

Undergraduate Students' Perception on the Utilisation of E-Examination Platforms in Universities in Kwara State

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Abstract

This study has used the Technology Acceptance Model to investigate perceptions of undergraduate students in the use of e-examination platforms at universities in Kwara State, Nigeria. As the use of digital assessment platforms becomes increasingly common within higher institutions in the country, understanding of the way in which students experience these technologies is important with respect to usability, engagement, and even examination outcomes. The research investigated perceived usefulness, perceived ease of use, and attitudes towards e-examination. The population consisted of 96,457 undergraduates from three purposively selected universities, which are federal, state, and private, to approximate a sample size of 384 through the multi-stage sampling technique. Data were collected using a validated researcher-designed questionnaire whose reliability was confirmed through Cronbach's Alpha = 0.78. Ethical considerations, including confidentiality and voluntary participation, were strictly observed. The research questions were answered using mean and standard deviation. The results revealed that students perceived e-examination platforms to be highly useful, easy to use and their perception towards e-examination platforms is positive. The research concluded that undergraduate students in Kwara state have positive attitudes towards the use of the e-examination platforms. This study adds empirical data to the literature on the topic of digital assessment in higher education in Nigeria and provides practical recommendations to universities, policymakers, and educational technologists on how to further enhance the effectiveness, efficiency, and acceptability of e-examination platforms.

Keywords: digital assessment, e-examination platforms, higher education, perception, Technology Acceptance Model

1. Introduction

Education is one of the major pillars of societal advancement, nurturing personality development, economic prosperity, and social betterment. It thus spans from the formal instructional process to the informal educational experience, all of which epitomise the sharing of a body of knowledge, skills, and values (Browne et al., 2020). Education also ensures solutions for society's challenges and promotes equity. The traditional education system is being constantly redefined by the continuous emergence and acceptance of new approaches across different regions of the world. A key matter to advancing the quality of the education system is the employment of computer technology in teaching and learning. The advent of technology has brought a change in the education sector, changing the way students learn and interact with educational materials (Oke & Fernandes, 2020). Technology has transformed the educational landscape, and various educational platforms are considered a fast-growing feature in every higher education institution (Salama & Hinton, 2023). Higher education quality is an ambiguous phenomenon evolving with globalisation and competition (Kofo et al., 2022).

Higher Education Systems (HES) across the world have been experiencing a high rise in digitisation, especially in the delivery of learning and assessments. This transformation has been catalysed by technological advancements and the need to align educational systems with the digital economy (Wadim & Yu, 2022). The COVID-19 pandemic showed how important Information

and Communication Technology (ICT) was to maintain the continuity of education while promoting inclusiveness (Savinova et al., 2022). According to Agbeyangi et al. (2024), ICTs mean a wide range of technological tools and resources used for communication, creation, dissemination, storage, and management of information (Bilan et al., 2023). To educate students for a fast-changing world, modernised systems must adjust to learners' needs and equip them with corresponding skills (Kofo et al., 2022). The nature of ICT has heralded a change in paradigm in the way people have processed and accessed information (Mohamed 2024). ICT makes a difference in education by facilitating online studies, distance studies, and part-time studies instead of formal on-campus studies. It assists students, teachers, and institutions of learning by adding to the quality and accessibility of educational materials (Mulimani & Naikar, 2022). Teachers' competence and teaching quality continue to be the essential determinants of students' academic achievement.

Information and Communication Technology (ICT) has become central to tertiary education, supporting admissions, institutional management, teaching, learning, assessment, and stakeholder collaboration (Matsieli & Mutula, 2024; Yusuf, 2021). Its integration has transformed instructional delivery by enabling personalised, flexible, and scalable learning experiences, while replacing traditional paper-based systems with more efficient digital processes (Fredy, 2022; Ramadania et al., 2024). ICT platforms—including Learning Management Systems, virtual classrooms, collaboration tools, and e-learning

applications—enhance accessibility, student engagement, individualised learning, and cost efficiency across higher education institutions.

A major outcome of ICT adoption is the development of e-learning and e-examination systems. E-learning uses internet-based tools to deliver content, foster interaction, and facilitate assessment beyond conventional classrooms (Dhawan, 2020). Its relevance increased significantly during the COVID-19 pandemic, which accelerated digital learning adoption worldwide and highlighted both opportunities and challenges, such as access inequality, digital literacy, and quality assurance (Rizun et al., 2020). In Nigeria, institutions increasingly rely on platforms such as Moodle, Google Classroom, and Canvas to deliver courses and conduct assessments (Mpungose & Khoza, 2022).

