



**COVID-19 PANDEMIC AND THE USE OF EMERGENCY REMOTE
TEACHING (ERT) PLATFORMS:
LESSONS FROM A NIGERIAN UNIVERSITY**

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ABSTRACT

Aim/Purpose	This study examines the use of the Emergency Remote Teaching (ERT) platform by undergraduates of the University of Ibadan, Nigeria, during the COVID-19 pandemic using the constructs of the UTAUT2 model. Five constructs of the UTAUT2 model were adopted to investigate the use of the ERT platform by undergraduates of the university.
Background	The Coronavirus (COVID-19) outbreak disrupted academic activities in educational institutions, leading to an unprecedented school closure globally. In response to the pandemic, higher educational institutions adopted different initiatives aimed at ensuring the uninterrupted flow of their teaching and learning activities. However, there is little research on the use of ERT platforms by undergraduates in Nigerian universities.
Methodology	The descriptive survey research design was adopted for the study. The multi-stage random sampling technique was used to select 334 undergraduates at the University of Ibadan, Nigeria, while a questionnaire was used to collect data from 271 students. Quantitative data were collected and analyzed using frequency counts, percentages, mean and standard deviation, Pearson Product Moment Correlation, and regression analysis.
Contribution	The study contributes to understanding ERT use in the educational institutions of Nigeria – Africa’s most populous country. Furthermore, the study adds to the existing body of knowledge on how the UTAUT2 Model could explain the use of information technologies in different settings.
Findings	Findings revealed that there was a positive significant relationship between habit, hedonic motivation, price value, and social influence on the use of ERT

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	platforms by undergraduates. Hedonic motivation strongly predicted the use of ERT platforms by most undergraduates.
Recommendations for Practitioners	As a provisional intervention in times of emergencies, the user interface, navigation, customization, and other aesthetic features of ERT platforms should be more appealing and enjoyable to ensure their optimum utilization by students.
Recommendations for Researchers	More qualitative research is required on users' satisfaction, concerns, and support systems for ERT platforms in educational institutions. Future studies could consider the use of ERT by students in different countries and contexts such as students participating in English as a Foreign Language (EFL) and the English for Speakers of other languages (ESOL) programs.
Impact on Society	As society faces increased uncertainties of the next global pandemic, this article reiterates the crucial roles of information technology in enriching teaching and learning activities in educational institutions.
Future Research	Future research should focus on how different technology theories and models could explain the use of ERT platforms at different educational institutions in other geographical settings and contexts.
Keywords	COVID-19 pandemic, emergency remote teaching platforms, UTAUT2 model, undergraduates, University of Ibadan, Nigeria

INTRODUCTION

Following the outbreak of the novel Coronavirus disease (COVID-19) in Wuhan, China, in December 2019, virtually all sectors of the global economy were impacted negatively. The disease infiltrated and impacted all aspects of people's lives, creating a "new normal" in which a prominent concern is to safeguard against the impact of health, economic and social risks (Lloyd & Hicks, 2021). Countries across the world announced various lockdown measures and other stringent measures with the aim of curtailing the spread of the deadly virus. Educational institutions were not exempted from the implementation of these safety measures as unprecedented school closures were mandated as part of public health efforts to contain the spread of the COVID-19 virus. However, school closures could have a negative impact on learners from lower socioeconomic backgrounds, widening the gap with their more advantaged peers (Montacute, 2020). In response to the pandemic and its aftermath, higher education institutions globally developed different initiatives such as maintaining in-class teaching with social distancing, creating hybrid models (blended learning, limitation of students on campus), and moving to online instruction, to ensure uninterrupted flow of their intellectual activities (Hodges et al., 2020).

In the Nigerian context, the first COVID-19 case was reported on 27 February 2020, and this was followed by a closure of all educational institutions in March 2020. Learning activities of students across all tiers of the Nigerian educational sector were disrupted due to the schools' closure and the nationwide lockdown. Reprieve came after months of planning as Nigerian universities launched different teaching and learning interventions to ensure the delivery of quality education to students in a safe and equitable manner. Nigeria's premier university, the University of Ibadan, adopted Emergency Remote Teaching (ERT) for its undergraduate and postgraduate programs. Hodges et al. (2020) defined Emergency Remote Teaching (ERT) as a sudden interim shift of instructional delivery to an online delivery mode as a result of an immense catastrophe, contrary to the online courses that are initially planned and designed to be delivered virtually. ERT represents a provisional intervention designed to provide urgent teaching and learning activities to students remotely in the advent of an emergency or catastrophe. ERT comprises the ultimate exploitation of the available remote teaching tools for delivering the curriculum or educational materials that would normally be delivered physically or as hybrid or blended courses (Mohammed et al., 2020).

Hodges et al. (2020) highlighted the main difference between online learning and ERT in that online learning results from careful instructional design and planning, while ERT emerges as a response to a crisis and entails a temporary shift of instructional delivery to an alternate delivery mode that involves the use of fully remote solutions for instruction that would otherwise be delivered using face-to-face, blended or hybrid courses. ERT involves the use of remote teaching and learning tools to address the sudden disruption to educational activities occasioned by the COVID-19 pandemic. Consequently, it is reasonable to state that the phenomenon of emergency remote teaching and learning emerged in 2019 with the appearance of the global pandemic, namely COVID-19 (Fuchs, 2022).

Despite being a crisis-driven approach to teaching and learning, the use of ERT by universities provided a significant boost to students' learning and increased opportunities for the educational system in the wake of the COVID-19 pandemic. However, the declaration made by the World Health Organization (WHO) in May 2023 that COVID-19 is no longer a global health emergency could make some universities reduce the emphasis placed on the use of ERT platforms or make them feel that ERT platforms have outlived their relevance. On the contrary, regardless of the declaration made by the WHO, ERT platforms seem to have come to stay. This is because if another global pandemic strikes again, the possibility of which cannot be ruled out, all that the management of the universities and other higher education institutions need to do is to activate the use of ERT platforms. In addition, ERT platforms can be used during natural disasters and other emergencies that could render in-person teaching impossible. Thus, the use of ERT platforms is still as relevant as it was during the heat of the COVID-19 pandemic.

The use of ERT platforms ensures online content delivery to undergraduates more conveniently. However, like in other countries, the use of ERT by undergraduates in Nigerian universities is not without its challenges. In separate studies, Doko (2021), Ferri et al. (2020), and Lynch (2021) identified limited internet connectivity, network issues, poor student engagement, and inadequate preparation as challenges to the use of ERT platforms in educational institutions. While some of these challenges are related to the skills and motivation of the students, others stemmed from the organizational resources and technical infrastructure required to effectively use ERT platforms in universities. A comprehensive overview of the factors that could influence the use of ERT platforms is captured in the key constructs of the Unified Theory of Acceptance and Use of Technology (UTAUT2) model below. These UTAUT2 model constructs seem not to have been widely studied by scholars, especially in the field of ERT. These variables are habit, hedonic motivation, price value, facilitating conditions, and social influence.

Habit: is defined as the extent to which people tend to perform behaviors automatically because of learning (Limayem et al., 2007). It is the student's degree of tendency to perform habitual behaviors in the use of ERT platforms. This construct is rooted in one's past experiences of using a particular technology or device (Chao, 2019).

Hedonic motivation: refers to the fun or pleasure derived from using a technology (Venkatesh et al., 2012) and it has been shown to play an important role in determining technology acceptance and use in previous acceptance studies (Brown & Venkatesh, 2005). For this study, hedonic motivation refers to the fun or pleasure derived from using ERT platforms for learning.

Price value: is defined as users' understanding of a trade-off between the perceived benefits of the system and the monetary cost paid for the adoption of the system. The price value is positive when the benefits of using technology are perceived to be greater than the monetary cost. Such price value positively impacts intention (Venkatesh et al., 2012).

