

The Effect of Online Learning Platforms on Students' Online Learning in Higher Institutions in Cameroon

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Abstract:

This study investigates the effect of online learning platforms on students' use of online learning in Cameroon". The problem of this study emanates from the low quality of knowledge and skill acquired by university students in the context of output and digitalization, which state many students in Higher Institutions in Cameroon are not able to neither participate in online classes nor submit online assignments. The student's role in the OLP is important on many levels and for any of them to benefit from using the OLP, the student must have an active role when interacting with the OLP systems and seek to learn through engagement in online and not passively absorb information (Halverson & Graham, 2019; Ouyang & Chang, 2019). Students, who engage in large amounts of interaction with course content, using extra learning materials and resources to supplement classes, do so to support work with assignments (Shah & Barkas, 2018). OLPs make it easy to incorporate, disseminate and organize a vast collection of educational resources (Chang & Ouyang, 2019). Shelton et al., 2017) confirmed that login frequency and students' behavior towards regular study had a significant effect on students' use of online learning platforms. Two research questions guided the study, • To explore the different online learning platforms in some selected higher institutions in Cameroon? To investigate on how learning content in online learning platforms affects higher institution students' online learning? The tool used for data collection was the question OLP and regression analysis were used to test Data collected was analyzed using descriptive and inferential statistics with the help of statistics. Analysis of data demonstrated that quality student performance through good instructor's online presence, learning content, interaction, and perceived use statistically influence students' performance significantly. A significant regression equation was found to be $[f(1,325) = 21.972, p = 0.000]$, with an R^2 of

0.122. Two specific research questions were confirmed. Therefore, it is recommended that higher institutions stakeholders in Cameroon should draft policies and curricula that will favor the creation of a healthy instructor's online presence, learning content, interaction, and perceived use, organized workshops to OLP staff on course content, teaching style, to ensure the development of good performance skills by graduates and hence promote their positive contribution to online platforms.

Keywords: Instructor's online presence, learning content, Interaction, Perceive use, Online Learning Platforms, Online Learning, Higher Education, Students, Higher Education Students, Use, Online Learning Platforms

INTRODUCTION

In the 21st century, Higher education teaching and learning have evolved largely from the traditional classroom to the virtual classroom (Lawyer, 2019). Teke (2012) state that, this massive shift from the traditional classroom to the use of online learning platforms is fast OLP ground around the world and Cameroon in particular as higher institutions hurriedly adopted online learning platforms to study mood to keep learning while staying safe, the Ministry of Higher Education in Cameroon and Universities took strategic and drastic actions towards the use of online learning platforms like Google Classroom, Moodle, and Google meet, to ensure that learning should not be disrupted. In this case, both learners and teachers study in both physical and virtual classrooms, using platforms like moodle and Google Classroom. These online platforms have varied programs for learners all over the world to take at their pace and in the comforts of their homes.

According to Richards and Rodgers (2000), first year teachers, to design schools materials or lesson plan with the help of OLP that promote what is best to help learners to achieve greater equity, to create a system of continuous improvement and learning during their transition into next level, and to foster deeper learning during post-secondary education. According to Richards and Rodgers (2000) cited in (Pauline P 2016), The strategies used by Higher Education teachers in response to improves on exams including delivering grade-level, curriculum regardless of what students know, exposed the limitations of the traditional system for what it is and how it reinforces inequitable achievement.

The traditional system is simply not designed to produce the goals we have set for it, or that our children, communities and nation so desperately need and deserve. There are 10 primary flaws in the traditional system that perpetuates inequity and low achievement. They can be corrected by redesigning the system for success in which all students achieve mastery. These flaws of the traditional system are listed as follows. The traditional system is focused on a narrow set of academic outcomes emphasizing academic skills, memorization and comprehension of content. It fOLPLs to recognize that student' success is dependent on more than academic knowledge. Success requires a full range of foundational skills including social and emotional skills and the ability to transfer knowledge and skills to new contexts. Experienced teachers are designed to help students learn academic knowledge, the skills to apply it and lifelong learning skills that are needed to be fully prepared for college, career and life.

