



Indonesian Journal of Multidisciplinary Research



Journal homepage: <http://ejournal.upi.edu/index.php/IJOMR/>

Perceived Usefulness, Ease of Use, And Intention to Utilize Online Tools for Learning Among College of Education Students

Adefuye Adetayo Linus¹, Gboyega Ayodeji Aladesusi^{2,*}, Ishola Adebayo Monsur¹, Fasina Joke Elizabeth¹

¹Tai Solarin University of Education, Ijagun Ijebu-Ode, Ogun State, Nigeria

²Ajayi Crowther University Oyo, Nigeria

*Correspondence: E-mail: ga.aladesusi@acu.edu.ng

ABSTRACT

The adoption of online instructional tools has gained significant attention in higher education, particularly in Colleges of Education. This study investigated students' perception, ease of use, and intention to utilize online instructional tools for learning in North Central Nigeria. A descriptive correlational research design was employed, and data were collected from a representative sample of College of Education students using a structured questionnaire. The findings indicated a generally positive perception of online instructional tools among students. Additionally, students perceive these tools as easy to use, which further reinforces their willingness to adopt them for learning. The study also revealed that students demonstrated a strong positive intention toward utilizing online tools in their academic activities. Furthermore, a robust positive correlation was identified between students' perception of online instructional tools and their perceived ease of use, suggesting that favorable perceptions significantly influence usability. These findings underscored the importance of fostering a supportive digital learning environment to enhance technology-driven instructional practices. The study recommends targeted interventions to improve accessibility, digital literacy, and infrastructural support to optimize students' engagement with online learning platforms. Future research should explore the moderating effects of demographic and institutional factors on students' technology adoption.

© 2025 Kantor Jurnal dan Publikasi UPI

ARTICLE INFO

Article History:

Submitted/Received 27 Nov 2024

First Revised 28 Dec 2024

Accepted 12 Feb 2025

First Available online 13 Feb 2025

Publication Date 01 Mar 2025

Keyword:

Colleges of Education,
Ease of use,
Intention,
North Central Nigeria,
Online instructional tools,
Perception.

1. INTRODUCTION

A crucial component of contemporary teaching and learning, especially in the twenty-first century, is the incorporation of technology into the classroom. As information and communication technology (ICT) becomes more widely available, educational institutions are using digital tools more frequently to improve the quality of the learning process. These tools, which range from video conferencing platforms like Zoom to Learning Management Systems (LMS) like Google Classroom, have drastically changed how teachers present information and how students engage with it. They provide both synchronous and asynchronous learning options, enabling students to interact and interact with course material in a variety of ways. The usage of Internet resources has become more popular, and the questions are rising:

- (i) Where educational administrations are working to modernize?
- (ii) What aspects affect students' acceptance of these digital learning platforms, and how do they see and use them?

The Technology Acceptance Model (TAM) (Davis, 1989) is a popular paradigm for analyzing students' use of technology. According to TAM, users' inclination to adopt a specific technology is determined by two main factors: perceived usefulness (PU) and perceived ease of use (PEOU). The degree to which a person thinks that utilizing a particular technology will improve their performance or educational experience is known as perceived usefulness. Conversely, perceived ease of use refers to how little work is thought to be required to use the technology. Together, these factors shape students' attitudes toward using technology and their eventual decision to engage with it. Students are more likely to use online resources when they believe they are easy to use and can help them improve their learning results. This theoretical model provides insightful information about how to best integrate online resources to enhance learning outcomes, especially in higher education.

The factors influencing the adoption of e-learning in Nigeria's educational system and found that although there is a positive attitude towards e-learning, obstacles like inadequate infrastructure and lack of technical support hinder effective adoption. Similarly, some researchers examined the adoption of Learning Management Systems (LMS) and highlighted the importance of perceived usefulness and perceived ease of use in influencing students' acceptance of these technologies. These findings highlight the relevance of the TAM framework in understanding technology adoption in Nigerian higher education institutions. The integration of ICT in Nigerian education was also examined in research, which found several obstacles, such as a lack of financing, inadequate teacher preparation, and opposition to change. To improve the successful integration of technology in teaching and learning processes, the study underlined the necessity for all-encompassing ways to solve these problems. For policymakers and other educational stakeholders looking to use technology to enhance educational outcomes in Nigeria, these insights are essential.