Facilitating conditions: refers to the extent to which an individual perceives that organizational and technical infrastructures required to use the intended system are available (Ghalandari, 2012). Facilitating conditions are factors in an environment that make possible the use of ERT platforms by students.

Social influence: refers to the influence of the surrounding social environment on an individual's intention to use a related system, such as family, leaders, friends, and colleagues (Zhou et al., 2010). Social influence refers to the effect of external societal forces on an individual decision to use ERT platforms.

RESEARCH PROBLEM

Due to the outbreak of the COVID-19 disease, the provision of educational activities, especially teaching, to undergraduates in Nigerian universities was disrupted. Like other universities around the globe, some Nigerian universities adopted ERT platforms to facilitate remote teaching of their students. Though online learning and mobile learning are not new trends in Nigerian universities, the use of ERT platforms by undergraduates in these universities is new. However, anecdotal evidence has revealed that undergraduates received the use of ERT platforms with mixed feelings. While some undergraduates maintained a favorable disposition towards the use of ERT platforms, others expressed a contrary view. Could these mixed feelings of undergraduates result from them not having the required skills and financial resources to use ERT platforms? Are they negatively affected by the level of infrastructural support in their universities which could hinder the use of ERT platforms? Against this backdrop, this study examines the use of the ERT platform by undergraduates of the University of Ibadan, Nigeria, using the constructs of the UTAUT2 model such as habit, hedonic motivation, price value, facilitating conditions, and social influence.

RESEARCH QUESTIONS

This study aims at providing answers to the following research questions:

- (i) What is the frequency of use of the ERT platform by undergraduates of the University of Ibadan, Nigeria?
- (ii) What is the purpose of the use of the ERT platform by undergraduates of the University of Ibadan, Nigeria?
- (iii) What is the habit of the undergraduates in the use of the ERT platform at the University of Ibadan, Nigeria?
- (iv) What is the hedonic motivation of the undergraduates in the use of the ERT platform at the University of Ibadan, Nigeria?
- (v) What is the price value placed on the use of the ERT platform by undergraduates of the University of Ibadan, Nigeria?
- (vi) What are the facilitating conditions influencing the use of the ERT platform by undergraduates of the University of Ibadan, Nigeria?
- (vii) What is the role of social influence on the use of the ERT platform by undergraduates of the University of Ibadan, Nigeria?

RESEARCH HYPOTHESES

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

- H₀1: There is no significant relationship between habit and use of the ERT platform by undergraduates at the University of Ibadan, Nigeria.
- H₀2: There is no significant relationship between hedonic motivation and the use of the ERT platform by undergraduates at the University of Ibadan, Nigeria.
- H₀3: There is no significant relationship between price value and the use of the ERT platform by undergraduates at the University of Ibadan, Nigeria.
- H₀4: There is no significant relationship between facilitating conditions and the use of the ERT platform by undergraduates at the University of Ibadan, Nigeria.
- H₀5: There is no significant relationship between social influence and the use of the ERT platform by undergraduates at the University of Ibadan, Nigeria.

- H₀6: There is no significant joint influence of habit, hedonic motivation, price value, facilitating conditions, or social influence on the use of the ERT platform by undergraduates of the University of Ibadan, Nigeria.

LITERATURE REVIEW

A plethora of studies have examined mobile, online, and blended learning by students at different levels and countries using different theories and models. However, this review focuses on studies that are related to the use of ERT platforms and other provisional interventions adopted for teaching and learning during the COVID-19 pandemic.

Bond et al. (2021) did a systematic mapping review of 282 primary empirical studies on emergency remote teaching conducted during the first ten months of the COVID-19 pandemic in 2020. The authors reported that video conferencing systems such as Zoom, Teams, and Google Meet were mentioned in 51.8% of these studies as many universities quickly adopted video conferencing to replace traditional teaching sessions. They also reported that Learning Management Systems (LMS) were popular in these publications (41.5%), text-based tools especially text-based communication such as email or instant messaging (31.9%), and multimodal production tools (34.8%), particularly the use of teachers' pre-recorded videos. This finding is in tandem with the study of Ironsi (2022) which reported that language instructors considered Google Meet as an effective synchronous learning tool for the distant online program during the COVID-19 pandemic in a Cyprus university. An earlier study by Lewandowski (2015) also revealed that Google Meet makes learning more understanding and improved the speaking skills of adults in the English for Speakers of other languages (ESOL) contexts. However, Ironsi (2022) further reported that preservice teachers were not satisfied with the level of productivity while using Google Meet for learning.

Kovacevic et al. (2021) examined the satisfaction of 547 students of engineering education regarding emergency remote online learning and teaching during COVID-19 in Serbia. Findings from the study revealed that the prediction of the emergency remote online learning satisfaction of students can be achieved based on their previous positive experience with the learning platform, motivation for learning in a specific situation, the importance they put to the learning achievement, and their level of digital competency. Similarly, in a study involving 360 undergraduates and postgraduates at Dalian University of Technology China, Wu and Liu (2013) reported that learning atmosphere, perceived enjoyment, perceived usefulness, system performance, social interaction, content specificity, and performance expectation have positive effects on the students' satisfaction with English as a Foreign Language (EFL) blended learning. Furthermore, in a study of factors affecting the acceptance of blended learning in medical education, Azizi et al. (2020) stated that habit (HT), hedonic motivation (HM), and price value (PV) had positive effects on Iranian medical sciences undergraduates' intention to use blended learning. Furthermore, social influence had a positive significant relationship with the use of the ERT platform by undergraduates.

Balbay and Erkan (2021) explored language learners' perceptions of how they were impacted by Emergency Remote Teaching (ERT) in an English-medium university in Turkey. Findings from the study show that some students benefited from the ERT as they were able to better regulate their own learning process due to the recorded lectures and online materials. Furthermore, the study revealed that students need to be supported more by instructors to help them with their stress and weaknesses in times of crisis. Sumardi and Nugrahani (2021) explored the challenges of applying ERT-based instructions using YouTube, Zoom, and SPADA platforms to develop students' engagement during educational practices in an Indonesian university. The study revealed that Zoom was a primary choice to carry out ERT in the class in which English is used as a medium of instruction due to its ease in facilitating communication and interaction among students and teachers during lessons. Misirli and Ergulec (2021) investigated the views of 982 parents on students' experiences of emergency remote teaching during the COVID-19 pandemic in Turkish educational institutions. The study results indicated that the remote teaching process was unsuitable for young children and students with special

needs, lacked interactivity, required increased screen time, and placed a heavy burden on parents. However, the parents stated that their children acquired self-regulated learning skills and digital socialization during emergency remote teaching.

Songca et al. (2021) discussed the adoption of ERT and Learning at Walter Sisulu University (WSU) South Africa and further proposed a framework that could be used by higher education institutions (HEIs) to respond to COVID-19 and other emergencies in the future. In Nigeria, Ikwuka et al. (2021) investigated the views of undergraduate students in two Nigerian universities on the use of ERT during the COVID-19-induced school closure. Though some of the students were satisfied with the coverage of course contents, they expressed their frustration with ERT due to the inadequacy of learning activities, which led to boredom amongst isolated learners.

From the literature review, it could be inferred that ERT was adopted in higher educational institutions across the globe to ensure continuity in their academic activities in the wake of the COVID-19 pandemic. The review also revealed that the use of ERT in these institutions presents opportunities and challenges for students, instructors as well as parents. While these studies adopted different models and theories to examine the use of ERT in different contexts, there exists a dearth of studies on ERT using the UTAUT2 model, a theory with extensive usage in information systems acceptance and use with more than 6,000 Google Scholar citations (Tamilmani et al., 2021). Furthermore, the use of ERT platforms by undergraduates in Nigerian universities has not been studied extensively compared to other countries. This present study hopes to fill these gaps in the literature.