According to Haji, (2017) Also, according to the aforementioned publication in 2021, educators see opportunities to use OLP-powered capabilities like speech recognition to increase the support OLP to students with disabilities, multilingual learners, and others who could benefit from greater adaptively and personalization in digital tools for learning. They are exploring how OLP can enable writing or improving lessons, as well as their process for finding, choosing, and adapting material for use in their lessons. Online Learning Platforms allow instructors and learners to make class announcements, submit assignments, share instructional materials, deliver course content, reply

promptly to emOLPLs, promote discussion among students, and online discussion forums, solve complex problems, construct collaborative knowledge and communicate with each other. It can be designed to supplement and facilitate instructional activities such as frequent posting to

Historical Background

Online Learning Platforms refer to Google Classroom, Moodle, and Google Meet which use a local or wide area network or the internet to broadcast, interact or communicate, which includes distance learning, in a distributed environment, access to sources by downloading, or in consultation on the internet. It can involve synchronous or asynchronous, tutored systems, self-study-based systems, or a combination of the elements mentioned. Online Learning Platforms, therefore, result from the combination of interactive and multimedia content, distribution media (PC, Internet, Intranet, and Extranet), and a set of software tools that allow the management of online and online learning platforms create tools interactive for online learning (Haji, 2019).

With the introduction of technologies over the world, learning is a critical support mechanism to enhance the knowledge and skills of learners and at the same time, it is useful for educational institutions (Lawyer, 2019). Online Learning Platforms are associated with any learning process that incorporated any form of technology. In addition, it can be considered as all activities utilizing information transfer and knowledge utilization during the learning process with particular attention to computer-based technology involving learning activities (Agbakwuru, et al, 2022). In addition, according to the Education Strategy for Africa (2016) opined that the vision of the Continental Education Strategy for Africa (CESA 2016-2025), reorienting “Africa’s education and OLP systems to meet knowledge, competencies, skills, innovation and creativity required to nurture African core values and promote OLP development at the national, sub-regional and continental levels” has carefully been addressed in this curriculum. This reform has brought about profound changes in teachers quality as the teacher becomes a true mediator between the learner and the knowledge. According to Tchombe M (2019) who emphasis on her book Psychological Parameters in Teaching which OLP the law of mediated mutual reciprocity in teaching and learning the learner plays an active role while the teacher controls abnormal behaviors in the classroom.

Personalized Online Learning

Online Learning Platforms are associated with any learning process that incorporated any form of technology. In addition, it can be considered as all activities utilizing information transfer and knowledge utilization during the learning process with particular attention to computer-based technology involving learning activities (Agbakwuru, et al, 2022). Haji, (2021) opines that Online Learning Platforms result from the association of interactive and multimedia content with intranet/internet distribution media and a set of software tools for managing online OLP and tools for creating interactive. Online Learning Platforms usage has grown a lot in Higher Institutions in Cameroon in recent years and is the subject of several changes. We can OLP issues related to the efficiency and adaptability of learning processes; access to knowledge; learner autonomy; support for the learner; the new roles of the teacher and the development of educational technologies. To meet these needs, online learning platforms integrate design tools to produce diversified educational resources like courses, quizzes, discussions, exercises, and media ((Yamani1 *et al*, 2022).

Google Classroom is part of Google Workspace developed by Google for schools in 2014 and has grown exponentially to become one of the most popular educational apps in the World. The OLP purpose of creating Google Classroom is to simplify sharing of files between teachers and students (Haji, 2022). Yamanil *et al* (2022) opined that in an online learning platform, the instructors create standard courses, system content, interaction facilities, and user interface design and incorporate multimedia educational resources and track the activities of the students in the teaching-learning process. Students consult learning platforms to download educational content which have a view of

the progress of their work, perform exercises, and self-assessments, and submit work to be corrected, while groups of lecturers and students make use of different online learning platforms. Higher Education has a significant role to play in this strategy; it has two major implications for policy change; firstly, it is a subject of administrative reforms and equally an agent of reform. Pekkola and Kivistö (2014) consider that the Higher Education sector is embedded within the broad administrative reform affecting public administration but because of its relevant role in society also constitutes an important element in the process of reforms based on its expertise in the knowledge base for policy development. Laure (2021) also stated that the knowledge and advanced skills necessary to develop a competitive prosperous and sustainable community lay in the hand of higher education thereby holding a preponderant position in the building of knowledge societies, especially in developing countries.

Online Learning Platforms

Online Learning Platforms in this study, are web space or portal for educational content and resources that offer students everything they need in one place which may include lectures, resources, opportunities to meet and chat with other students and do more for creating and managing educational content and support materials for actors intended for three types of users: the teacher, the learner and the administrator and these Online Learning Platforms allow instructors and learners to make class announcements, submit assignments, share instructional materials, delivery of course content, replying promptly to email, promoting discussion among students, online discussion forums, solving complex problems, constructing collaborative knowledge and communicate with each other.