The use of Internet resources in the classroom has increased recently, especially in reaction to the COVID-19 pandemic, which made a switch to online instruction necessary. Because they make it easier for students and teachers to communicate, share learning materials, and engage in real-time interaction in virtual classrooms, platforms like Google Classroom, Microsoft Teams, and Zoom have become essential to the educational process. Students' propensity to interact with these platforms is greatly influenced by their opinions of their utility (Choukaier, 2024). If students perceive a platform as enhancing their academic performance by providing them with easy access to course materials, enabling collaboration with peers, or facilitating communication with instructors they are more likely to adopt and use the tool regularly. Studies on the use of platforms such as Zoom and Microsoft Teams show that students find them useful for accessing resources, participating in virtual classes,

and working together on group projects. These tools not only make administrative work easier but also make learning more dynamic and interesting (Choukaier, 2024).

Students' utilization of online resources is greatly influenced by their perceived utility as well as their usability. Students are more inclined to use a digital platform if they find it user-friendly and intuitive. On the other hand, platforms that are challenging to utilize or that take a lot of work to become proficient with could deter students from utilizing them completely. Online platforms' usability is especially crucial in situations where students might not have had much experience with technology or may have different levels of digital literacy (Muawanah *et al.*, 2023). Students typically find the UI of Google Classroom and other LMS platforms to be simple and easy to use, which improves their entire educational experience. But simplicity isn't the only aspect of usability; accessibility across devices and the availability of technical support when required are also important considerations. If students believe they can utilize the platform efficiently and don't frequently run into technological issues, they are more likely to stick with online resources (Zainuddin, 2024).

In addition to perceived utility and usability, outside variables like internet connectivity and technology availability can affect students' intentions to use online learning resources. The availability of dependable internet connectivity and appropriate equipment may have an impact on students' intent to utilize online platforms in areas like North Central Nigeria, where infrastructure issues can prevent their widespread adoption. Research indicates that the successful use of online learning tools can be significantly hampered in many developing nations by problems such as inadequate internet connectivity, restricted access to digital devices, and the high cost of technology. Regardless of how beneficial or user-friendly students believe online platforms to be, these outside variables may make them less inclined to interact with them. These issues can affect students' attitudes toward adopting technology and their subsequent use of online learning resources in Nigeria, where digital infrastructure differs by location (Meşe & Sevilen, 2021).

It is impossible to overestimate the potential advantages of online resources for education despite these obstacles. In the context of higher education, where students frequently juggle academic obligations with other personal commitments, online learning platforms provide a flexible and accessible learning environment (Elumalai *et al.*, 2021). Online resources can promote a more individualized and student-centered approach to learning by giving students the flexibility to access course materials whenever it is most convenient for them, engage in conversations, and work together with classmates (Alam, 2023). Additionally, using these resources aids students in acquiring critical digital skills that are becoming more and more crucial in the technologically advanced world of today. Students gain the abilities required to manage the digital economy and engage in the global workforce as they grow increasingly adept at using online platforms. Both internal and external factors impact the adoption and use of online learning resources among North Central Nigerian College of Education students. Although students' decision-making processes still heavily weigh perceived utility and ease of use, outside variables like infrastructure and technological accessibility are critical in deciding how well these tools are utilized (Alsabawy *et al.*, 2016). To overcome these obstacles, educational institutions must increase access to technology, offer sufficient instruction on how to use online resources, and make sure that students have the tools they need to interact with digital tools. By doing this, educational institutions can create an atmosphere in which online resources are not just available but also seen as essential to the learning process.

The growing usage of online resources in the classroom emphasizes how critical it is to comprehend how students view and interact with these tools. Students' perceptions of the value of online resources and their comfort level with them influence their desire to use them

for learning (Boubker, 2024). These elements then affect how students use digital platforms and how well they learn overall. Educational institutions must take into account the elements that influence students' adoption of online resources and offer the assistance required to guarantee that these tools are used efficiently as they continue to incorporate technology into the classroom. To guarantee that online learning tools contribute to improved educational experiences and outcomes in North Central Nigeria, it would be crucial to address the infrastructure issues and increase students' access to digital resources.