CONCEPTUAL MODEL

The conceptual model for the study was developed from the researchers’ views of the interactions that could exist between the variables of the study based on the review of the literature. The model proposes a direct relationship between the independent variables and the dependent variable of the study. Specifically, it is assumed that there is a relationship between Habit and use of ERT platforms by undergraduates (H₀₁), Hedonic Motivation and use of ERT platforms (H₀₂), Price Value and use of ERT platforms (H₀₃), Facilitating Conditions and use of platforms (H₀₄) as well as Social Influence and use of ERT platforms by undergraduates (H₀₅). Also, the model seeks to test the influence of the five independent variables on the dependent variable (H₀₆) (Figure 1).

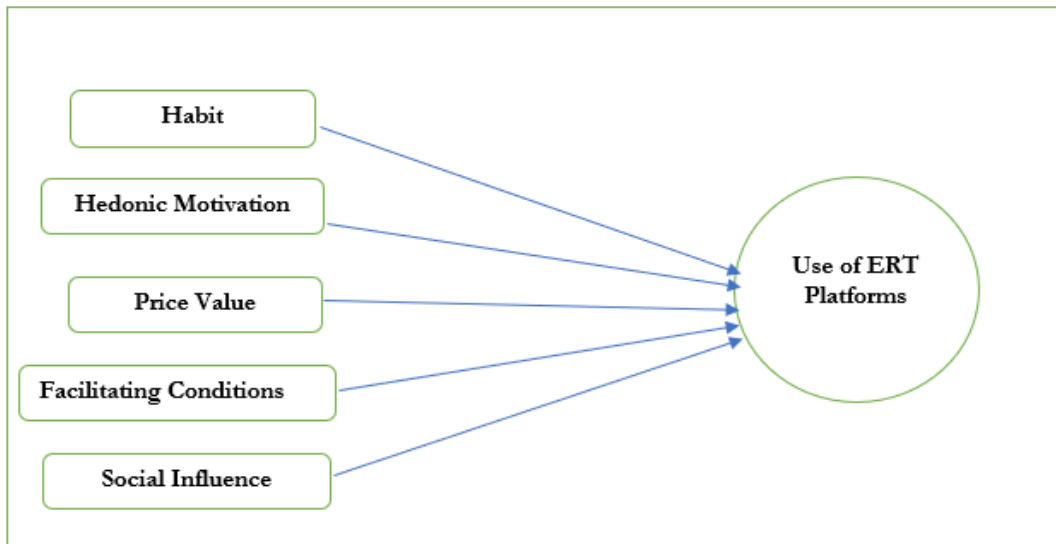


Figure 1. A conceptual model for the study

METHODOLOGY

The descriptive survey research design of the correlational type was adopted for the study while the population of the study consisted of all undergraduates of the University of Ibadan, Nigeria. The choice of the University of Ibadan was informed by the university management's decision to adopt the ERT platform during the COVID-19 pandemic and to train its academic staff and students on the use of the ERT platform. During these periods, lectures were delivered via the ERT platform, and the undergraduates were encouraged to support this transition. A formal letter was sent to the Undergraduate Records Office, University of Ibadan, Nigeria, to request the data of undergraduates registered for the 2020/2021 academic session in the university. Based on the data collected from the Records Office of the University, 15,158 undergraduates (full-time) were registered in 16 departments during the 2020/2021 academic session. To ascertain the sample size, the multi-stage random sampling technique was used. In the first stage, four faculties were randomly selected through balloting; the faculties were Arts with a population of 2,151, Basic Medical Sciences (673), Education (2,337), and Technology (1,523). The second stage involved the use of a 5% sampling fraction to determine the sample size of 334. This was done by calculating 5% of the number of undergraduates in the four faculties earlier selected at random. In compliance with the COVID-19 protocols of Nigeria, the researchers collected data from the respondents remotely using the SurveyMonkey platform. The link to the questionnaire was shared with the respondents using their email addresses and through the social media pages of the selected faculties. The survey was conducted for ten weeks to ensure that respondents had adequate time to complete the questionnaire. Reminders were sent to the respondents twice a week and the researchers closed the survey after the tenth week. The questionnaire was the research instrument used for data collection. The items for the five independent variables were adapted from the scale developed by Venkatesh et al. (2012). The questionnaire with seven sections (A, B, C, D, E, F, & G) can be found in the Appendix. The results of the reliability test of the data collection instrument are presented in Table 1. The Statistical Package for the Social Sciences (SPSS) software was used for the data analysis. Descriptive statistics of frequency counts, percentages, Mean, and Standard Deviation were used for the research questions while the Inferential statistics of Pearson Product Moment Correlation and regression analysis were used to test the hypotheses.

Table 1. Reliability statistics of the instrument

Construct	Cronbach's Alpha	Number of items
Frequency of use of the ERT platform	.743	7
Purpose of use of the ERT platform	.701	6
Habit	.676	6
Hedonic Motivation	.864	10
Price Value	.723	5
Facilitating Condition	.665	5
Social Influence	.654	5

QUESTIONNAIRE ADMINISTRATION AND RESPONSE RATE

A SurveyMonkey email invitation was sent to 334 undergraduates of the University of Ibadan, Nigeria out of which 271 responses were collected and found valid for analysis giving a response rate of 81%.

RESULTS

Figure 2 reveals that 147 (54.2%) respondents are between the ages of 16 and 20 years, 132 (48.7%) respondents are in the 200 level while half of the respondents (50.6%) earned below ₦50,000 (less than \$100) monthly. (Please note that ₦ refers to the Nigerian currency - Naira while the \$ refers to the United States Dollar)

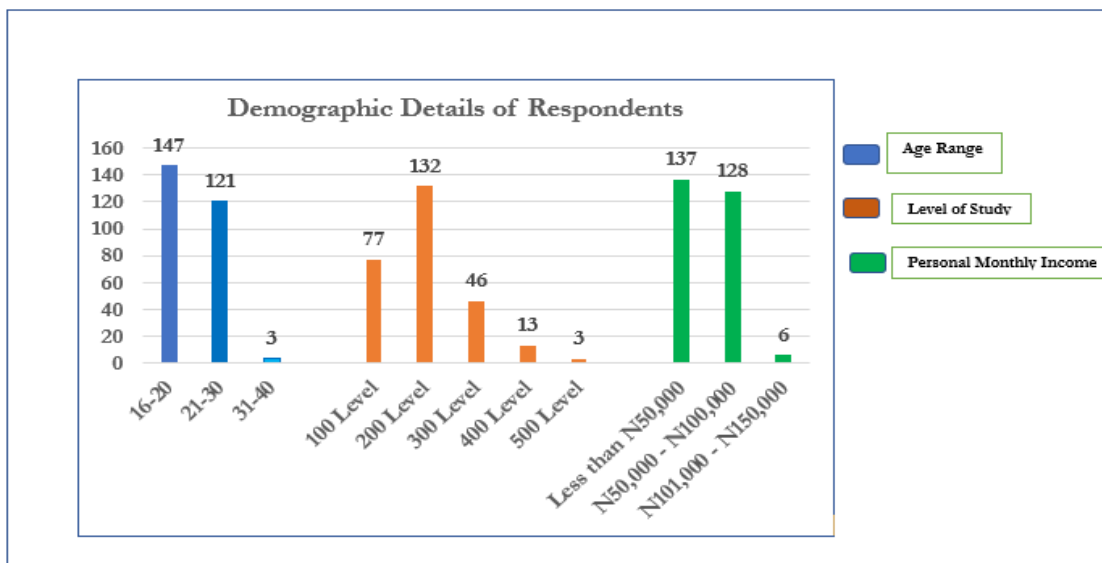


Figure 2. Demographic details of respondents

ANSWERS TO RESEARCH QUESTIONS

Research Question 1: What is the frequency of use of the ERT platform by undergraduates of the University of Ibadan, Nigeria?

