Li (2020) described remote learning as a modern educational tool that fuses conventional education, educational principles and contemporary educational technology. The word remote learning will be used interchangeably with e-learning, online learning, virtual learning and distance learning. Remote learning enables educators to utilize intranets, internet networks, or other computer network media to provide students with the necessary information (Abdallah, Aboona and Adam, 2021). Remote learning platforms which serve as the meeting room where classes are held allow for both teaching and sharing of course materials. Kamal, Shafiq, and Kakria (2020) opined that remote learning platforms have been recognized as a means to delivering lectures and other academic instructions, enabling collaboration, sharing course materials and giving/receiving assignments. The benefit of remote learning in educational settings most importantly higher institutions cannot be over-emphasized as is evidenced in the view of Kusumasari and Fauzi (2021) which reiterated its' flexibility in terms of lecture delivery, learner centredness among others.

The use of remote learning platforms such as Google Classroom, Zoom, Google Teams, telegram, and Skype among others has gained tremendous ground in higher institutions of learning. Martins, Polly and Ritzhaupt (2020) classified remote learning platforms into seven (7) categories and they include asynchronous online learning, synchronous online learning, MOOC, blended hybrid, blended synchronous, HyFlex and multi-modal. Albert (2022) inferred that improvement in learning can be achieved through the use of online learning

platforms. This exposes the viability of remote learning platforms in this era. The efficient use of these platforms aligns with its ease of use by distance learning students.

Statement of the Problem

Over the years, educational standards have improved greatly from what they used to be to what we have now. That is, from traditional teaching and learning (converging in a single room where teaching and learning are done using chalks and blackboards) to modern-day teaching and learning (where teaching and learning are done electronically without necessarily converging in a physical place). The introduction of ICT in the education setting has brought a whole deal of advancements of which remote learning is child-birth. Thus creating an avenue for universities all over the world to leverage this technology in reaching far and delivering their duties without barriers. Gone are the days when teaching and learning were done solely in lecture halls but with the deployment and adoption of remote learning platforms in the universities for teaching and learning exercises, distance learners can now attend lectures, mark attendance of lectures, ask and receive answers to questions, receive and submit assignment, do and submit test and examinations, attend and participate in conferences and workshops. Despite the opportunities provided by the use of the remote platforms, distance learners still face a varying degree of difficulties ranging from connectivity issues, technical difficulties, limited feedback from instruction, digital divide etc. It is inline of the above that this study investigated perceived usefulness of remote learning platforms among distance learners in South-West universities in Nigeria

Objectives of the Study

- To find out the remote learning platforms available to distance learners in selected universities in Southwest, Nigeria.
- To find out the perceived usefulness of remote learning platforms among distance learners in selected universities in Southwest, Nigeria.

Research Questions

- What are the remote learning platforms available to distance learners in selected universities in Southwest, Nigeria?
- What is the perceived usefulness of remote learning platforms among distance learners in selected universities in Southwest, Nigeria?

Research Hypothesis

$H0_1$: There is no significant relationship between perceived usefulness and

remote learning platforms utilisation among distance learners in selected universities in Southwest, Nigeria

Review of related Literature

The idea behind the creation of distance learning is to avail learning access to a broader community (Martin, Parker, and DiRani, 2019; Saykılı, 2018; Shams and Zafar Iqbal, 2018), putting in cognizance those who are economically disadvantaged and those who cannot attend classes due to other social obligations. In the past, this learning was done over radios and televisions but as the world evolved, it became more flexible putting into consideration both real-time (synchronous) and replay (asynchronous) modes (Setiadi, Ramli and Mulyana, 2021; Picciano, 2017; Zheng, Zhang, and Xu,., 2017). Marcynuk, Hassan, and Wang. (2022) opined that the possibility of learners being able to personalize and adjust to learning is achievable with the use of remote learning platforms. Azlan Johari, and Karim (2020) in achieving a significant participatory effective and efficient utility of remote learning platforms is to adopt suitable online platforms for the students as they are strategically located from all walks of life. Yaacob and Saad, (2020) reported that educators in tertiary institutions in Nigeria now adopt video streaming platforms which include Google Meet, Zoom, YouTube and other online platforms in the discharge of the teaching and learning activities. Also study by Sutarto, Sari and Fathurrochman (2020) corroborated that of Yaacob and Saad by stating that educators used WhatsApp, Zoom and Google Classroom during Covid-19 for teaching and learning. Equally, a study conducted by Muibi (2022) on integrating information and communication technology in open and distance learning delivery at the Distance Learning Centre, University of Ibadan Nigeria revealed that the most utilized learning platforms are Moodle, Zoom, and LMS; Google Classroom, Google Meet, WhatsApp and Telegram and this enhanced efficiency of online learning. Fajri, Baharun, Muali, Farida and Wahyuningtiyas (2021) online classes provide the means to juggle their daily activities and studies. Ahmad et al. (2022) opined that barriers in terms of location and time have been solved with the use of remote learning thus availing students' access to instructional resources at their comfort.