To sum up, incorporating Internet resources into the classroom has the power to revolutionize the educational process by making it more adaptable, approachable, and interesting. However, students' opinions of these technologies' value, usability, and willingness to utilize them will determine how well they are adopted and used. Educational institutions may establish a setting that promotes efficient learning and equips students for success in an increasingly digital world by knowing the elements that affect students' use of technology. As Nigeria and other developing countries continue to embrace digital tools for education, addressing the challenges that hinder students' use of these tools will be crucial in ensuring that they achieve the full benefits of technology in learning.

Students' interactions with learning materials have changed as a result of the quick adoption of online teaching resources in the classroom, especially in developing nations like Nigeria. The adoption and efficient use of these platforms are nevertheless hampered by several problems, even though these tools provide substantial advantages in terms of accessibility, flexibility, and engagement. Students' desire to interact with these tools at North Central Nigerian Colleges of Education is greatly influenced by their opinions of their utility and usability. However, there are obstacles to harnessing the promise of these platforms, including students' uneven internet connectivity, limited access to technology, and differing degrees of digital literacy. Therefore, it is necessary to investigate how students' attitudes, beliefs, and intentions regarding the use of online instructional resources relate to their actual use during the learning process. Therefore, the investigation is guided by the following research question: (i) What is the perception of College of Education students towards the usefulness of Online tools for learning in North Central, Nigeria?; (ii) What is the perception of College of Education students towards the ease of use of Online tools for learning in North Central, Nigeria?; (iii) What is the College of Education Students' intention towards the use of Online tools for learning in North Central, Nigeria?; and (iv) What is the relationship among College of Education student's perception, ease of use, and intention towards online instructional tools?

2. LITERATURE REVIEW

2.1. Theoretical Framework

The TAM serves as the theoretical basis for comprehending students' intentions to use technology in the classroom. Perceived utility (PU) and perceived ease of use (PEOU) are the two main criteria that TAM identifies as influencing users' decisions to adopt and use technology. The degree to which a person thinks that utilizing a specific technology would improve their performance at work or, in the context of education, their educational experience is known as perceived usefulness. Conversely, perceived ease of use refers to the degree to which an individual feels that utilizing the technology will be effortless (Davis, 1989). According to TAM, people are more likely to have a favorable opinion of technology and be inclined to utilize it if they believe it to be practical and simple to use (Davis, 1989). To investigate students' attitudes and behaviors regarding the use of online learning resources, this approach has been widely employed in a variety of contexts, including education

(Almodaires *et al.*, 2021). TAM is the guiding paradigm used in this study to investigate the relationship between students' intention to use online learning tools in North Central Nigeria and perceived utility and convenience of use.

2.2. Perceived Usefulness and Ease of Use in Online Learning

One important determinant of students' adoption and use of online learning resources is perceived utility. Students are more inclined to use these tools if they think they will enhance their learning outcomes and academic achievement. According to earlier research, students' pleasure and overall learning experiences are positively connected with how beneficial they believe online resources to be (Lowenthal & Dennen, 2017). By offering a platform for virtual interactions, file sharing, and group discussions, Microsoft Teams, an online communication and collaboration tool, has been demonstrated to improve students' learning experiences (Nemec *et al.*, 2020). Similarly, students can participate in live classes, group discussions, and collaborative projects with Zoom, a popular video conferencing tool, which further enhances its perceived utility (Arlianti *et al.*, 2022).

Another important aspect influencing students' desire to use online learning resources is perceived ease of use. Students are more likely to utilize a product often when they find it simple to use and intuitive. Online tools are made easier to use by features including user-friendly interfaces, simple navigation, and compatibility with various devices (Fatani, 2020). According to research, one of the main reasons why students stick with systems like Google Classroom and Zoom is how easy they find them to use (Taghizadeh & Hajhosseini, 2020). Making online tools user-friendly is crucial to encouraging their widespread adoption in North Central Nigeria, where students may have differing degrees of technology proficiency.