Table 2 shows the frequency of use of the ERT platform used by the undergraduates of the University of Ibadan, Nigeria. The result reveals that the ERT tools used by the respondents include Google Meet ($\bar{x}=3.11$; std dev.=1.259); YouTube ($\bar{x}=2.34$; std dev.=1.242); Google Classroom ($\bar{x}=2.30$; std dev.=1.326); UI Moodle ($\bar{x}=1.96$; std dev.=1.019); Zoom ($\bar{x}=1.90$; std dev.=.983) while the least ERT tool used by the respondents is Telegram ($\bar{x}=1.71$; std dev.=.821). Based on these figures, it could be inferred that some of the ERT tools used by the undergraduates of the University of Ibadan include Google Meet, YouTube, Google Classroom, UI Moodle, and Zoom among others.

Table 2. Frequency of use of the ERT platform by undergraduate students

S/N	Items	D	TW	W	M	N	\bar{x}	Std Dev
1.	University of Ibadan Moodle	9 (3.3%)	12 (4.4%)	45 (16.6%)	98 (36.2%)	107 (39.5%)	1.96	1.019
2.	Telegram	3 (1.1%)	6 (2.2%)	27 (10.0%)	108 (39.9%)	127 (46.9%)	1.71	.821
3.	WhatsApp	7 (2.6%)	2 (0.7%)	31 (11.4%)	105 (38.7%)	126 (46.5%)	1.74	.882

S/N	Items	D	TW	W	M	N	\bar{x}	Std Dev
4	Zoom	10 (3.7%)	4 (1.5%)	46 (17.0%)	99 (36.5%)	112 (41.3%)	1.90	.983
5.	Google Classroom	36 (13.3%)	16 (5.9%)	25 (9.2%)	109 (40.2%)	85 (31.4%)	2.30	1.326
6.	YouTube	26 (9.6%)	18 (6.6%)	59 (21.8%)	86 (31.7%)	82 (30.3%)	2.34	1.242
7.	Google Meet	56 (20.7%)	41 (15.1%)	71 (26.2%)	82 (30.3%)	21 (7.7%)	3.11	1.259
Weighted mean=2.15; Std. dev=1.08								

To further establish the frequency of use of the ERT platform by the undergraduates of the University of Ibadan, Nigeria, a test of the norm was conducted using the result presented in Table 2, and the result for the test of the norm is presented in Table 3.

Table 3. Test of Norm Table showing the frequency of use of the ERT platform by undergraduates of the University of Ibadan, Nigeria

Scale	Implication
Weighted mean (overall)=2.15; std dev = 1.08	
1-1.67	Not used at all
1.68-3.34	Moderately used
3.35-5.00	Frequently used

The scale used in Table 2 has a 5-point Likert's rating comprising Daily (D) = 5, Twice a Week (TW) = 4, Weekly (W) = 3, Monthly (M) = 2 and Never (N) = 1, the highest and least weighted scores obtainable are 5 and 1 respectively. Table 3 shows that the mean within the range of 1–1.67 implies non-usage of the ERT platform at all, 1.68–3.34 implies moderate use, while 3.35–5.00 implies frequent use. The weighted mean (overall) for the frequency of use of the ERT platform by the undergraduates of the University of Ibadan, Nigeria is 2.15, which falls between the scales 1.68–3.34. It can therefore be concluded that the frequency of use of the ERT platform by the undergraduates of the University of Ibadan, Nigeria can be categorized as “moderate”.

Research Question 2: What is the purpose of the use of the ERT platform by undergraduates of the University of Ibadan, Nigeria?

Table 4 shows the purpose of the use of the ERT platform by the undergraduates of the University of Ibadan, Nigeria. Figures from the table show that the respondents used the ERT platform for the following purposes: taking tutorials ($\bar{x}=1.78$; std dev.=.827); taking quizzes ($\bar{x}=1.77$; std dev.=.730); tests taking ($\bar{x}=1.73$; std dev.=.681); for presentation ($\bar{x}=1.66$; std dev.=.823); submission of assignments ($\bar{x}=1.58$; std dev.=.656). The least purpose of using the ERT platform is for lectures ($\bar{x}=1.45$; std dev.=.548). Like the results obtained in Tables 2 and 3, the result indicates that most of the respondents moderately use the ERT platform as evident in the weighted mean score of 1.99 which is below the criterion score of 2.50. Based on these findings, it could be inferred that the students do not always use the ERT platform; and on the few occasions when they use the platform, they adopt it for the following purposes: taking tutorials, taking quizzes, tests taking, presentations, submission of assignments among others.

Table 4. Purpose of use of the ERT platform by undergraduate students

S/N	Items	SA	A	D	SD	\bar{x}	Std Dev
1.	I receive lectures on the ERT platform of my university	0 (0.0%)	7 (2.6%)	109 (40.2%)	155 (57.2%)	1.45	.548
2.	I submit assignments on the ERT platform of my university	5 (1.8%)	10 (3.7%)	121 (44.6%)	135 (49.8%)	1.58	.656
3.	I take tests on the ERT platform of my university	4 (1.5%)	24 (8.9%)	138 (50.9%)	105 (38.7%)	1.73	.681
4.	I take tutorials on the ERT platform of my university	13 (4.8%)	13 (4.8%)	112 (41.3%)	116 (42.8%)	1.78	.827
5.	I take quizzes on the ERT platform of my university	9 (3.3%)	21 (7.7%)	140 (51.7%)	101 (37.3%)	1.77	.730
6.	I participate in presentations on the ERT platform	11 (4.1%)	28 (10.3%)	90 (33.2%)	142 (52.4%)	1.66	.823
Weighted mean=1.99; Std. dev=0.85							

Key: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree

Research Question 3: What is the habit of undergraduates in the use of the ERT platform at the University of Ibadan, Nigeria?

Table 5 presents the habits of the undergraduates in the use of the ERT platform at the University of Ibadan, Nigeria. From the results, most of the undergraduates ($\bar{x}=2.92$; std dev=.768) noted that they felt weird when using the ERT platform of their university. Others ($\bar{x}=2.90$; std dev=.788) felt comfortable without using the platform. Those in the minority ($\bar{x}=1.69$; std dev=.655) indicated that they used the ERT platform regularly.

Table 5. Habit of undergraduates in the use of the ERT platform

S/N	Items	SA	A	D	SD	\bar{x}	Std Dev
1.	Use of the ERT platform of my university is something I do regularly	3 (1.1%)	20 (7.4%)	138 (50.9%)	110 (40.6%)	1.69	.655
2.	Using the ERT platform of my university is something I do without having to consciously remember	4 (1.5%)	22 (8.1%)	149 (55.0%)	96 (35.4%)	1.76	.661
3.	I feel weird using the ERT platform of my university	59 (21.8%)	140 (51.7%)	62 (22.9%)	10 (3.7%)	2.92	.768
4.	The use of the ERT platform is something I do without thinking about it	6 (2.2%)	42 (15.5%)	125 (46.1%)	98 (36.2%)	1.84	.762

S/N	Items	SA	A	D	SD	\bar{x}	Std Dev
5.	Using the ERT platform of my university has become a habit for me	6 (2.2%)	33 (12.2%)	120 (44.3%)	112 (41.3%)	1.75	.751
6.	I feel comfortable without using the ERT platform of my university	60 (22.1%)	137 (50.6%)	62 (22.9%)	12 (4.4%)	2.90	.788
Weighted mean=2.14; Std. dev=0.73							

Key: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree

Research Question 4: What is the hedonic motivation of the undergraduates in the use of the ERT platform at the University of Ibadan, Nigeria?