It can be designed to supplement and facilitate instructional activities such as frequent posting to discussion boards, analyzing and reporting skill gaps, tracking learners' progress, and delivery of courses content that supports the learning process and enables communication among learners and between learners and the instructor, which may have a negative or positive impact on students' performance (Haji, 2017). Google Classroom is part of Google Workspace developed by Google for schools in 2014 and has grown exponentially to become one of the most popular educational apps in the World (Haji, 2022).

The OLP purpose of creating Google Classroom is to simplify sharing files between teachers and students. Online learning platforms like Google Classroom integrate Calendar, Document, OLP Sheets, and Slides into a cohesive platform to manage students' and teachers' communication. Teachers can create, distribute and mark assignments within the Google environment. Tasks and due dates can be added to Google calendar; each task can belong to a particular topic. Teachers can monitor each student's progress by reviewing the revision history of the students. Teachers can help grade and can return students' work along with comments.

Google Classroom is considered one of the best platforms for enhancing teachers' workflow as it is easy to use, saves time, is cloud-based, flexible, accessible, and mobile-friendly, ensuring streamlined counseling only by posting an announcement and encouraging collaboration between students (Haji, 2022). Crawford (2015) opines that Google Classroom facilitates collaborative learning. Here, lectures can upload materials and can give feedback to students. Students also can upload materials and make personal comments. In addition, students can collaborate and can share their documents and assignment and thus produce the best assignment.

Contextually, Higher Education in Cameroon has the responsibility to ensure that, the National Development Strategy 2020-2030 for structural transformation and inclusive development is attained, to meet vision 2035, based on its strategic position and aforementioned merits. Doh (2015) opined that, the stipulation of Law No. 005 of 16 April 2001 to Guide Higher Education in Cameroon is the current Higher Education Objective. These current missions and objectives, for

Higher Education in Cameroon, are stipulated by the Ministry of Higher Education (MINESUP). Higher Education has a significant role to play in this strategy it has two major implications in policy change; firstly, it is a subject of administrative reforms and equally an agent of reform. Pekkola and Kivistö (2014) consider that the Higher Education sector is embedded within the broad administrative reform affecting public administration but because of its relevant role in society also constitutes an important element in the process of reforms based on its expertise in the knowledge base for policy development. Laure (2021) also stated that the knowledge and advanced skills necessary to develop a competitive prosperous, and sustainable community lays in the hand of higher education thereby holding a preponderant position in the building of knowledge societies especially in developing countries.

Statement of the Problem

The product of teaching is learning, and it is through the learners'/students' behavior or performance/output that, one can state or determine whether learning has occurred or not. It is observed by the researcher that, most learners in higher institutions in Cameroon today, perform poorly in terms of low-quality output and digitalization, due to the country's present static system of education, majority of these learners level of online skills and their competencies is still below standard. The system's inability to fully embrace digital technology has placed learners/students, and staff at a crossroads. Covid-19 spur the unprecedented start of online studies in these universities, but the programs OLP adapted for the traditional classrooms. The courses were OLP online, the quality of the content, inflexible interaction between students and lecturers and lack of perceive use OLP by students in the online lessons.

Online learning platform usage is widely spreading in universities around the world in our digital society, as higher institutions are practicing this mode of teaching to meet up with the global trends of technologies. To equip students with 21st-century skills, which are in line with NDS 2020-2030 vision 2030, Kinsley & Boom (2008) opined that, evidence exists that OLPs are likely to yield significant positive effects on students' performance as they work independently on their computers, as measured by a standard multiple-choice test. Also, Beche (2012) and Haji (2021), opined that digital technologies would transform the way education is being delivered and supported. They suggested that applications, which will enable real-time students' feedback, would continue to breach the gap between online and face interaction while increasing students' performance in higher institutions. Reason the researcher is interested to investigate online learning platforms and its effect on student's online learning in Cameroon.

Objective

The General objective of this study is to investigate the use of online learning platforms on higher education student's online learning in Cameroon.

Specific Research Questions

- To explore the different online learning platforms in some selected secondary schools in Cameroon?
- To investigate on how learning content in online learning platforms affects students' use of online learning?