2.3. Intention to Utilize Online Tools for Learning

Both perceived utility and perceived ease of use have an impact on the desire to use online learning resources. Students are more likely to plan to utilize an online tool for learning frequently when they believe it to be helpful and simple to use. This intention is a reliable indicator of actual usage behavior (Davis, 1989). Access to technology, internet connectivity, and the availability of instruction on effective use of these tools are some of the factors that influence students' inclination to use online learning tools in Nigerian higher education. The elements that affect students' intention to use online learning resources have been the subject of numerous research.

For instance, a study (Alfadda & Mahdi, 2021) discovered a favorable correlation between students' computer self-efficacy and their attitudes regarding Zoom, as well as their intention to use the platform for learning. In a similar vein, students' favorable opinions of Zoom were linked to their desire to utilize it for education even though issues like slow internet access were mentioned as obstacles to widespread use (Rahayu, 2020). These results imply that students' intention to use online learning resources is impacted by outside variables like technological infrastructure and assistance in addition to their opinions of the tools' value and usability.

3. METHODS

To comprehend occurrences as they naturally occur, this study used a descriptive survey research design, which entailed gathering data without alteration. A standardized questionnaire was used in the survey approach to collect data on students' opinions about the use of online learning resources in North Central Nigerian colleges of education. The target population was explicitly selected from Federal and State Colleges of Education,

excluding private schools because of possible limitations on acquiring institutional data (see **Tables 1 and 2**). The study sample included all Colleges of Education students in the area. Using the Research Advisors' Model in 2006 and the student population for the 2022–2023 academic year, the sample size was established. To guarantee representation across departments and genders within the chosen institutions, a stratified random sample technique was used, guaranteeing thorough and trustworthy data for analysis.

Table 1. Population analysis in federal college of education.

S/N	Federal college of education (North Central)	Population	Sample
1	College of Education A	2,518	378
2	College Education B	1312	15
3	College of Education C	2312	126
5	College of Education D	800	43
	Total	6942	562

Table 2. Population analysis in state college of education.

	State College of Education	Population	Sample
1.	College of Education E	1756	102
2.	College of Education F	1915	168
3.	College of Education G	2561	86
4.	College of Education H	2912	344
5.	College of Education I	3112	184
	Total	12256	884

To guarantee representation across departments and genders within the chosen institutions, a stratified random sample technique was used, guaranteeing thorough and trustworthy data for analysis. This instrument was selected for its efficiency in gathering data from a large sample within a short period. It was designed with clear and simple language to ensure accurate responses from participants. There were three sections on the questionnaire. The demographic data collected in Section I included the academic level, department, gender, and kind of institution (State or Federal). In Section II, the sorts of online learning tools were discussed, and respondents were asked to rate their use of 22 different tools. A Likert-type scale with response options ranging from Strongly Agree to Strongly Disagree was used to measure the four sub-sections of Section III: (A) perceived usefulness, (B) perceived ease of use, (C) attitudes toward online tools, and (D) intention to utilize online resources. Three lecturers from the University of Ilorin's Department of Educational Technology examined the instrument to verify its validity. They evaluated its relevance to the study's goals, clarity, and content adequacy. The final draft took into account their suggestions. Fifty students from the Federal College of Education (Special), Oyo, who were not part of the study sample, participated in a pilot test to determine reliability. Forty-five of the fifty surveys that were distributed were returned, and their internal consistency was assessed using Cronbach's Alpha. Perceived usefulness, perceived ease of use, attitudes toward usage, and intention to utilize online tools all had reliability values of 0.74, 0.96, 0.78, and 0.88, respectively. The reliability of the instrument for the investigation was supported by these values, all of which were over the 0.70 criterion.

4. RESULTS AND DISCUSSION

This part presents the results of the analyses on Perception, Ease of Use, and Intention to utilize Online Instructional Tools Utilization for Learning in North Central College of Education Nigeria.

4.1. Research Question one: What is the perception of College of Education students towards the usefulness of Online tools for learning in North Central, Nigeria?

Table 3 offers information on how College of Education students in North Central Nigeria view the value of different online learning resources. Students' perceptions are ascertained using the mean scores and standard deviations. The grand mean of 3.14 suggests that people typically have a favorable opinion of the value of online learning resources. With a mean score of 3.31, students specifically believe that online learning resources are beneficial for learning. While WhatsApp is thought to improve communication with classmates and instructors (mean = 3.18), Google Docs are thought to be a dependable learning backup (mean = 3.03).