E-examinations, conducted electronically through computers or smartphones, provide benefits such as automated marking, improved security, instant feedback, scalability, and efficient resource utilisation (Abdulkareem, 2023; Amakali et al., 2024). However, their successful adoption depends on factors including students' readiness, institutional preparedness, prior digital exposure, and perceived ease of use (Green, 2024; Bolaji, 2021).

The Technology Acceptance Model (TAM) explains students' utilisation of e-examination platforms through three constructs: Perceived Usefulness (PU), Perceived Ease of Use (PEOU), and Attitude Toward Use (ATU). PU reflects the extent to which students believe e-examinations improve academic performance; PEOU relates to the simplicity of system interaction; and ATU captures students' overall feelings toward the platforms (Davis, 1989). Positive perceptions in these areas strengthen behavioural intention and platform utilisation, while concerns about technical reliability, security, and inadequate orientation may reduce acceptance.

Despite their advantages, challenges such as limited digital literacy, infrastructural deficiencies, weak technical support, and unstable internet connectivity hinder full-scale implementation (Or & Chapman, 2022; Altaib & Abdalla, 2022). Addressing these barriers through training, institutional support, and improved infrastructure can enhance students' confidence, foster positive behavioural intentions, and improve the effectiveness of digital assessments in higher education.

Research shows that students' perception of their learning experience is crucial for the acceptance of technology in teaching and learning (Or & Chapman, 2022). Attitudes toward the usefulness and perceived ease of use of e-examination systems are generally shaped by institutional support, technological infrastructure, and prior experience with technology (Kamalasena & Sirisena, 2023). Perceived ease of use and perceived usefulness are among the main factors influencing students' behavioural intention to use e-learning systems (Bolaji, 2021). Similarly, these constructs strongly predict students' intention to utilize computer platforms for academic activities (Koledafe & Yusuf, 2021). Understanding behavioural intention is therefore essential for predicting and influencing technology utilization (Misra et al., 2023).

Among the many factors affecting e-learning and e-examination adoption, perceived academic experience, computer self-efficacy, social influence, and system quality have been identified as significant predictors of behavioural intention (Xie et al., 2022). Training interventions have also been shown to improve self-efficacy and actual usage rates of educational technologies (Bolaji & Jimoh, 2023). However, the level of usage varies considerably across universities due to differences in resources, infrastructure, and institutional policies (Adedoyin et al., 2024).

Previous research in Nigeria has largely focused on general satisfaction and surface-level usability (Adeyanju & Adeshina, 2018; Eiriemiokhale & Idiedo, 2020), offering limited insight into how students interpret and respond to the features of e-examination platforms. Additionally, there is insufficient research examining how contextual factors such as institutional support, prior technological exposure, and examination anxiety shape students' attitudes toward e-assessment (Ibrahim et al., 2023). Few studies have systematically applied the Technology Acceptance Model (TAM) to capture the complexity of student perceptions in this context.

Although scholarly interest in students' experiences with e-examination platforms in Nigeria has increased, a notable gap remains in understanding how perceived ease of use, perceived usefulness, and attitude—key TAM constructs—shape students' perceptions of these technologies, particularly within the socio-educational context of Kwara State. This gap highlights the need for a focused investigation into how undergraduates perceive the use of e-examination platforms, guided by TAM constructs, to provide relevant insights for Nigerian universities.

This study adopts a quantitative approach, utilising the Technology Acceptance Model (TAM) as its theoretical framework, to investigate undergraduates' use of e-examination platforms. Specifically, it examines three core TAM constructs: perceived ease of use, perceived usefulness, and overall attitude toward the use of e-examinations among undergraduates in Kwara State

1.1 Purpose of the Study

The main purpose of this study is to investigate undergraduate students' perception on the utilisation of e-examination platforms in universities in Kwara State, Nigeria. The specific purposes are to:

1. Investigate the perceived usefulness of e-examination platforms among undergraduates.
2. Examine the perceived ease of use of e-examination platform among undergraduates.
3. Examine undergraduates' attitude to use e-examination platforms;

1.2 Research Questions

The following questions were answered:

1. What is the perceived usefulness of e-examination platforms among undergraduates
2. What is the perceived ease of use of e-examination platforms among undergraduates in universities?
3. What is the attitude of undergraduate students towards e-examination platforms?