REVIEW OF RELATED LITERATURE

Introduction

Literature review looks at the works of others and how it is related to this work. The literature examines the conceptual and theoretical review. The conceptual review looks at the different concepts of the importance of Online Learning Platforms in online learning. The different concepts of Online Learning OLP elaborately the importance of different online learning platforms in online learning

Conceptual Review

The following concepts are reviewed such as online learning platforms, online learning Online Learning Skills in the Classroom Higher Education.

Online Learning platforms

Online Learning Platforms refer to the use of Google Classroom, Moodle, and Google Meet which uses a local or wide area network or the internet to broadcast, interact or communicate with the instructors, content, and learners during online teaching (Ramadani, 2021). Online Learning Platforms allow instructors and learners to make class announcements, submit assignments, share instructional materials, deliver course content, reply promptly to OLP promote discussion among students, and online discussion forums, solve complex problems, construct collaborative knowledge and communicate with each other. It can be designed to supplement and facilitate instructional activities such as frequent posting to discussion boards, analyzing and reporting skill gaps, tracking learners' progress, and delivery of courses content that supports the learning process and enables communication among learners and between learners and the instructor, which may have a negative or positive impact on students' performance (Haji, 2017).

Kejriwal (2022) opined that OLPs incorporate all educational activities that are carried out by individuals or groups working online or offline, and synchronously or asynchronously via networked or standalone computers. OLPs are also called Web-based learning, online learning, distributed learning, computer-assisted instruction, or Internet-based learning. Online learning is "the wide set of applications and processes which use OLP electronic media and tools to deliver vocational education and OLPs are "the use of various technological tools that are web-based, web distributed, or web capable for education" (Albraa, Alqahtani & Rajkhan. 2020). The online learning platform is based on using Information and Communication Technologies (ICT) to enhance educational operations.

Chiu, (2023) states that the current state of OLP literacy in education refers to a burgeoning field, ripe with potential yet facing the challenges of early adoption. Educators and policymakers are beginning to recognize the importance of OLP literacy, integrating it into curriculums and educational strategies (Chiu, 2023). However, this integration is in its nascent stages, with schools exploring various approaches to teaching this complex and ever-evolving skillset. The challenge lies in not only imparting technical knowledge but also in fostering a deeper understanding of OLP's broader impact – be this on a social, psychological, or even economic level. According to Ng et al., 2023, who also outline that due to its importance, there are first OLP-Literacy Scales emerging using question OLP that can be handed to students (Ng et al., 2023).

Online learning, therefore, results from the combination of interactive and multimedia content, distribution media (PC, Internet, Intranet, and Extranet), and a set of software tools that allow the management of online training and training creation tools interactive. The access to resources is thus considerably extended, also the possibilities for collaboration and interactivity. Online learning platforms result from the association of interactive and multimedia content with intranet/internet distribution media and a set of software tools for managing online training and tools for creating interactive training (Alharthi, Smirani, &Yamani, 2022).

Franklin (2008) observed that online learning platforms are the adoption of electronic media to facilitate teaching and learning. It uses technology to deliver information embedded in educational material to learners situated in diverse geographical areas. Online learning platforms are substitute methods for teaching and learning. It veers away from conventional classroom lectures (Herrington *et al.*, 2010).

Students' Use of Digital Devices in Higher Education

The incorporation of digital devices in the university classroom has several benefits. For example, it allows for students to deepen their knowledge or question presented facts with the use of additional online content, and to support their learning with taking Teaching res of important matters (Carter, S.P. 2017) Thus, digital media, defined as “always-on, socially interactive, Initiatives such as Anywhere Anytime Learning or Bring Your Own Device have promoted the complementary nature of digital devices to traditional teaching and learning tools. Digital devices that might be used for course-related (CR) work include laptops, tablets, desktop computers, hybrid devices, and smartphones (Galanek, J.D. 2018) Educational technologies such as learning management systems, game-based learning platforms, or polling tools can enhance the teaching experience,

Learning Management Systems refer to in short as LMS, is a platform that assists the delivery of content online for learning purposes. LMS have redefined the way instruction is delivered. The first step towards LMS began in 1924 with something referred to as the teaching machine (Sidney 1924). Sidney invented the teaching machine which replicated the typewriter with the ability to facilitate a multiple choice assessment (Quizworks, 2017). The teaching machine created a boom in inventions for furthering what we know today as learning management systems. It was not until the invention of the HP computer that LMS inventions skyrocket. Interestingly, the first ever software-based LMS came with the HP competitor Macintosh, which was launched by Soft Arc in 1990. In 2002, Martin Dougiamas launched the first open-source internal network for facilitating learning on a global digital platform, which birthed the different Teaching platforms such as Google Classroom, Moodle, Integrated Social Media Tools. However; it was not until 2012 that LMS became cloud-based releasing the burden of server maintenance (Quizworks, 2017).