Table 6 presents the results of the hedonic motivation of undergraduates in the use of the ERT platform at the University of Ibadan, Nigeria. The result shows that the respondents were often discouraged from using the ERT platform due to the unfriendly user interface ($\bar{x}=2.83$; std dev=.701); some admitted that the use of the ERT platform for their academic activities was frustrating ($\bar{x}=2.82$; std dev=.820) while others stated that the visual and design stimuli while navigating the ERT platform are annoying ($\bar{x}=2.69$; std dev=.749). On the other hand, the least of the respondents ($\bar{x}=1.76$; std dev=.724) and ($\bar{x}=1.77$; std dev=.709) found the use of the ERT platform enjoyable and simple with little effort required respectively. Thus, it could be inferred that the undergraduates had low hedonic motivation in the use of the ERT platform.

Table 6. Hedonic motivation of undergraduates in the use of the ERT platform

S/N	Items	SA	A	D	SD	\bar{x}	Std Dev
1.	I find the use of the ERT platform at my university enjoyable	7 (2.6%)	25 (9.2%)	135 (49.8%)	104 (38.4%)	1.76	.724
2.	Navigating the ERT platform at my university is fun and appealing to me	13 (4.8%)	41 (15.1%)	131 (48.3%)	86 (31.7%)	1.93	.811
3.	Using the ERT platform on my device is simple and this reduces the time and effort required to use the platform	7 (2.6%)	23 (8.5%)	142 (52.4%)	99 (36.5%)	1.77	.709
4.	I am discouraged from using the ERT platform due to its unfriendly user interface	41 (15.1%)	148 (54.6%)	76 (28.0%)	6 (2.2%)	2.83	.701
5.	The use of the ERT platform for my academic activities is frustrating	55 (20.3%)	129 (47.6%)	71 (26.2%)	16 (5.9%)	2.82	.820
6.	I feel a sense of adventure while navigating the ERT platform	9 (3.3%)	49 (18.1%)	120 (44.3%)	93 (34.3%)	1.90	.806

S/N	Items	SA	A	D	SD	\bar{x}	Std Dev
7.	When I navigate the ERT platform, the visual and design stimuli annoy me	33 (12.2%)	136 (50.2%)	88 (32.5%)	14 (5.2%)	2.69	.749
8.	I get drawn to the ERT platform by the presentation of instructional materials contained therein	4 (1.5%)	58 (21.4%)	148 (54.6%)	61 (22.5%)	2.02	.707
9.	Compared to other things I could do, the time spent on the ERT platform is truly enjoyable	10 (3.7%)	42 (15.5%)	145 (53.5%)	74 (27.3%)	1.96	.759
10.	I enjoy being immersed in using the ERT platform to acquire new knowledge	9 (3.3%)	41 (15.1%)	152 (56.1%)	69 (25.5%)	1.96	.734
Weighted mean=2.16; Std. dev=0.75							

Key: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree

Research Question 5: What is the price value placed on the use of the ERT platform by undergraduates of the University of Ibadan, Nigeria?

Table 7 examines the price value of the use of the ERT platform by the undergraduates of the University of Ibadan, Nigeria. The result shows that the respondents believed that the benefits of using the ERT platform were not commensurate to the cost incurred (\bar{x} =2.69; std dev.=.834) while others (\bar{x} =2.51; std dev.=.807) lamented the expensive nature of the use of the ERT platform and they noted that if they had the chance, they would like to avoid using them.

Table 7. Price value of the ERT platform by undergraduates

S/N	Items	SA	A	D	SD	\bar{x}	Std Dev
1.	I feel the cost of using the ERT platform justifies the benefits of their use	16 (5.9%)	51 (18.8%)	132 (48.7%)	72 (26.6%)	2.04	.831
2.	The ERT platform of my university has significantly reduced the cost of receiving lectures compared to other methods	32 (11.8%)	49 (18.1%)	126 (46.5%)	64 (23.6%)	2.18	.927
3.	Using the ERT platform of my university is a good value for my money	21 (7.7%)	56 (20.7%)	118 (43.5%)	76 (28.0%)	2.08	.891
4.	The benefits of using the ERT platform are not commensurate to the cost of using it	45 (16.6%)	112 (41.3%)	96 (35.4%)	17 (6.3%)	2.69	.834
5.	Using the ERT platform of my university is expensive, as such, I will avoid using them if I have the chance	30 (11.1%)	103 (38.0%)	114 (42.1%)	24 (8.9%)	2.51	.807
Weighted mean=2.30; Std. dev=0.86							

Key: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree

Research Question 6: What are the facilitating conditions influencing the use of the ERT platform by undergraduates of the University of Ibadan, Nigeria?

Table 8 reveals the facilitating conditions influencing the use of the ERT platform by the undergraduates of the University of Ibadan, Nigeria. The result shows that most of the undergraduates ($\bar{x}=2.63$; std dev=.868) attested to the adequacy of the training conducted to facilitate the use of the ERT platform. However, the respondents ($\bar{x}=2.03$; std dev=.829) noted that there was limited Internet connectivity on students' devices which disrupted the effective use of the ERT platform.

Table 8. Facilitating conditions influencing the use of the ERT platform by undergraduates

S/N	Items	SA	A	D	SD	\bar{x}	Std Dev
1.	There is adequate training on the use of the ERT platform by students at my university	43 (15.9%)	111 (40.9%)	90 (33.2%)	27 (9.9%)	2.63	.868
2.	The absence of a stable power supply hinders the effective use of the ERT platform at my university	11 (4.1%)	35 (12.9%)	121 (44.6%)	104 (38.4%)	1.83	.805
3.	Limited Internet connectivity on my device disrupts the effective use of the ERT platform of my university	16 (5.9%)	49 (18.1%)	133 (49.1%)	73 (26.9%)	2.03	.829
4	I have the relevant ICT skills and abilities to use the ERT platform of my university	6 (2.2%)	32 (11.8%)	146 (53.9%)	87 (32.1%)	1.84	.710
5.	Constraints of smartphone terminals such as small screens, low battery life, and inconvenient input make it difficult to use the ERT platform of my university	2 (0.7%)	33 (12.2%)	150 (55.4%)	85 (31.4%)	1.84	.707
Weighted mean=2.03; Std. dev=0.78							

Key: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree

Research Question 7: What is the role of social influence on the use of the ERT platform by undergraduates of the University of Ibadan Nigeria?

Table 9 explains the role of social influence on the use of the ERT platform by the undergraduates of the University of Ibadan, Nigeria. From the results, most of the respondents ($\bar{x}=2.29$; std dev=.923) indicated that their use of the ERT platform was not influenced by the opinions of their peers. On the other hand, a significant number of undergraduates ($\bar{x}=2.14$; std dev=.771) noted that their mentors, lecturers, and colleagues felt they need to use the ERT platform of the university.