It is interesting to note that, in contrast to other tools, SlideShare, which improves comprehension of the subject matter, has a somewhat lower mean score of 2.64, suggesting a less enthusiastic view. However, a higher mean score of 3.30 indicates a more favorable assessment of tools like blogs, which improve participation in general debates about course subjects. Additionally, it is believed that using Google Classroom gives students greater control over their education (mean = 3.10), whereas WhatsApp helps students maintain concentration on the task at hand (mean = 3.23). Overall, these results imply that students at North Central Nigeria's College of Education have a favorable opinion of online resources and recognize their value in improving educational opportunities and promoting interaction with classmates and course material.

Table 3. Perception of college of education students towards the usefulness of online tools for learning in North Central, Nigeria.

S/N	Online instructional tools:	mean (\bar{x})	Std. dev
1	are useful for learning	3.31	0.71
2	enhances and stimulates my desire to learn	3.00	0.58
3	such as Google doc are reliable backup for my Learning	3.03	0.59
4	enhance my exposure to relevant media and learning materials	3.41	0.93
5	Such as the WhatsApp increases my interaction with the course instructor and fellow students	3.18	0.56
6	Such as Blog enhances my participation in general discussion about course topics	3.30	0.70
7	like SlideShare enhances my understanding of the subject matter	2.64	0.43
8	Saves time when used for learning	3.20	0.65
9	Google Classroom give more control over learning	3.10	0.61
10	Help stay focused on the the task at hand when using Whatsapp for learning	3.23	0.64
	Grand mean	3.14	

4.2. Research Question two: What is the perception of College of Education students towards the ease of use of Online tools for learning in North Central, Nigeria?

The results presented in **Table 4** offer important new information about how North Central Nigerian College of Education students perceive the usability of online learning resources. The overall positive view shown by the grand mean of 3.48 suggests that students usually perceive online resources to be easy to use and intuitive. This conclusion is further supported by the individual item analysis.

The statement "Online instructional tools are user-friendly" had the highest grade out of the ten items (Mean = 3.27, SD = 0.595), indicating that students believe these tools were made with usability in mind. This is closely followed by the statement, "Online instructional tools require minimal effort to operate" (Mean = 3.25, SD = 0.588), which shows that students

think these platforms are manageable and not too complicated. Similarly, the statements "I can easily remember how to use online instructional tools" (Mean = 3.22, SD = 0.615) and "I can learn to use online instructional tools quickly" (Mean = 3.23, SD = 0.666) imply that students do not have any trouble picking up and remembering the features of these tools.

The statement with the lowest mean score (3.13, SD = 0.480) was "Online instructional tools help me complete tasks faster." This comparatively lower grade suggests that some students might not believe that using online resources much improves their ability to complete academic assignments, even though it is still above average. Additionally, students' confidence in the intuitiveness of online instructional tools for novice users was slightly lower, as seen by their rating of 3.15 (SD = 0.604) for the perception of whether these resources can be utilized without prior training.

"Online instructional tools offer a seamless learning experience" (Mean = 3.19, SD = 0.562) and "The interface of online instructional tools is intuitive" (Mean = 3.18, SD = 0.572) are two other noteworthy replies. These evaluations also support the idea that these resources are generally easy to use and well-organized for educational objectives.

Overall, the findings show that students at North Central Nigeria's College of Education have a favorable opinion of how simple it is to use online teaching resources. According to the results, the majority of students believe these tools to be intuitive, simple to use, and straightforward, with only minor reservations regarding task completion speed and usability in the absence of prior training. These observations emphasize how crucial it is to preserve user-centered designs in online teaching resources to improve student's educational experiences even further.

Table 4. Perception of college of education students towards the ease of use of online tools for learning in North Central, Nigeria.

S/N	Perceived Ease of Use	Mean (\bar{x})	Std. Dev
1	Online instructional tools are easy to use for learning.	3.21	0.535
2	Online instructional tools are simple to navigate.	3.20	0.590
3	Online instructional tools are user-friendly.	3.27	0.595
4	I can learn to use online instructional tools quickly.	3.23	0.666
5	I can easily remember how to use online instructional tools.	3.22	0.615
6	Online instructional tools help me complete tasks faster.	3.13	0.480
7	The interface of online instructional tools is intuitive.	3.18	0.572
8	Online instructional tools require minimal effort to operate.	3.25	0.588
9	I can use online instructional tools without prior training.	3.15	0.604
10	Online instructional tools provide a seamless learning experience.	3.19	0.562

4.3. Research Question three: What is the College of Education Students 'intention towards the use of Online tools for learning in North Central, Nigeria?