Learning Management System (LMS) is web-based software used to facilitate the delivery of online, face-to-face, and blended courses in an academic setting. Each method of delivery is defined below (Sidney 1924).

Moodle stands for “Modular Object-Oriented Dynamic Learning Environment. “Moodle has already become a term of its own synonymous with a software package designed to help educators create quality online instruction. (Brandle,2005). Since 2005, the Learning Management System (LMS) Moodle has been deployed as a major piece of technology for a blended learning approach to enhance students' achievement. Since Moodle was introduced as an opened source learning software, blended learning has been developed as another technical method in teaching beside the traditional face-to-face instruction (Taylor, 2003).

According to Moreno (2007) argue that the correct and effective use of technology in education must be supported by proven pedagogical and practical procedures based on computer supported collaborative learning and constructional learning. This approach generally involves discussion groups and building knowledge through activities closer to the real world. This practical real world situation is meaningful-learning contexts that give the students the opportunity to learn through a variety of approaches (Heckman et al., 2000). Using Moodle in teaching develops learners' communicative skills acquisition in language and requires social interaction between the teacher and students and among the students themselves (Al-Ani, 2008). Siirak (2008) also argues that blended learning with computer based learning within Higher Education Institutions.

According to Anaraki, F (2004) opines that, the E-learning process in higher education is done with the help of various online platforms. Over time, many notions were used to describe online learning, such as Computer-mediated learning, Web-based training, E-learning systems, and Learning Management Systems and there are categorized in to two categories that is Asynchronous and Synchronous. Regardless of their name, all these systems have the use of the Internet in common, and certain features that allow registration, assessment of the activities of learners and teachers

(Costa, C.; Alvelos, H 2012) and that also facilitate Sustainability and delivery of lectures and interaction between students, their colleagues and teachers.

Cacheiro-Gonzalez, M.L. (2014) state that among the most important functions of Teaching platforms are forums that allow student-teacher communication and collaboration in an asynchronous way, web conferences that allow video, audio and written communication, and chat, where users can send messages and receive responses in real-time A Learning Management System is seen as a software that operates and encompasses many services that are meant to aid teachers in managing their lectures and courses cited in (Ouadoud, M.; 2018) and they were created in order to monitor and evaluate students, give grades, to monitor course attendance or additional administrative actions that can be demanded by educational institutions

These systems can be divided into two categories: open source-Moodle platforms, and commercial or proprietary, where platforms like Blackboard are included. Designed to offer students, teachers, and administrators a system that can help them create an enhanced and customized learning climate, Moodle is considered a web-based flexible learning environment that facilitates collaboration between users (Benta, D.; Bologa, G.; Dzitac, I 2014). Through these platforms, teachers can upload and supply students with information and resources to which they would not have had access during face-to-face classes, and students can easily share information, state their difficulties and receive feedback education institutions can use it as an additional method to traditional education, or for

METHODOLOGY

The study was carried out in all Higher Educations in Cameroon; Cameroon is a rich cultural and agricultural region where crops like OLP, potatoes and vegetables are grown. OLP farming is also widely practiced. It covers an area of 475,442 km². The area of study in which the study will be carried out will be in South West Region, Centered Region and Littoral Regions of Cameroon. This study will be carried out in Yaounde 3 subdivision in the center region, Douala 3 in the Littoral region and Molyko in the Southwest region of Cameroon. Moreover, the Centre region is one of the most important centers for the Bantu group known as the Beti-Pahuin, the Fang-Betis or simply the Fang. The region is the intellectual capital of Cameroon comprising of variety of primary schools, secondary schools and universities having similar characteristics with the two other regions. Design is used to study a sample drawn from the population of teachers in English primary schools in Yaounde III subdivisions in the Centre region of Cameroon.