Table 9. Role of social influence on the use of the ERT platform by undergraduates

S/N	Items	SA	A	D	SD	\bar{x}	Std Dev
1.	People (mentors, lecturers, and colleagues) who influence my behavior think I should use the ERT platform of my university.	13 (4.8%)	63 (23.2%)	144 (53.1%)	51 (18.8%)	2.14	.771
2.	People (mentors, lecturers, and colleagues) whose opinions I value prefer that I use the ERT platform of my university over other applications	8 (3.0%)	51 (18.8%)	127 (46.9%)	85 (31.4%)	1.93	.786
3.	People (mentors, lecturers, and colleagues) who are important to me think that I should use the ERT platform of my university	6 (2.2%)	73 (26.9%)	120 (44.3%)	72 (26.6%)	2.05	.790
4	The use of ERT by my colleagues influences my decision to use the platform	12 (4.4%)	47 (17.3%)	124 (45.8%)	88 (32.5%)	1.94	.821
5.	The opinions of my peers do not influence my decision to use the ERT platform of my university.	31 (11.4%)	73 (26.9%)	111 (41.0%)	56 (20.7%)	2.29	.923
Weighted mean=2.07; Std. dev=0.82							

Key: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree

TEST OF HYPOTHESES

H₀₁: There is no significant relationship between habit and use of the ERT platform by undergraduates at the University of Ibadan, Nigeria.

Table 10 shows the relationship between the habit and use of the ERT platform by the undergraduates of the University of Ibadan, Nigeria. The finding reveals that habit has a significant positive relationship with the use of the ERT platform by the undergraduates of the University of Ibadan, Nigeria ($r = .312$; $p < 0.05$). This implies that the more undergraduates consider the ERT platform as part of their educational routine, the more they use the platform. Thus, the null hypothesis is rejected, while the alternative that states that there is a significant relationship between habit and the use of the ERT platform by the undergraduates of the University of Ibadan, Nigeria is hereby accepted.

Table 10. Relationship between habit and use of the ERT platform by undergraduates

Variables	N	Mean	St. Dev	Df	r	P	Sig
Habit in the use of the ERT	271	12.86	2.03	270	.312	.000	S
Use of the ERT platform	271	15.04	4.13				

Key: N = Sample Size, St. Dev = Standard Deviation, Df = Degree of freedom, r = regression

H₀₂: There is no significant relationship between hedonic motivation and the use of the ERT platform by undergraduates at the University of Ibadan, Nigeria

Table 11 shows the relationship between hedonic motivation and the use of the ERT platform by the undergraduates of the University of Ibadan, Nigeria. The finding reveals that hedonic motivation has a significant positive relationship with the use of the ERT platform by the undergraduates of the University of Ibadan, Nigeria ($r = .355$; $p < 0.05$). Thus, the more pleasure that the undergraduates derive from using the ERT platform, the more they use the platform for learning activities. As a result, the null hypothesis is rejected, and the alternative that states that there is a significant relationship between hedonic motivation and the use of the ERT platform by the undergraduates of the University of Ibadan, Nigeria is accepted.

Table 11. Relationship between hedonic motivation and use of the ERT platform by undergraduates

Variables	N	Mean	St. Dev	Df	r	P	Sig
Hedonic motivation	271	21.65	3.61	270	.355	.000	S
Use of the ERT platform	271	15.04	4.13				

Key: N = Sample Size, St. Dev = Standard Deviation, Df = Degree of freedom, r = regression

H₀₃: There is no significant relationship between price value and use of the ERT platform by undergraduates at the University of Ibadan, Nigeria

Table 12 shows the relationship between price value and use of the ERT platform by the undergraduates of the University of Ibadan, Nigeria. The finding reveals that price value has a significant positive relationship with the use of the ERT platform by the undergraduate of the University of Ibadan, Nigeria ($r = .266$; $p < 0.05$). The implication of this is that the more the undergraduates feel that the money used in subscribing to data to use the ERT platform is justified due to the knowledge gained, they will always use the platform. Thus, the null hypothesis is rejected and the alternative that states that there is a significant relationship between price value and use of the ERT platform by the undergraduates of the University of Ibadan, Nigeria is hereby accepted.

Table 12. Relationship between price value and use of the ERT platform by undergraduates

Variables	N	Mean	St. Dev	Df	r	P	Sig
Price value of ERT	271	11.51	2.10	270	.266	.000	S
Use of the ERT platform	271	15.04	4.13				

Key: N = Sample Size, St. Dev = Standard Deviation, Df = Degree of freedom, r = regression

H₀₄: There is no significant relationship between facilitating conditions and the use of the ERT platform by undergraduates at the University of Ibadan, Nigeria

Table 13 shows the relationship between facilitating conditions and the use of the ERT platform by the undergraduate of the University of Ibadan, Nigeria. Results showed that facilitating conditions ($r = -.066$; $p > 0.05$) has no significant positive relationship with the use of the ERT platform by the undergraduates of the University of Ibadan, Nigeria. This implies that the facilities put in place by the university did not determine the use of the ERT platform as the undergraduates used the platform from their respective places of abode during the pandemic. Thus, the null hypothesis that there is no significant relationship between facilitating conditions and the use of the ERT platform by undergraduates at the University of Ibadan, Nigeria is accepted.

Table 13. Relationship between facilitating conditions and use of the ERT platform by undergraduates

Variables	N	Mean	St.Dev	Df	r	P	Sig
Facilitating conditions	271	10.16	1.83	270	-.066	.282	NS
Use of the ERT platform	271	15.04	4.13				

Key: N = Sample Size, St. Dev = Standard Deviation, Df = Degree of freedom, r = regression

H₀₅: There is no significant relationship between social influence and the use of the ERT platform by undergraduates of the University of Ibadan Nigeria.

Table 14 shows the relationship between social influence and the use of ERT platforms by the undergraduates of the University of Ibadan, Nigeria. The finding reveals that social influence ($r=.276$; $p<0.05$) has a significant positive relationship with the use of the ERT platform by the undergraduates of the University of Ibadan, Nigeria. This means that the more the undergraduates appreciate respected individuals who would want them to excel in their studies, the more they will make use of the ERT platform of the university. Thus, the null hypothesis is rejected, while the alternative that states that there is a significant relationship between social influence and the use of the ERT platform by the undergraduates of the University of Ibadan, Nigeria is hereby accepted.

Table 14. Relationship between social influence and use of the ERT platform by undergraduates

Variables	N	Mean	St.Dev	Df	R	P	Sig
Social influence	271	10.35	2.10	270	.276	.000	S
Use of the ERT platform	271	15.04	4.13				

Key: N = Sample Size, St. Dev = Standard Deviation, Df = Degree of freedom, r = regression

H₀₆: There is no significant joint influence of habit, hedonic motivation, price value, facilitating conditions, and social influence on the use of the ERT platform by undergraduates of the University of Ibadan, Nigeria

Table 15 shows the joint influence of the independent variables (habit, hedonic motivation, price value, facilitating conditions, social influence) on the use of the ERT platform by undergraduates of the University of Ibadan Nigeria. The finding reveals that there is a significant joint influence of the independent variables on the use of the ERT platform by undergraduates of the University of Ibadan Nigeria. The finding also shows a coefficient of multiple correlations (R) of 0.480 and a multiple-adjusted R square of 0.216. This implies that the 21.6% variance in the use of the ERT platform by undergraduates of the University of Ibadan Nigeria is accounted for by the independent variables when taken together. The significance of the composite contribution was tested at $p<0.05$ using the F-ratio at the degree of freedom (df- 2/270). The Table also showed that the Analysis of Variance for the regression yielded an f-ratio of 15.847. This implies that the ANOVA result in Table 15 is significant at 0.05 level. Thus, the null hypothesis stating that there is no significant joint influence of habit, hedonic motivation, price value, facilitating conditions, and social influence on the use of the ERT platform by undergraduates of the University of Ibadan Nigeria is hereby rejected.