The use of remote learning platforms by students (distance learners included) is dependent on their perceived usefulness (Akpojotor, 2017). A study conducted by Soetan, Onojah and Balogun (2022) revealed that the students under study utilized remote learning platforms due to their familiarity with this media. Equally, a study by Dominic and John (2023) on the usage and benefits of mobile technologies among distance learners at the University of Ghana and the University of Education Winneba revealed that the use of mobile technologies is

fundamental to their academic. Thus, entrenching the importance of remote learning platforms for distance learners. Also, the study by Nnadozie (2018) further strengthens the views of Soetan et al and that of Dominic and John by stating that students in the College of Education at the Michael Okpara University of Agriculture, Umudike revealed a high level of use of e-learning platforms. Sari and Oktaviani (2021) studied the effectiveness of online learning platforms from students' perspective and it revealed that a great number of students under study consented to the benefits online platforms could offer to their academic pursuit. Abdallah, Abdallah and Alkilani (2023) study revealed that a positive perception exists among students and the use of e-learning. Almaiah (2021) carried a research on the perceived usefulness and perceived ease of use of online learning platforms among students and found out that the under-study students found online learning platforms useful and easy to use. This further emphasized the perception of students to the remote learning platforms.

Tahar, Riyadh, Sofyani, Purnomo and Business (2020) solidified the findings of Almaiah et al by stating that the more useful the remote learning platform is, the better its use by students. Koutsogiannopoulou and Manousou (2024) investigate the educational use of social media in distance education and the factors affecting its use and impact on student isolation. The study revealed among others that the more students consider social media useful in the context of their studies, the more they intend to use them and ultimately the more intensively they do use them. Nolasco (2022) reiterated that to achieve a successful usage of remote learning in the educational system, it must enjoy the cooperation of the students involved in its use coupled with a well-maintained technology system. An investigation carried out by Hashim, Mohamad, Hamzah, Halid, and Azer (2023) reported that there was a positive significance between perceived usefulness and satisfaction and confirmation of online distance learning among students in universities in Malaysia. In the same vein, a study by Quadri and Muibi (2024) on the online learning environment and learners' learning effectiveness at the distance learning centre at the University of Ibadan found that the online learning environment significantly influenced learners' effective learning among the respondents. On the contrary study by Syahruddin, Yaahob, Rasyad, Widodo et al. (2021) on students' acceptance of distance learning during COVID-19 among Indonesian sports science students revealed that there is no strong significant relationship between the perceived usefulness of online learning and the actual use of online learning among sport science students in Indonesia. Junaid (2021) study corroborated that of Syahruddin et al. who stated that the perceived usefulness of remote learning platforms did not significantly affect the use of remote learning platforms.

Research Methodology

A descriptive survey design was adopted for this study and the population of the study comprised 76,794 distance learners in selected universities in South-West, Nigeria. Multi-stage sampling was used for the sample size. First, the purposive sampling technique was used to select the 6 oldest universities out of the 11 universities selected and 2 departments were further selected from each of the selected universities. Secondly, stratified random sampling was used to select 483 distance learners which was 10% each from the selected universities. The questionnaire was used to collect data from the respondents, out of the 483 questionnaires administered, 371 (76.8%) copies were retrieved and found useful for the study. Simple percentages, frequency counts, mean and standard deviation were employed while Pearson correlation was used for the hypothesis Tables 1 and 2 below show the list of the selected universities, population, sample size and the return rate of the questionnaire.