2. Literature Review

2.1 Concept and Nature of E-examination Platforms

Information and Communication Technology (ICT) has become a major driver of transformation in education, reshaping teaching, learning, and assessment processes. In Nigeria, ICT adoption has facilitated the transition from traditional paper-based examinations to electronic examinations (e-examinations), particularly since the early 2000s (Alaka & Amushie, 2022). This shift reflects the broader digitalisation of education and the growing need for efficient, scalable, and secure assessment systems.

E-examinations, also known as Computer-Based Testing (CBT), refer to the use of digital systems to design, administer, score, and store examination results (Hu & Raman, 2024). Unlike conventional paper-based methods, these platforms support automated marking, instant feedback, secure data storage, and reduced administrative burden. Their adoption has increased globally due to advancements in internet connectivity, artificial intelligence, and cloud technologies, which have improved accessibility and strengthened exam integrity through tools such as biometric authentication, question randomisation, and remote proctoring (Amkamaram et al., 2022).

The COVID-19 pandemic accelerated the adoption of e-examinations, as institutions sought to maintain academic continuity through remote and online assessment methods (Selwyn et al., 2023). In Nigeria, universities such as the University of Ilorin and Kwara State University have integrated CBT systems for admission screening and semester examinations, highlighting the growing relevance of digital assessment in higher education.

E-examination platforms exist in several forms, including Computer-Based Testing systems, web-based examination systems, mobile-based platforms, and hybrid models. They support diverse assessment types such as multiple-choice, essay-based, open-book, timed, proctored, and simulation-based examinations. This flexibility enables institutions to evaluate a broad range of cognitive and practical skills while accommodating large student populations efficiently.

The nature of e-examination platforms is defined by automation, digital interaction, and multimedia integration. Modern systems often incorporate artificial intelligence for candidate authentication, behaviour monitoring, and automated scoring, making assessments more dynamic, learner-centered, and data-driven. These features improve efficiency, transparency, and scalability, while also providing richer analytics for curriculum improvement and institutional decision-making.

Despite these benefits, challenges remain significant, particularly in developing contexts. Unstable internet connectivity, erratic power supply, limited ICT infrastructure, digital literacy gaps, and concerns about privacy and data security continue to hinder effective

implementation (Abdulwaheed, 2024). The digital divide also creates unequal access across socio-economic and geographic groups, raising concerns about fairness and inclusiveness.

Overall, e-examination platforms represent a critical component of educational digital transformation. Their effectiveness, however, depends not only on technological capacity but also on students' willingness to use them. Understanding perceptions of ease of use, usefulness, and security is therefore essential for promoting broader acceptance and sustainable utilisation of e-examination systems in higher education, particularly within contexts such as Kwara State.

2.2 Concept of Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM), developed by Fred D. Davis in 1989, is a widely used framework for explaining and predicting users' acceptance of information systems and digital technologies. It originated from the Theory of Reasoned Action by Martin Fishbein and Icek Ajzen, which proposed that behaviour is shaped by attitudes and intentions. TAM simplifies technology adoption into three core constructs: Perceived Usefulness (PU), Perceived Ease of Use (PEOU), and Attitude Toward Use (ATU), all of which influence behavioural intention and actual system usage.

Perceived Usefulness refers to the extent to which users believe that technology enhances their performance, while Perceived Ease of Use reflects the degree to which the system is seen as effortless to operate (Davis, 1989). These beliefs shape users' attitudes, which in turn determine their willingness to adopt and use technology. In educational contexts, TAM has been widely applied to understand how students and educators engage with e-learning systems, learning management systems, and e-examination platforms.

Over time, TAM evolved into extended versions such as TAM2, TAM3, and the Unified Theory of Acceptance and Use of Technology (UTAUT), incorporating additional variables like social influence, facilitating conditions, user experience, and organisational support to improve predictive power (Venkatesh & Davis, 2000; Venkatesh et al., 2003). Despite criticisms that the original TAM underrepresents social and institutional factors, it remains one of the most robust and adaptable models for technology adoption research.

Within e-examination systems, PU reflects students' perceptions that the platform improves examination efficiency, fairness, reliability, and academic outcomes. When students believe that e-examinations reduce malpractice, provide quick feedback, and simplify assessment processes, they are more likely to adopt them (James, 2022; Alenezi et al., 2023). Conversely, technical failures and poor user experiences can lower perceived usefulness and discourage continued use.