Table 15. Summary of regression analysis of the joint influence of habit, hedonic motivation, price value, facilitating conditions, and social influence on the use of the ERT platform by undergraduates

R	R Square	Adjusted R Square	Std. Error of the Estimate			
.480 ^a	.230	.216	3.661			
SUMMARY REGRESSION ANOVA						
	Sum of Squares	Df	Mean Square	F	P	Remark
Regression	1061.912	5	212.382	15.847	.000 ^b	Sig
Residual	3551.556	265	13.402			
Total	4613.469	270				

a. Predictors: Habit, Hedonic motivation, Pride value, Facilitating Condition, Social influence

b. Significant value

Table 16 reveals that there was a significant relative contribution of the independent variables comprising habit, hedonic motivation, price value, facilitating conditions, and social influence on the dependent variable (the use of the ERT platform) by undergraduates of the University of Ibadan Nigeria, expressed as beta weights. This shows that the predictive coefficients of habit, hedonic motivation, price value, and social influence on the use of the ERT platform by undergraduates of the University of Ibadan Nigeria are significant, except for the facilitating conditions. Using the standardized regression coefficient to determine the relative predictions of the independent variables, the most potent influence was from hedonic motivation ($\beta = .228$, $t=3.797$, $p<0.05$) followed by habit ($\beta = .205$, $t=3.627$, $p<0.05$), price value ($\beta = .149$, $t=2.532$, $p<0.05$) and social influence ($\beta = .141$, $t=2.450$, $p<0.05$). This implies that habit, hedonic motivation, price value, and social influence had significant relative contributions to the use of the ERT platform by undergraduates of the University of Ibadan Nigeria.

Table 16. Summary of regression analysis of the relationship of habit, hedonic motivation, price value, facilitating conditions, social influence, and the use of the ERT platform by undergraduates

Variable	Unstandardized Coefficients		Standardized Coefficients	T	Sig	Remark
	(B)	Std. Error	Beta			
(Constant)	.306	2.269		.135	.893	-
Habit in the use of ERT	.416	.115	.205	3.627	.000	Sig
Hedonic motivation of students	.261	.069	.228	3.797	.000	Sig
Price value of the ERT platform	.293	.116	.149	2.532	.012	Sig
Facilitating condition	-.244	.125	-.108	-1.955	.052	Not Sig
Social influence	.276	.112	.141	2.450	.015	Sig

PRESENTATION OF ALL FINDINGS

Table 17 presents all the main findings of the study. These findings were provided to ensure that the major results of the study can be ascertained, which also makes it easy to compare the results of the different variables.

Table 17. Summary of main findings of the study

S/N	Variables	Significant Results	Remarks
1.	Personal Monthly Income	Less than ₦50,000 -- 50.6%	Low
2.	Most frequently used ERT tool	Google Meet – $\bar{x} = 3.11$	Daily
3.	Frequency of use of the ERT platform	“1.68-3.34”	Moderately used
4.	Purpose of use of the ERT platform	$\bar{x} = 1.76$	Mostly used for tutorials
5.	Relationship between habit and use of the ERT platform	$r = .312$	Significant positive relationship
6.	Relationship between hedonic motivation and use of the ERT platform	$r = .355$	Significant positive relationship
7.	Relationship between price value and use of the ERT platform	$r = .266$	Significant positive relationship
8.	Relationship between facilitating conditions and use of the ERT platform	$r = -.066$	Not significant
9.	Relationship between social influence and use of the ERT platform	$r = .276$	Significant positive relationship
10.	Joint influence of habit, hedonic motivation, price value, facilitating conditions, and social influence on the use of the ERT platform	$R^2 = .230$ (23%)	Significant
11.	The relative contribution of habit, hedonic motivation, price value, facilitating conditions, and social influence on the use of the ERT platform	Hedonic motivation - ($\beta=.228$) Habit - ($\beta=.205$) Price value - ($\beta=.149$) Social influence - ($\beta=.141$) Facilitating condition - ($\beta= .108$)	Mostly significant (1st) 2 nd 3 rd 4 th Not significant

DISCUSSION OF THE FINDINGS

Results revealed that more than half of the undergraduates (50.6%) earn below ₦50,000 (\$100) monthly (Please note that ₦ refers to the Nigerian currency - Naira while the \$ refers to the United States Dollar). This could be attributed to the ages and levels of study of the students who depend on their parents

and guardians for sponsorship. The study revealed that most of the students used the ERT platforms of the university such as Google Meet and YouTube for tutorial purposes. This supports the findings of Ironsi (2022) who stated that language instructors considered Google Meet as an effective synchronous learning tool for the distant online program during the COVID-19 pandemic in a Cyprus university.

Findings from the study revealed that the use of ERT by the undergraduates of the University of Ibadan, Nigeria can be categorized as “moderate” and, when used, the ERT platform is mostly used for taking tutorials. These findings suggest that the ERT platform was not optimally used by the students. Consequently, future design and development of courses at the University of Ibadan, Nigeria should reflect options that are compatible with the functionality of the current ERT platform of the university. Though the students attested to the adequacy of training received to facilitate the use of the ERT platform, the management of the University of Ibadan, Nigeria should formulate policies that will encourage the use of ERT platforms for different academic activities by these students.

Most of the undergraduates did not maintain a favorable disposition (habit) to the use of the ERT platform at the university. This is evident in the students feeling weird by using the ERT platform of their university and feeling comfortable without using the platform. This poor habit may be attributed to the effects of the COVID-19 pandemic on undergraduates. This finding aligns with the findings of Aristeidou and Cross (2021) who reported that the COVID-19 pandemic has a significant negative impact on the study habits of students in the Open University, United Kingdom. The study further revealed that the undergraduates had low hedonic motivation to use the ERT platform as they reported minimal pleasure in using the ERT platforms. This finding was supported by Zuhlherman et al. (2021) who reported that hedonic motivation and perceived self-efficacy are behavioral intention drivers for using the Zoom platform for online learning during the COVID-19 pandemic in an Indonesian university.

Findings also revealed that there was a positive significant relationship between habit, hedonic motivation, price value, and social influence on the use of the ERT platform by the undergraduates of the University of Ibadan, Nigeria. This finding aligns with the earlier study of Azizi et al. (2020) which revealed that habit (HT), Hedonic Motivation (HM), and Price Value (PV) had positive effects on Iranian medical sciences undergraduates’ intention to use blended learning. Furthermore, social influence had a positive significant relationship with the use of the ERT platform by undergraduates. This aligns with the finding of Ameri et al. (2020) who reported that social influence had positive effects on behavioral intention to use the mobile-based application by pharmacy students. Social influence contributed to the use of the ERT platform by the undergraduates of the university as a sizable number of the students reported that their mentors, lecturers, and colleagues felt they should use the ERT platform of the university. Therefore, lecturers, parents, and mentors should recommend ERT platforms to students through in-person interactions, mentoring, and peer support programs of the university.

However, Facilitating Conditions (FC) have no significant relationship with the use of the ERT platform by undergraduates. This could be attributed to the fact that all the students have their own laptops, mobile devices, and internet-service provider which they used in accessing the ERT platform at different locations and times during the COVID-19 pandemic. This finding conforms to the earlier view of Gharrah and Aljaafreh (2021) that Facilitating Conditions had no statistically significant impact on students’ actual usage of Social Networks Sites (SNS) for educational purposes in Jordanian universities.

The joint contribution of the independent variables of the study (HT, HM, PV, FC, and SI) to the dependent variable (use of ERT platforms) was significant but it was Hedonic motivation that strongly predicted the use of ERT platforms by most of the undergraduates. The fun and pleasure derived from using a technology platform play a prominent role in determining the use of ERT platforms by undergraduates. This finding corroborates the results of earlier studies by Sitar-Taut (2021)

and Vinerean et al. (2022) which reported that Hedonic motivation is the strongest predictor of mobile learning acceptance and consumers' behavioral intentions to continue using M-commerce during the COVID-19 pandemic. Since hedonic motivation had the most significant influence on the undergraduates' use of the ERT platform at the University of Ibadan, Nigeria. The university management should therefore consider investing more in the ERT tools that the students found most enjoyable.