The description of Buea Municipality in which the study will be carried in South West Region of Cameroon, Buea Municipality and the South West Regional Head quarter of Cameroon. Created on the 29th of June 1977 by presidential decree No: 77/203, Buea Municipality has a surface area of 87Sq km, 67 villages, four distinct identified urban space as per outlined criteria (Buea station, Soppo, Molyko/Mile 17 and Muea) it is of a highly complex community caught between a blend of urban, semi urban, rural and traditional settings. Buea municipality is bounded to the North by tropical forest on the slope of mount Cameroon (4100m above sea level). The mountain range extends to the beautiful sandy beaches of the Atlantic Ocean. the town also shares boundary with other major town like the city of Limbe to the South West, Tiko Municipality to the South East, Muyuka Municipality to the East and Idenau District to the West with an equatorial Climate temperature are moderate with a slight seasonal variation (rainy and dry season) Buea has moderate economy with agricultural, administrative business, tourism the financial sector taking the central stage of the town above all Buea is the center for education due to the presence University of Buea and other private Universities like the Catholic University HIMAT, Pan African Institute. Buea has an estimated population of about 200000 inhabitants (2005) BUCREP figures and annual growth rate of 5 us per united Nation projections for urban population growth rate for Africa constituting essentially of the Bakweri (the indigenes) in the villages and highly cosmopolitan population within the urban space putting the indigenes at the minority.

The Bakweri language spoken by the natives is equally written and documented. English and French are two official languages used for general interaction while pidgin is the Lingua Franca. Buea is one of the fastest growing towns in Cameroon today with a mix cosmopolitan setting and a constellation of about 67 villages. These villages are inhabited by the Bakweri who according to social scientists, have lived around mount Cameroon for at least 4,000 years. Its urban rims now include Molyko, Buea station, Muea, GRA, Mile 16 Clerks and Federal Quarters, Great Soppo, Likoko membea, Bokwaongo and Bunduma.

Population of the Study

The population of the study will comprise total number of students in all Higher Education Institutions in the Southwest Region of Cameroon.

Target Population

The target population for this study will consist of undergraduate students in some four selected Higher Education Institution in Southwest Region.

Table 1: Target Population

Higher Education Institution	Male	Female	Establishments	Target population
1. University of Buea.	100	250	Fac Education	350
	220	330	Fac SMS	55
	100	200	Fac Law	300
	12	18	Fac Art	30
	14	16	Fac Agriculture	30
	15	17	School of Engineer	35
	14	16	Fac Education	30
2. GTTTC Kumba	5	10	Fac Law	15
	8	12	Fac Home Econs	20
3. Landmark University	10	15	Software Engineer	25
	12	13	Fac Education	25
	10	20	Project Management	30
4. HIBMAT University	12	18	Project Designing	30
	14	16	Software Engineer	30
	13	17	School of Business	30
	14	16	Fact Law	36
Total				1126

Delegation of Higher Education SWR

Sample and sampling technique

Sample size

Sample size will be estimated using sample calculation for one proportion with the support of Epi Info 6.04d (CDC, 2001) as explained by Nana (2015)

The total population of all participants of students in higher education institutions who are the main stakeholders considered in this study is estimated to be 1800. The following additional parameters were used to estimate the sample size:

d= 5%

P=50%

DEFF=1.1 (greater than 1 because convenience sampling and not simple random sampling is used) as to improve the variability.

RESULTS AND DISCUSSION

The online learning platforms is the independent variable of this study and the influence of online learning is the dependent variable carried out in all secondary schools in Cameroon.

Decision level: Mean, $\bar{x} = \frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$

Respondents accepted or agreed with the opinion expressed in the item if the mean score is 2.5 and above. Otherwise, they rejected or disagreed. Majority of the respondents in different secondary schools in Cameroon were of the opinion that OLP assist or facilitates teaching and learning and in effect improves their understanding. The researcher makes use of inferential statistic and percentages.

- To explore the extent to which OLP enhance student's online learning in some selected higher institutions in Cameroon?

Table 2: Online Learning Platforms and Online Learning Outcomes

NO.	ITEMS	SD	D	A	SA	N
1	Online learning platforms improves online learning	3(0.9%)	4 (1.3%)	158(49.8%)	152(47.9%)	317 (100%)
2	Availability of OLP resource Improves Online learning	5(1.6%)	12(3.8%)	153(48.3%)	147(46.4%)	317(100%)
3	Online learning requires online learning skills	4(1.3%)	17(5.4%)	165(52.1%)	131(41.3%)	317(100%)
4	Effective online use require online learning platforms	0(0%)	51(16.1%)	173(54.6%)	93(29.3%)	317(100%)
5	Online learning platforms improves use of online learning	2(0.6%)	19(6.0%)	185(58.4%)	111(35.0%)	317(100%)
6	MRS	14(0.8%)	103(6.5%)	234(52.6%)	134(40.0%)	1585(100%)