PEOU focuses on the usability of the system, including interface simplicity, clarity of instructions, and technical stability. A user-friendly platform reduces

cognitive load, increases confidence, and enhances acceptance, particularly during early adoption stages (Almulla, 2021). Empirical studies consistently show that systems perceived as easier to use are also regarded as more useful, strengthening their adoption potential (Kwok & Yang, 2017). Attitude Toward Use represents users' overall positive or negative feelings about technology. In e-examination contexts, favourable attitudes emerge when students perceive the system as useful, reliable, and easy to navigate. Negative attitudes often stem from concerns about privacy, security, technical reliability, and resistance to change (Eiriemiokhale et al., 2021). Orientation programs and technical support can help reduce anxiety and build confidence.

Behavioural Intention (BI) is the immediate predictor of actual usage and reflects the user's readiness to employ the system. Research confirms that PU, PEOU, and ATU significantly shape students' intention to use e-examination platforms, which ultimately determines effective utilisation (Dwivedi et al., 2017). However, external factors such as institutional support, infrastructure, and demographic variables—including age, gender, and level of study—may also influence adoption outcomes.

2.3 Concept of Utilisation in Technology Integration

Technology integration in education refers to the effective use of digital tools, platforms, and resources to improve teaching, learning, and academic administration. According to Shoraevna et al. (2021), it involves embedding Information and Communication Technology (ICT) into educational practices to enhance communication, access to information, collaboration, and the development of digital competencies. This transformation has significantly reshaped higher education, creating more flexible and technology-driven learning environments (Kokkinos, 2024).

Within this context, the utilisation of technology focuses not merely on access, but on the actual and sustained use of technological systems to achieve educational goals. In tertiary institutions, one major area of application is the adoption of electronic examination (E-examination) systems. E-examinations are computer-based assessment platforms used for administering, scoring, and analysing examinations in academic institutions (Jabsheh, 2020). These systems often include features such as multiple-choice testing, multimedia integration, timing controls, and randomised question sequencing, which improve fairness, efficiency, and assessment quality (Mohammad et al., 2021).

The growing use of E-examinations reflects the broader digitalisation of education. Universities worldwide rely on online assessments, digital submissions, and learning management systems to meet evolving academic and workplace demands (Dolch et al., 2021; Benzie &

Harper, 2020). Although traditional pen-and-paper examinations remain prevalent, the shift toward electronic methods is driven by factors such as increased student enrolment, budget limitations, demand for efficiency, and the availability of ICT-literate graduates (Shohel et al., 2022).

Utilisation of E-examination systems depends on several key components. First is technical infrastructure, including stable internet connectivity, secure servers, scalable platforms, and reliable hardware, all of which ensure smooth system operation and data protection (Muzaffar, 2024). Emerging technologies such as blockchain have further strengthened exam integrity and traceability (Ayasrah et al., 2023). Second is user readiness, which encompasses digital literacy, prior exposure to technology, and confidence in using computerised systems. Students with higher digital competence and previous E-examination experience tend to show a stronger preference for digital testing formats (Akram et al., 2024).

Empirical evidence suggests that students generally view E-examinations positively because of benefits such as instant feedback, transparency in grading, reduced malpractice, and administrative efficiency (Tennant et al., 2020). Research in various contexts shows that many students appreciate the flexibility and modernity of digital assessments, particularly where systems are reliable and easy to use (Ang et al., 2024; García-Alberti, 2021). However, concerns remain regarding technical disruptions, interface distractions, and the need for adequate training before implementation (Crogman et al., 2023).

In Nigeria, utilisation of E-examination platforms has expanded due to government policies promoting ICT integration and institutional investments in technological infrastructure (Nwafor & Osuji, 2021). Universities have introduced computer laboratories, internet facilities, data centres, and staff training programs to support adoption (Akpan, 2025). These initiatives have improved the capacity of institutions to implement technology-enhanced assessments effectively.

Despite these advancements, challenges persist. Technical issues such as system crashes and unstable internet can disrupt examinations, while inadequate training among users may reduce efficiency (Abdulwaheed, 2024; Ferri et al., 2020). Security concerns, including hacking and examination malpractice, also threaten system credibility (Alnasser & Elrashidi, 2023). To address these issues, modern E-examination platforms increasingly incorporate artificial intelligence, machine learning, and secure authentication mechanisms to improve fairness and reliability (Muzaffar et al., 2021).