CONCLUSION

The use of ERT platforms by undergraduates during emergencies like the COVID-19 pandemic ensures that learning activities are not halted and that the academic calendar is not totally disrupted. An undergraduate who fails to key into this arrangement might miss out on critical aspects of the knowledge acquisition process. To ensure the optimum use of ERT platforms by undergraduates, the variables of the UTAUT2 Model especially habit, hedonic motivation, price value, and social influence should be taken into consideration. An undergraduate who does not have the habit of using electronic learning platforms may be skeptical to use ERT platforms. It is also important for an undergraduate to realize that ERT platforms could be enjoyable to facilitate their use. In addition, if the cost of using ERT platforms is exorbitant in terms of the price value of what is needed to use them, undergraduates might be discouraged. Also, individuals who the undergraduates hold in high esteem like mentors and lecturers could play a crucial role in encouraging them to use ERT platforms. Even though COVID-19 seems to have been largely curtailed due to the development of vaccines and most universities have resumed in-person activities, the next global pandemic seems inevitable. When that occurs is just a matter of time and, as such, ERT platforms would always be relevant.

RECOMMENDATIONS

To ensure optimum utilization of ERT platforms in Nigerian universities in times of emergencies, there is a need to provide adequate training for students on the use of these platforms. This will enable them to build their expertise on how to effectively use ERT platforms for their academic activities. Due to the influence of hedonic motivation on ERT platforms, the Information Technology and Media Services (ITeMs), University of Ibadan Nigeria, should improve on the navigation, user interface, and other aesthetic features of their ERT platform to make it more appealing and enjoyable to the students. Finally, the departments and centers of the University of Ibadan, Nigeria should collaborate with the ITeMs to develop more online courses that will be adaptable to the ERT platforms of the university. This will increase the use of ERT platforms by the students at the university.

LIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FURTHER STUDY

This study examined the use of ERT platforms by undergraduates of the University of Ibadan, Nigeria during the COVID-19 pandemic. Considering the number of universities in Nigeria, the findings of this study may not be enough to generalize the use of ERT by undergraduates in the Nigerian context. Thus, studies on the use of ERT platforms by undergraduates and postgraduates in other universities in the country will be helpful. Future studies could consider the use of ERT by students in different contexts such as students with special needs, students participating in English as a Foreign Language (EFL), and the English for Speakers of other languages (ESOL) programs. Considering their crucial roles in the teaching and learning process, future studies could examine the level of satisfaction of lecturers and teachers with the use of ERT platforms during the COVID-19 pandemic. The study adopted five constructs of the UTAUT2 Model to investigate the use of ERT platforms by undergraduates. Other studies could include constructs of the UTAUT2 Model such as effort expectancy and performance expectancy and use different technology theories and models to investigate the use of ERT platforms in higher educational institutions.

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APPENDIX: EMERGENCY REMOTE TEACHING QUESTIONNAIRE

Section A: Demographic Details of the Respondents

1. Faculty: _____
2. Age range: 16-20 () 21-30 () 31-40 ()
3. Level of study: 100 level () 200 level () 300 level () 400 level () 500 level ()
4. Personal Monthly Income: Less than ₦50,000 () ₦50,000- ₦100,000 () ₦101,000- ₦150,000 ()

Section B: Use of Emergency Remote Teaching

What is your frequency of use of ERT platforms in your university?

S/N	Items	Daily	Twice a Week	Weekly	Monthly	Never
1.	University of Ibadan Moodle					
2.	Telegram					
3.	WhatsApp					
4.	Zoom					
5.	Google Classroom					
6.	YouTube					
7.	Google Meet					

What is the purpose of the use of ERT platforms by undergraduates of the University of Ibadan, Nigeria?

Please tick using this scale Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)

S/N	Items	SA	A	D	SD
1.	I receive lectures on the ERT platform of my university				
2.	I submit assignments on the ERT platform of my university				
3.	I take tests on the ERT platform of my university				
4.	I take tutorials on the ERT platform of my university				
5.	I take quizzes on the ERT platform of my university				
6.	I participate in presentations on the ERT platform				

Section C: Habit in the Use of Emergency Remote Teaching

What is the habit of the undergraduates in the use of ERT platforms at the University of Ibadan, Nigeria?

Please tick using this scale Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)

S/N	Items	SA	A	D	SD
1.	Use of the ERT platform of my university is something I do regularly				
2.	Using the ERT platform of my university is something I do without having to consciously remember				
3.	I feel weird using the ERT platform of my university				
4	The use of the ERT platform is something I do without thinking about it				
5.	Using the ERT platform of my university has become a habit for me				
6.	I feel comfortable without using the ERT platform of my university				

Section D: Hedonic Motivation of Students on Emergency Remote Teaching

What is the hedonic motivation of the undergraduates in the use of ERT platforms at the University of Ibadan, Nigeria?

Please tick using this scale Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)

S/N	Items	SA	A	D	SD
1.	I find the use of the ERT platform of my university enjoyable				
2.	Navigating the ERT platform of my university is fun and appealing to me				
3.	Using the ERT platform on my device is simple and this reduces the time and effort required to use the platform				
4	I am discouraged from using the ERT platform due to its unfriendly user interface				
5.	The use of ERT platform for my academic activities is frustrating				
6.	I feel a sense of adventure while navigating the ERT platform				
7.	When I navigate the ERT platform, the visual and design stimuli annoy me				
8.	I get drawn to the ERT platform by the presentation of instructional materials contained therein				
9.	Compared to other things I could do, the time spent on the ERT platform is truly enjoyable				
10.	I enjoy being immersed in using the ERT platform to acquire new knowledge				

Section E: Price Value of Emergency Remote Teaching

What is the price value placed on the use of ERT platforms by undergraduates of the University of Ibadan, Nigeria?

Please tick using this scale Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)

S/N	Items	SA	A	D	SD
1.	I feel the cost of using the ERT platforms justifies the benefits of their use				
2.	The ERT platforms of my university have significantly reduced the cost of receiving lectures compared to other methods				
3.	Using the ERT platforms of my university is a good value for my money				
4.	The benefits of using ERT platforms are not commensurate to the cost of using it				
5.	Using the ERT platforms of my university is expensive, as such, I will avoid using them if I have the chance				

Section F: Facilitating Conditions for Emergency Remote Teaching

What are the facilitating conditions influencing the use of ERT platforms by undergraduates of the University of Ibadan, Nigeria?

Please tick using this scale Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)

S/N	Items	SA	A	D	SD
1.	There is adequate training on the use of ERT platforms by students at my university				
2.	The absence of a stable power supply hinders the effective use of ERT platforms at my university				
3.	Limited Internet connectivity on my device disrupts the effective use of the ERT platforms of my university				
4.	I have the relevant ICT skills and abilities to use the ERT platforms of my university				
5.	Constraints of smartphone terminals such as small screens, low battery life, and inconvenient input make it difficult to use the ERT platforms of my university				

Section G: Social Influence on the Use of Emergency Remote Teaching

What is the role of social influence on the use of ERT platforms by undergraduates of the University of Ibadan, Nigeria?

Please tick using this scale *Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)*

S/N	Items	SA	A	D	SD
1.	People (mentors, lecturers, and colleagues) who influence my behavior think I should use the ERT platform of my university.				
2.	People (mentors, lecturers, and colleagues) whose opinions I value prefer that I use the ERT platform of my university over other applications				
3.	People (mentors, lecturers, and colleagues) who are important to me think that I should use the ERT platform of my university				
4	The use of ERT by my colleagues influences my decision to use the platform				
5.	The opinions of my peers do not influence my decision to use the ERT platform of my university.				

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