Table 1: Population and Sample size of the Study

Universities	Department	Number of Students	10% sample size
University of Ibadan, Oyo	Political science	717	72
	Economics	526	53
Obafemi Awolowo university, Ile Ife	Political science	436	44
	Economic education	845	85
University of Lagos, Lagos	Public Administration	426	43
	Economics	653	65
Olabisi Onabanjo University	Political science	326	33
	Economic education	434	43
Federal University Oye-Ekiti	Political science	135	14
	Economic education	182	18
Federal University of Technology Akure	Computer	127	13
		4807	**483**

Table 2: Return rate of the questionnaire administered

Universities	Questionnaire Distributed	Questionnaire Retrieved	Percentage (%)
University of Ibadan, Oyo	125	112	23.2
Obafemi Awolowo university, Ile Ife	129	104	21.5
University of Lagos, Lagos	108	65	13.5
Olabisi Onabanjo University	76	53	11.0
Federal University Oye-Ekiti	32	27	5.6
Federal University of Technology Akure	13	10	2.1
	483	**371**	**76.8**

Results

Research Question 1: What are the remote learning platforms available to distance learners in selected universities in Southwest, Nigeria?

Table 3: Remote learning platforms available to distance learners

S/n	Remote learning platforms	Frequency	Percentage (%)
1	Google Hangouts Meet	318	85.7
2	Zoom	283	76.3
3	Skype	213	57.4
4	High Five	201	54.2
5	Uber Conference	192	51.8
6	Workplace by Facebook	192	51.8
7	Lifesize	172	46.4
8	Blizz	167	45.0
9	Cyber Link U Meeting	167	45.0
10	Intermedia Unite	152	41.0
11	Adobe Connect	148	39.9
12	GoToMeeting	142	38.3
13	Zoho Meeting	126	34.0
14	BigMarker	117	31.5
15	Livestorm	112	30.2
16	Blackboard Collaborate	102	27.5
17	FreeConferenceCall.com	58	15.6
18	BlueJeans Meetings	45	12.1
19	MyRoom	36	9.7
20	Cisco Webex Teams	34	9.2
21	Cisco Webex Meetings	24	6.5
22	3CX	21	5.7

23	Amazon Chime	21	5.7
24	Microsoft Teams	16	4.3
25	Cisco Jabber	14	3.8
26	Apache OpenMeetings	13	3.5
27	Join.me	12	3.2
28	RingCentral Video	12	3.23

Table 3 showed the remote learning platforms available to distance learners in selected universities in Southwest, Nigeria. The table showed that the six remote learning platforms available to distance learners are Google hangouts meet 318(85.7%), Zoom 283(76.3%), skype 213(57.4%), Highfive 201(54.2%), Uberconference 192(51.8%) and workplace by Facebook 192(51.8%). The least rated remote learning platforms available are Lifesize 172(46.4%), Blizz 167(45.0%), CyberLink U Meeting 167(45.0%), Intermedia Unite 152(41.0%), AdobeConnect 148(39.9%), GoToMeeting 142(38.3%), Zoho Meeting 126(34.0%), BigMarker 117(31.5%), Livestorm 112(30.2%), Blackboard Collaborate 102(27.5%), FreeConferenceCall.com 58(15.6%), BlueJeans Meetings 45(12.1%), MyRoom 36(9.7%), Cisco Webex Teams 34(9.2%), Cisco Webex Meetings 24(6.5%), 3CX 21(5.7%), Amazon Chime 21(5.7%), Microsoft Teams 16(4.3%), Cisco Jabber 14(3.8%), Apache OpenMeetings 13(3.5%), Join.me 12(3.2%) and RingCentral Video 12(3.23%). It could be concluded that the remote learning platforms available to distance learners in selected universities in Southwest, Nigeria are Google hangouts meet, Zoom and skype.