Ultimately, the concept of utilisation in technology integration emphasises the degree to which users actively engage with digital systems to realise intended educational outcomes. In E-examinations, successful utilisation

depends on technical readiness, institutional support, user competence, and behavioural intention. Theories such as the Technology Acceptance Model (TAM) and Unified Theory of Acceptance and Use of Technology (UTAUT) demonstrate that perceived usefulness, ease of use, and facilitating conditions strongly influence students' willingness to adopt and continuously use digital assessment platforms (Alyoussef, 2022; Venkatesh et al., 2003). Thus, utilisation remains a critical determinant of the effectiveness and sustainability of technology integration in higher education.

3. Methodology

This study employed a descriptive survey research design to collect quantitative data on students' perceptions, focusing on perceived usefulness, perceived ease of use, and attitude toward use. The population comprised 96,457 undergraduate students across three purposively selected universities representing federal, state, and private ownership categories. Using Krejcie and Morgan's (1970) sample size determination method, a total of 384 respondents were selected through a multi-stage sampling technique involving stratification, proportional allocation, and simple random sampling. Data were collected using a researcher-developed questionnaire titled *Undergraduate Students' Perception on the Utilisation of E-examination Platforms in Universities in Kwara State, Nigeria (USPUEPKS)*, structured into four sections covering demographics, perceived usefulness, perceived ease of use, and attitude toward e-examination platforms. The instrument was validated through face and content validity by experts and further tested through a pilot study involving 40 students outside the study area. Reliability was established using the split-half method, with Cronbach's Alpha coefficients of 0.71, 0.79, and 0.86 for the major constructs, yielding an average reliability index of 0.78. Data collection involved both online and physical distribution of questionnaires, supported by ethical procedures such as informed consent, confidentiality, and voluntary participation. The collected data were analysed using IBM SPSS Statistics Version 27, with descriptive statistics (frequency counts, percentages, means, and standard deviations) used to address research questions, while inferential statistics were applied to test the study's hypotheses.

3.1 Data Analysis and Results

This section presents the data analysis and results obtained from the study on Undergraduate Students' Perception on the Utilisation of E-examination Platforms in Universities in Kwara State, Nigeria. It provides an overview of the research subjects, statistical analysis, and findings based on the research questions and hypotheses outlined in Chapter One.

Table 1: Summary of Valid and Invalid Questionnaire Responses After Data Cleaning

	Frequency	Percentage(%)
Valid	384	97.71

Invalid	9	2.29
Total	393	100

Table 1 presents the distribution of questionnaire responses after the data cleaning process. A total of 393 questionnaires were completed, but during the cleaning stage of the data, 3 were found to be invalid. Out of the remaining, a total of 384 were randomly selected for analysis, and an extra 6 were discarded. Thus, 384 valid questionnaires represent 97.71% of the total, while 9, which is 2.29%, were found invalid due to incompleteness or inconsistencies. The high proportion of valid data reflects good data quality and denotes that most respondents gave information that was reliable and could be used in the study.

3.2 Demographic Information

The demographic details of the respondents and the analysis results are displayed in tables.

Table 2: Distribution of Respondents by Gender:

	Frequency	Percent
Male	184	47.9
Female	200	52.1
Total	384	100.0

Table 2 shows the gender distribution of the respondents in the study. The results show that in the sample, female students constitute a slightly larger portion (52.1%) than the male students (47.9%). It gives an indication that there is quite a reasonable and equal distribution of both sexes, with females as the slightly larger group. The distribution shows that the research obtained opinions from both male and female undergraduates in almost equal proportions and therefore, it would be more generalizable across gender groups.

Table 3: Distribution of Respondents by Level of Study

	Frequency	Percent
Low Level	260	67.7
Higher Level	124	32.3
Total	384	100.0

Table 3 shows the distribution of respondents based on their level of study. The results show that students in the low level constitute the majority of the sample, representing 260 (67.7%) of the respondents. On the other hand, students in high levels account for 124 (32.3%). This indicated that students in their low level of study were more represented in the study, meaning they were more accessible and available during the period of data collection.