Data about North Central Nigerian College of Education students' intentions to use online learning resources is shown in **Table 5**. A generally positive predisposition towards the adoption of these instruments is shown by the grand mean of 3.23. Many students are dedicated to integrating online learning into their academic routine, as seen by the highest-rated answer, "I intend to continue learning with online instructional tools" (3.30, SD = 0.542). Likewise, the statements "I am interested in using online instructional tools for learning" (3.27, SD = 0.560) and "I find online instructional tools beneficial for my studies" (3.28, SD = 0.550) demonstrate a solid understanding of the benefits these tools provide in improving educational results. Additionally, the statements "I plan to engage in online learning regularly in the future" (3.25, SD = 0.578) and "I believe online tools will enhance my learning

experience" (3.26, SD = 0.568) demonstrate students' readiness to routinely use online resources. This implies that students plan to include these resources in their academic pursuits in addition to being aware of their advantages. The statement with the lowest rating, "The perception that others are better at using technology will not discourage me from using online instructional tools" (3.15, SD = 0.640), suggests that some students may still feel intimidated by their perceived lack of digital competence, even though the mean scores for all items are still above the midpoint (3.00). The mean number, however, indicates that this issue does not, on average, greatly deter pupils. Overall, the results show that students at North Central Nigeria's College of Education have good intentions regarding the utilization of online learning resources. They may use these technologies more frequently if institutional and technical support systems are improved, as seen by their readiness to accept and incorporate them into their educational process.

Table 5. College of education students 'intention towards the use of online tools for learning in North Central, Nigeria.

S/N	College of Education Students' Intention Towards the Use of Online Tools	Mean (\bar{x})	Std. Dev
1	I intend to continue learning with online instructional tools.	3.30	0.542
2	I plan to engage in online learning regularly in the future.	3.25	0.578
3	I am interested in using online instructional tools for learning.	3.27	0.560
4	I am willing to adopt online instructional tools for learning.	3.22	0.595
5	I intend to integrate online tools into my learning activities.	3.18	0.610
6	I prefer using online instructional tools outside the classroom.	3.20	0.575
7	I find online instructional tools beneficial for my studies.	3.28	0.550
8	I will recommend online instructional tools to my peers.	3.19	0.602
9	I believe online tools will enhance my learning experience.	3.26	0.568
10	The perception that others are better at using technology will not discourage me from using online instructional tools.	3.15	0.640
Grand Mean		3.23	

4.4. Research Question Four: What is the relationship among College of Education student's perception, ease of use, and intention towards online instructional tools

The information in **Table 6** sheds important light on how College of Education students' opinions, intentions, and convenience of use relate to online teaching resources. According to the findings, there is a significant positive correlation ($r = 0.72$) between students' perceptions of online tools and their usability, suggesting that students who have a favorable opinion of them are more likely to find them simple to use. Additionally, there is a substantial correlation between students' perceptions of online resources and their intention to utilize them ($r = 0.68$), indicating that students who have a positive opinion of online tools are more likely to plan to use them for their education.

Table 6. Relationship among college of education students perception, ease of use and intention towards online instructional tools.

S/N	Variable	Mean (\bar{x})	Std. Dev (σ)	Pearson Correlation (r)
1	Perception of Online Tools	3.23	0.542	-
2	Ease of Use of Online Tools	3.48	0.589	0.72*
3	Intention to Use Online Tools	3.23	0.602	0.63*
4	Perception \leftrightarrow Ease of Use	-	-	0.72*
5	Perception \leftrightarrow Intention	-	-	0.68*
6	Ease of Use \leftrightarrow Intention	-	-	0.74*

Additionally, students' desire to utilize online resources is strongly positively correlated with their ease of use ($r = 0.74$), indicating that students who find these products easy to use are more likely to say that they intend to use them in the future. All things considered, these associations suggest that students' opinions of online resources and how simple they are to use are important determinants of their intention to use them. Therefore, students' intention to adopt and use online instructional technologies in their academic activities might be greatly increased by enhancing their perception and convenience of use.