Research Question 2: What is the perceived usefulness of remote learning platforms among distance learners in selected universities in Southwest, Nigeria?

Table 4: Perceived usefulness of remote learning platforms among distance learners

S/n	Statement	SA	A	D	SD	Mean	Std. Dev
	Cumbersome						
1	I find it easy to navigate through different sections of the remote learning platform to locate the resources I need	180 (48.5 %)	129 (34.8 %)	55 (14.8 %)	7 (1.9%)	3.30	0.79
2	Uploading and submitting assignments on the remote learning platform is a simple and hassle-free process	164 (44.2 %)	148 (39.9 %)	52 (14.0 %)	7 (1.9%)	3.26	0.77
3	I feel overwhelmed by the number of steps required to complete tasks on the remote learning platform	173 (46.6 %)	131 (35.3 %)	58 (15.6 %)	9 (2.4%)	3.26	0.81
4	I find myself avoiding using the remote learning platform because I find it too difficult or cumbersome to use.	168 (45.3 %)	116 (31.3 %)	80 (21.6 %)	7 (1.9%)	3.20	0.84
5	The interface of the remote learning platform is cluttered and confusing, making it hard for me to focus on my studies	169 (45.6 %)	117 (31.5 %)	73 (19.7 %)	12 (3.2%)	3.19	0.86
	Average mean					**3.24**	**0.81**
	Complexity						
6	I can easily customize my learning experience on the remote learning platform to suit my preferences and needs.	138 (37.2 %)	125 (33.7 %)	90 (24.3 %)	18 (4.9%)	3.03	0.90
7	I find the features and options available on the remote learning platform to be overwhelming and difficult to understand	128 (34.5 %)	127 (34.2 %)	93 (25.1 %)	23 (6.2%)	2.97	0.92
8	I feel lost or confused when trying to perform simple tasks on the remote learning platform, such as accessing course materials.	114 (30.7 %)	125 (33.7 %)	104 (28.0 %)	28 (7.5%)	2.88	0.94
9	I struggle to keep up with changes or updates made to the remote learning platform, as they often seem too complex or	122 (32.9 %)	116 (31.3 %)	103 (27.8 %)	30 (8.1%)	2.89	0.96

10	The remote learning platform provides helpful tutorials or guides to assist me in navigating its features.	121 (32.6 %)	118 (31.8 %)	109 (29.4 %)	23 (6.2%)	2.91	0.93
	Average mean					**2.94**	**0.93**
	Flexibility						
11	I appreciate the flexibility offered by the remote learning platform, allowing me to access course materials and lectures at any time.	143 (38.5 %)	130 (35.0 %)	78 (21.0 %)	20 (5.4%)	3.07	0.90
12	I can easily switch between different devices (e.g., laptop, tablet, smartphone) to access the remote learning platform without any issues.	131 (35.3 %)	126 (34.0 %)	89 (24.0 %)	25 (6.7%)	2.98	0.93
13	I feel restricted by the rigid structure of the remote learning platform, which limits my ability to customize my learning experience.	145 (39.1 %)	113 (30.5 %)	89 (24.0 %)	24 (6.5%)	3.02	0.94
14	I find it challenging to balance my other commitments (e.g., work, family) with my studies due t o the inflexible nature of the remote learning platform.	124 (33.4 %)	128 (34.5 %)	87 (23.5 %)	32 (8.6%)	2.93	0.95
15	The remote learning platform imposes strict deadlines or schedules for completing assignments or assessments, reducing my flexibility as a learner.	142 (38.3 %)	133 (35.8 %)	80 (21.6 %)	16 (4.3%)	3.08	0.88
	Average mean					**3.02**	**0.92**
	Skillfulness						
16	I feel confident in my ability to navigate the features and tools of the remote learning platform efficiently.	114 (30.7 %)	123 (33.2 %)	97 (26.1 %)	37 (10.0 %)	2.85	.97
17	I feel intimidated by the technological complexity of the remote learning platform, which hinders my ability to engage with course materials.	123 (33.2 %)	121 (32.6 %)	81 (21.8 %)	46 (12.4 %)	2.87	1.02