3.3 Answering of Research Questions

Research question one: What is the perceived usefulness of e-examination platforms among undergraduates

Table 4: Perceived Usefulness of E-Examination Platforms Among Undergraduate Students

S/N	Statements: E-examination platforms can	Mean	Std. Dev.
1	improve my academic performance (productivity)	3.36	0.67
2	enhance the quality of my examination experience.	3.25	0.76
3	provide immediate access to results.	3.50	0.63
4	be an effective alternative to traditional paper-based examinations.	3.37	0.72
5	Save time compared to manual examination processes.	3.40	0.69
6	Promote fairness and objectivity in grading.	3.34	0.71
7	allow quick feedback for learning improvement.	3.40	0.70
8	encourage the adoption of technology in education.	3.48	0.74
	Grand mean	3.39	

Table 4 presents information on the perceived usefulness of e-examination platforms among undergraduate students. The individual item means range from 3.25 to 3.50, indicating that students perceived that the e-examination platforms were beneficial. From the yardstick, 2.1 - 4.0 represents "perceived useful" while 1.0 - 2.0 represents "perceived not useful; hence, the grand mean of 3.39 indicates that undergraduates perceive e-examination platforms as useful. This implies that students are aware that the platforms have the potential to enhance academic performance, improve examination experience, provide immediate results, save time, ensure fairness, allow for quick feedback, and encourage the adoption of technology in education. Generally, it can be deduced that the respondents perceived e-examination platforms as useful

Research Question Two: What is the perceived ease of use of e-examination platforms among undergraduates in universities?

Table 5: Perceived Ease of Use of E-Examination Platforms Among Undergraduate Students

S/N	Statements: E-examination platforms can	Mean	Std. Dev.
1	Learning to operate the e-examination platform is easy for me.	3.40	0.65
2	The e-exam platform has an easy-to-use interface.	3.31	0.65
3	I can troubleshoot basic technical problems with less assistance to use the e-examination platforms.	3.05	0.75
4	Instructions on the e-examination platforms are clear enough	3.26	0.68
5	I can complete exams on the platform without facing technical issues.	2.93	0.86
6	Navigation is simple and user-friendly.	3.14	0.75
7	The platform provides necessary tools (e.g., timer, navigation buttons) that make exams easier	3.40	0.71

8	I feel Proud using the e-exam platform without prior guidance.	3.15	0.74
9	E-examination platforms respond quickly to commands during examinations.	3.25	0.74
10	E-examination platform is easy to use.	3.31	0.69

Table 5 presents information on the perceived ease of use of e-examination platforms among undergraduates. The item means range between 2.93 and 3.40, indicating that students generally find the platform user-friendly and easy to use. The grand mean of 3.22, based on the yardstick where 2.1 - 4.0 represents "perceived ease of use" and 1.0 - 2.0 represents "not perceived ease to use," shows that undergraduates perceive the e-examination platforms as easy to use. This suggests that students are comfortable navigating the platform, understanding instructions, troubleshooting basic issues, and completing exams with minimal technical challenges. The findings reveal that the respondents perceived e-examination platforms as being easy to use.

Research Question Three: What is the attitude of undergraduate students towards e-examination platforms?

Table 6: Attitude of Undergraduate Students Towards E-Examination Platforms

S/N	Statements: E-examination platforms can	Mean	Std. Dev.
1	It feels more fulfilling been assessed through e-examination platforms	3.16	0.79
2	The e-examination platforms reduce cold feet towards e-examination	2.89	0.82
3	The e-examination platforms seem to build confidence in me	3.18	0.81
4	I am willing to use e-examination platforms regularly.	3.16	0.81
5	The e-examination platforms seem to provide a fair means of conducting examinations	3.22	0.71
6	The e-examination platforms make me feel more in control of my exam experience.	3.23	0.76
7	The e-examination platforms are part of the modern educational experience for me.	3.25	0.74
8	Participating in e-examinations gives me a sense of achievement.	3.17	0.79
9	E-examination platforms makes the examination process more enjoyable for me	3.18	0.80
	Grand mean	3.16	

Table 6 presents information on the attitude of undergraduate students towards e-examination platforms. The means for the individual items range from 2.89 to 3.25, showing that generally, students hold a positive attitude towards e-examinations. Taking the grand mean to be 3.16, using the yardstick where 2.1 - 4.0 implies that a positive attitude is demonstrated and 1.0–2.0 shows a negative

attitude, it is obvious that undergraduates demonstrate a positive attitude towards e-examination platforms. This suggests that e-examinations are found to be fulfilling, confidence-building, fair, and enjoyable, and they will adopt and use the systems as part of the modern educational experience. The overall implication of these findings is that students have a good perception, a positive attitude and are ready to engage in e-examination platforms

3.4 Summary of Findings

The following are summary of the findings from the study:

1. Undergraduate students perceive e-examination platforms as useful, recognizing their potential to improve academic performance, save time, provide immediate results, and promote fairness.
2. Undergraduate students generally perceive e-examination platforms easy to use, with clear instructions, user-friendly navigation, and minimal technical challenges.
3. Undergraduate students exhibit a positive attitude towards e-examination platforms, finding them fulfilling, confidence-building, fair, and enjoyable.