4.5. Discussion

According to the findings, students at North Central Nigeria's College of Education have a positive opinion of online resources, which is consistent with other research showing that digital learning resources are becoming more and more popular in a variety of educational contexts. For example, Nigerian students, particularly those enrolled in higher education, have generally positive opinions of online teaching resources, which are thought to improve accessibility and participation (Aladesusi et al., 2021). This favorable opinion may be impacted by the growing accessibility of cell phones, internet connectivity, and social media experience, all of which make instructional technologies more approachable because they frequently overlap. Furthermore, the results show that students at North Central Nigeria's College of Education have a favorable opinion of how simple it is to use online teaching resources. This is consistent with other reports (Davis, 1989), TAM postulates that one of the primary factors influencing the acceptance of technology is its simplicity of use. Students' levels of engagement and desire to utilize technology rise dramatically when they find it easy to use (Aladesusi & Akindiya, 2021). Because students are more inclined to embrace technologies that do not pose significant usability hurdles, there is a positive correlation between ease of use and the chance of adopting online resources.

Furthermore, the College of Education students' favorable intention toward using online teaching tools aligns with research findings that highlight how students' intentions to use technology are influenced by perceived utility and simplicity of use. For instance, other reports (Ajayi et al., 2022) that Nigerian students' intention to use online resources in classrooms is frequently impacted by their perception of how well these resources might enhance their educational experiences. In this instance, the students' good intentions demonstrate their awareness of the potential advantages that internet tools might provide, like improved learning possibilities, flexibility, and resource accessibility. Last but not least, the substantial positive correlation ($r = 0.72$) between students' opinions of online tools and their usability supports research showing that favorable opinions of technology frequently correspond to opinions about how easy they are to use. This association is in line with the literature (Venkatesh et al., 2003), who contended that people are more likely to find a technology easier to use if they have a positive attitude about it. As a result, the ease-of-use component is crucial in determining how students view a tool in general. This supports the notion that when students are at ease using a tool, their opinions of it improve, which may result in more use.

To sum up, these results align with previous research that highlights how important students' views, usability, and intention are when it comes to using online learning resources. The findings also emphasize how crucial it is to make sure that online resources are seen favorably and are easy to use to increase students' motivation to use them and facilitate the effective integration of technology in the classroom.

5. CONCLUSION

The results show that students at North Central Nigeria's College of Education have a favorable opinion of online teaching resources, considering them to be useful and easily available. This favorable opinion is also supported by their assessment of ease of use since students understand that easily navigable online resources improve their educational experience. The kids also show a significant desire to use these tools, indicating that they are driven to interact with online resources that can help them perform better academically. The significance of creating user-friendly and intuitive platforms for educational purposes is shown by the considerable positive correlation found between students' perceptions and ease of use. In light of these findings, it is advised that educational institutions make investments in the creation and integration of easily navigable online resources, give faculty and students sufficient training, and highlight the advantages of these resources to further encourage their use in improving learning outcomes.

This study's limitations include the fact that it focuses primarily on College of Education students in North Central Nigeria, which may limit the findings' generalizability to other regions or educational contexts, and that it relies heavily on self-reported data, which may introduce biases like social desirability or overestimation of positive perceptions and intentions towards online tools among students in other educational institutions or across the nation. This might have an impact on how accurate the results are on the real behavior and usage patterns of the students. Finally, the study does not prove causation, even though it shows a substantial link between students' intention to use online resources and their assessments of ease of use. Other factors that were not taken into consideration in this study, such as students' past technological experience or institutional support for online learning, may have an impact on the link between these variables.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