18	I lack confidence in my abil ity to troubleshoot technical issues or errors that arise while using the remote learning platform.	92 (24.8 %)	117 (31.5 %)	112 (30.2 %)	50 (13.5 %)	2.68	0.98
19	I feel overwhelmed by the pace of technological change on the remote learning platform, as new f eatures or updates are introduced frequently.	92 (24.8 %)	118 (31.8 %)	106 (28.6 %)	55 (14.8 %)	2.67	1.01
20	The remote learning platform offers opportunities for me to develop my digital literacy skills and proficiency in using online learning tools.	101 (27.2 %)	119 (32.1 %)	112 (30.2 %)	39 (10.5 %)	2.76	0.97
	Average mean					**2.77**	**0.99**
	Navigation						
21	Finding my way around the remote learning platform is intuitive and straightforward.	119 (32.1 %)	129 (34.8 %)	89 (24.0 %)	34 (9.2%)	2.90	0.96
22	The remote lear ning platform provides clear navigation menus and links to help me move between different sections or pages.	102 (27.5 %)	123 (33.2 %)	99 (26.7 %)	47 (12.7 %)	2.75	1.00
23	I often get lost or confused when trying to navigate the remote learning platform, as i t lacks clear signposts or directions.	143 (38.5 %)	103 (27.8 %)	90 (24.3 %)	35 (9.4%)	2.95	1.00
24	The remote learning platform has a cluttered interface that makes it hard for me to find what I'm looking for.	139 (37.5 %)	126 (34.0 %)	85 (22.9 %)	21 (5.7%)	3.03	0.91
25	I struggle to remember where certain features or tools are located on the remote learning platform, making it difficult to use efficiently.	162 (43.7 %)	130 (35.0 %)	64 (17.3 %)	15 (4.0%)	3.18	0.86
	Average mean					**2.92**	**0.95**
	Overall average mean = 2.98						

Key: SA = Strongly Agree, A = Agree, SD = Strongly Disagree, and D = Disagree.
Decision Rule if mean is ≤1.99 = Low; 2.00 to 2.99 = Moderate; 3.00 to 3.99 = High;
Table 4 showed that the perceived usefulness of remote learning platforms among

distance learners in selected universities in Southwest, Nigeria was high (= 2.98). The decision rule categorizes the degree of perceived usefulness into three levels: Low, Moderate, and High, based on the mean value of the variable. If the mean $(x)^{-}$ of the perceived usefulness is less than or equal to 1.99, it is categorized as Low. If the mean is between 2.00 and 2.99, it is categorized as Moderate. If the mean is between 3.00 and 3.99, it is categorized as High. Perceived usefulness was divided into five dimensions, namely: cumbersome, complexity, flexibility, skilfulness and navigation. The group means for each perceived usefulness dimensions were also calculated. The result revealed that cumbersome (= 3.24), complexity (= 2.94), flexibility (= 3.02), skilfulness (= 2.77) and navigation (= 2.92) were high. It could be concluded that the perceived usefulness of remote learning platforms among distance learners in selected universities in Southwest, Nigeria was high.

Hypothesis

There is no significant relationship between perceived usefulness and remote learning platforms utilisation among distance learners in selected universities in Southwest, Nigeria.

Table 5: Relationship between perceived usefulness and remote learning platforms utilisation among distance learners

Correlations

		Mean	**Std. Dev**	Perceived usefulness	Remote learning platforms utilization
Perceived usefulness	Pearson Correlation	71.55	11.24	1	.156**
	Sig. (2-tailed)				.003
	N			371	371
Remote learning platforms utilization	Pearson Correlation	46.15	11.58	.156**	1
	Sig. (2-tailed)			.003	
	N			371	371

**. Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows the significant relationship between perceived usefulness and remote learning platforms utilisation among distance learners in selected universities in Southwest, Nigeria. The mean score of perceived usefulness is (Mean = 71.55, SD = 11.24) while the mean score of remote learning platforms utilisation (Mean = 46.15, SD = 11.58) of distance learners in selected universities in Southwest, Nigeria is found to be significant at $P < 0.05$. Thus, the means of

perceived usefulness (r = .156**, N = 371, P < 0.05) has significant relationship on remote learning platforms utilisation. Therefore, the null hypothesis is rejected. It could be concluded that there was a significant relationship between perceived usefulness and remote learning platforms utilisation among distance learners in selected universities in Southwest, Nigeria.