4. Discussion of Findings

The results of this study indicate that undergraduate students in Kwara State generally perceive e-examination platforms as highly useful, easy to use, and maintain a positive attitude toward their implementation.

The perceived usefulness of e-examination platforms was rated highly, with students recognizing their ability to provide immediate results, save time, and promote fairness. This finding is similar to research by James (2022) and Alenezi et al. (2023), which notes that students are more likely to adopt digital assessments when they perceive them as reducing malpractice and providing rapid feedback. Furthermore, the study aligns with Tennant et al. (2020), who found that students value e-examinations for their transparency in grading and administrative efficiency. Conversely, a distinct or contrasting viewpoint in the literature highlights that in many developing contexts, technical failures and poor user experiences can significantly lower perceived usefulness. For instance, Abdulwaheed (2024) points out that unstable internet and power supplies often hinder effective implementation, suggesting that the perceived utility in Kwara State may be contingent on the specific institutional infrastructure available.

Regarding perceived ease of use, the study found that students generally find the platforms user-friendly and easy to navigate (Grand Mean = 3.22). This outcome is consistent with the assertions of Almulla (2021), who argues that user-friendly interfaces increase student confidence and acceptance. It also supports the findings of Kwok and Yang (2017), which demonstrate that systems perceived as easier to operate are viewed as more useful overall. However, this finding differs from concerns raised by Crogman et al. (2023), who identified interface distractions as a potential barrier to successful adoption. Additionally, Abdulwaheed (2024) and Ferri et al. (2020) report that technical disruptions, such as system crashes, frequently undermine the ease of use in tertiary institutions,

a challenge that may not have been fully reflected in the positive scores of the current sample.

The attitude toward use among undergraduates was found to be overwhelmingly positive, with students viewing e-examinations as a fulfilling and achievement-oriented part of modern education. These results are similar to the findings of Or and Chapman (2022), who state that students' perceptions of their learning experience are fundamental to technology acceptance. The positive correlation between perceived ease/usefulness and a favourable attitude also mirrors the models proposed by Bolaji (2021) and Koledafe and Yusuf (2021). On the other hand, the literature contains distinct evidence that negative attitudes often persist due to concerns regarding privacy, data security, and a general resistance to change. Eiriemiokhale et al. (2021) suggest that such negative feelings are common when students lack adequate orientation or when systems are seen as unreliable, highlighting that the positive attitude found in Kwara State may be a result of successful institutional support and prior digital exposure.

5. Limitations of the Study

This study provides meaningful insights into undergraduate students' perceptions of the utilisation of e-examination platforms in universities within Kwara State, a number of limitations must be acknowledged to guide interpretation and future research efforts. First, the geographical scope of the study was limited to three universities that represent federal, state, and private institutions within Kwara State. Consequently, the findings cannot be generalised across universities in other states or geopolitical zones in Nigeria where technological infrastructure, institutional policy, or student digital readiness may vary considerably. Second, in this study, data collection relied solely on self-reported data through questionnaires. Data collection with such approaches is inherently susceptible to response biases, including social desirability, exaggeration, or misunderstanding of questionnaire items, all of which may affect the accuracy of the responses given.

The application of a cross-sectional research design means that it captured students' perceptions, ease of use, and attitudes only at one point in time. This limits the possibility of observing changes or trends in students' experiences with e-examination platforms, especially in view of the fact that technological usage might change rapidly because of institutional upgrading, policy changes, or increased exposure to digital tools by students.

6. Recommendations

Drawing from the study's findings, the following recommendations were suggested:

1. The integration of e-examination platforms in university assessments should be continued to gain the full benefits intended for performance improvement, fairness, and efficiency.
2. Institutions should provide ongoing technical support and training so that students at all levels can navigate the e-examination platforms with confidence.

3. The regular use of e-examination platforms by students should be encouraged to maintain a positive attitude towards digital assessment among them.

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