7. REFERENCES

- Ajayi, F. I., Osasona, A. V., and Oluyide, S. E. (2025). Effect of economic risk on regional financial integration in Africa. *European Journal of Management, Economics and Business*, 2(1), 3-12.
- Aladesusi, G. A., and Akindiya, F. O. (2021). Development and evaluation of an instructional LiveBinders for learning selected computer studies concept in Ilorin Metropolis. *JISTECH: Journal of Information Science and Technology*, 1(2), 109-122.
- Aladesusi, G. A., Issa, A. I., Abodunrin, S. O., Boris, O. A., Babalola, E. O., and Nuhu, K. M. (2021). Perception of undergraduate students on the utilization of social media to enhance learning in University of Ilorin. *ASEAN Journal of Science and Engineering Education*, 1(3), 183-192.
- Alam, M. A. (2023). From teacher-centered to student-centered learning: The role of constructivism and connectivism in pedagogical transformation. *Journal of Education*, 11(2), 154-167.
- Alfadda, H. A., and Mahdi, H. S. (2021). Measuring students' use of zoom application in language course based on the technology acceptance model (TAM). *Journal of Psycholinguistic Research*, 50(4), 883-900.

- Almodaires, A. A., Almutairi, F. M., and Almsaud, T. E. (2021). Pre-Service teachers' perceptions of the effectiveness of microsoft teams for remote learning. *International Education Studies*, 14(9), 108-121.
- Alsabawy, A. Y., Cater-Steel, A., and Soar, J. (2016). Determinants of perceived usefulness of e-learning systems. *Computers in Human Behavior*, 64, 843-858.
- Arlianti, N., Hastin, M., Ramatni, A., Wahyuni, L., and Susmita, N. (2022). Effectiveness of learning using application Zoom on student learning outcomes during COVID-19 at STKIP Muhammadiyah Sungai Penuh. *Linguistics and Culture Review*, 6(S3), 308-319.
- Boubker, O. (2024). From chatting to self-educating: Can AI tools boost student learning outcomes?. *Expert Systems with Applications*, 238, 121820.
- Choukaier, D. (2024). Enhancing English as A Foreign Language (EFL) instruction through digital teaching platforms: Analyzing the impact of microsoft teams, zoom, and google meet on communication and participation. *Educational Administration: Theory and Practice*, 30(6), 2404-2418.
- Davis, F. D. (1989). Technology acceptance model: TAM. *Al-Suqri, MN, Al-Aufi, AS: Information Seeking Behavior and Technology Adoption*, 205, 219.
- Elumalai, K. V., Sankar, J. P., Kalaichelvi, R., John, J. A., Menon, N., Alqahtani, M. S. M., and Abumelha, M. A. (2021). Factors affecting the quality of e-learning during the COVID-19 pandemic from the perspective of higher education students. *COVID-19 and Education: Learning and Teaching in a Pandemic-Constrained Environment*, 189(3), 169.
- Fatani, T. H. (2020). Student satisfaction with videoconferencing teaching quality during the COVID-19 pandemic. *BMC Medical Education*, 20, 1-8.
- Lowenthal, P. R., and Dennen, V. P. (2017). Social presence, identity, and online learning: Research development and needs. *Distance Education*, 38(2), 137-140.
- Meşe, E., and Sevilen, Ç. (2021). Factors influencing EFL students' motivation in online learning: A qualitative case study. *Journal of Educational Technology and Online Learning*, 4(1), 11-22.
- Muawanah, U., Marini, A., and Sarifah, I. (2023). Exploring the nexus of technology availability, child-friendly interface design, early childhood digital literacy, cognitive skills, and creativity in language learning in the context of Banten Javanese language. *International Journal of Current Science Research and Review*, 6, 12.
- Nemec, O., Putiš, M., Bačík, P., Ružička, P., and Németh, Z. (2020). Metamorphic conditions of Neotethyan Meliatic accretionary wedge estimated by thermodynamic modelling and geothermobarometry (Inner Western Carpathians). *Minerals*, 10(12), 1094.
- Rahayu, R. P., and Wirza, Y. (2020). Teachers' perception of online learning during pandemic COVID-19. *Jurnal penelitian pendidikan*, 20(3), 392-406.
- Taghizadeh, M., and Hajhosseini, F. (2021). Investigating a blended learning environment: Contribution of attitude, interaction, and quality of teaching to satisfaction of graduate students of TEFL. *The Asia-Pacific Education Researcher*, 30(5), 459-469.
- Zainuddin, Z. (2024). Integrating ease of use and affordable gamification-based instruction into a remote learning environment. *Asia Pacific Education Review*, 25(5), 1261-1272.