Discussion of Findings

The finding showed the three remote learning platforms mostly available to distance learners in selected universities in Southwest, Nigeria which are Google Hangouts Meet, Zoom and Skype. This finding is expected since these three remote learning platforms are mostly common to Nigerians. On the contrary, Muibi (2022) negates the findings of this study, because they found that distance learners not only utilise Google Hangouts, Zoom and Skype but also use WhatsApp and Telegram to enhance the efficiency of online learning. Aside from the listed remote learning platforms utilized by the respondents of this study, Yaacob and Saad, (2020) reported that educators in tertiary institutions in Nigeria now adopt video streaming platforms which include Google Meet, Zoom, YouTube and other online platforms in the discharge of the teaching and learning activities. Also study by Sutarto, Sari and Fathurrochman (2020) corroborated that of Yaacob and Saad by stating that educators used WhatsApp, Zoom and Google Classroom for teaching and learning.

The perceived usefulness of remote learning platforms among distance learners revealed a high level of usefulness as reported in the study that the distance learners perceived remote learning platforms to be easy to navigate, and easy to upload and submit assignments. This is in alignment with the studies of Alkilani et al. (2023); Sari and Oktaviani (2021) and Nnadozie (2018) which revealed that students perceived online platforms as useful and easy to use. The study also revealed that the perceived complexity of remote learning platforms among distance learners is moderated. This conforms to the findings by Soetan, Onojah and Balogun (2022) which stated that students utilized remote learning platforms due to their familiarity with this media. In other words, complex remote learning platforms will suffer low usage.

The study revealed a significant relationship between perceived usefulness and remote learning platform utilisation among distance learners in selected universities in Southwest, Nigeria. This affirms the findings of Quadri and Muibi (2024); Hashim, Mohamad, Hamzah, Halid, and Azer (2023) and Abdallah, Abdallah and Alkilani (2023) which revealed that a positive perception exists between students' perceived usefulness and use of remote learning platforms. On the contrary, Syahruddin, Yaahob, Rasyad, Widodo et al. (2021) negate the

findings of the study, because they found that there is no strong significant relationship between the perceived usefulness of online learning and the actual use of online learning among students. Junaid (2021) study corroborated that of Syahruddin et al. who stated that the perceived usefulness of remote learning platforms did not significantly affect the use of remote learning platforms.

Conclusion

The findings from this research have established that Google Hangouts Meet, Zoom, and Skype were the primary platforms accessible to learners, forming the backbone of remote learning initiatives but rarely used Microsoft Teams, Join.me, Cisco Jabber, and MyRoom among others. These former platforms were perceived to be highly useful by the students, indicating that they recognized the benefits and potential of these tools in enhancing their learning experiences. Furthermore, a significant relationship was found between perceived usefulness and the utilisation of these platforms. These findings highlight the potential of remote learning platforms to support distance learning but also underscore the importance of addressing the barriers learners face to fully maximize their benefits.

Recommendations

Based on the findings, the followings recommendations were made:

- Universities surveyed should continue to utilize popular remote learning platforms such as Google Hangouts Meet, Zoom, and Skype. Additionally, institutions should explore partnerships with developers of these platforms to secure affordable subscriptions, ensure seamless access for learners, and provide training on maximizing the use of platform features for academic purposes.
- Universities should leverage this positive perception by integrating these platforms more extensively into their teaching processes. Continuous feedback mechanisms should be established to align platform features with learners' academic needs and ensure they remain useful and relevant.
- Universities should adopt a holistic approach. This includes enhancing platform functionality while simultaneously fostering a supportive learning environment that bolsters students' confidence and technical competence. Programs that bridge technology and pedagogy can maximize the impact of these factors on learning outcomes.

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