χ^2 -test; $\chi^2=10.823$, $df=3$, $p=0.011$

The Multiple Response Set (MRS) shows that 468(92.6%) of students agreed that usage of online learning platforms resources improves effective use of online learning significantly (χ^2 -test; $\chi^2=10.823$, $df=3$, $p=0.011$) higher than 117 (7.4%) who did not agree. The most expressed points were online learning platforms improves the use of online learning among higher institutions students 308 (97.7%), and availability of OLP improves the use of online learning 300 (94.7%).

Online learning platforms and Basic Computer Skills

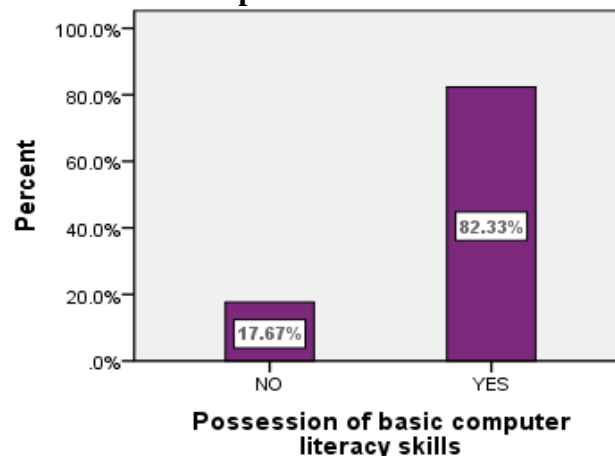


Figure 1: Possession of Basic Computer Literacy Skills

Minority 61 (12.33%) of the respondents possessed basic computer literacy skills while just 56 (17.67%) lacked the basic computer skills (figure 1).

CONCLUSION AND RECOMMENDATIONS

This study was conducted to investigate the influence of online learning platforms and its impact on the use of online learning among higher institutions in Cameroon. According to different authors who had similar findings on the same subject matter, majority of their findings were in line with the above results. Although some experts agree and support that having some degree of online learning skills helps students literacy in the use of online learning. According to (Wollny, S 2021), personalized learning is possible given the scalability of OLP to the entire student's population. OLP algorithms such as reinforcement learning can be used to dynamically learn about individual needs of a student and adapt the learning process accordingly. In connection with personalized learning, intelligent tutoring systems can be developed that can actively interact with students giving valuable feedback. Another impactful aspect of OLP is automation of the assessments. Computer vision and natural language processing systems can be combined to automatically grade homework, quizzes, and exams that is in line with above findings and results

Automated grading will provide a tremendous relief to instructors giving them more time to spend with students. OLP can also be useful in facilitating teacher-student collaboration by providing various feedback and analytics. Gardner's theory of multiple intelligences also revealed the findings of OLP in the classroom, however, is perhaps the best known of these pluralistic theories. This notoriety is due, in part, to the sources of evidence on which Gardner drew, and, in part, to its enthusiastic embrace by the educational community (Armstrong, 1994; Kornhaber, 1999; Shearer, 2004). Many hundreds of schools across the globe have incorporated MI principles into their mission, curriculum, and pedagogy; and hundreds of books have been written (in numerous languages) on their levanter of MI theory to educators and educational institutions (Chen, Moran, & Gardner, 2009). In 2005, "science experience park" opened in Sonderberg, Denmark, with more than 50 different exhibits through which participants can explore their own profile of intelligences (Danfoss Universe, 2007). In what follows, we outline the major cOLPms of this far-reaching theory as well as some of the adjustments to the theory made over the past 25 years.

According to Bessen, J.E et al R. (2020) OLP technology has the potential to accelerate intelligent tutoring systems (ITS), which are OLP at providing students with OLP one-on-one teaching, emulating the experience of learning from a human tutor To understand students' learning needs and customize their teaching methods, According to Darling-Hammond, Furger, Shields, and Sutchter (2016) attrition does have variations specifically with regards to teacher preparation. The less preparation a teacher has received prior to entering the field, the more likely this will lead to a rate of two to three times as high of attrition than with candidates who finished their preparation program before teaching.

Conclusively, to equip both students and teachers to become skillful in the use of OLP for their academic purposes, a new "culture of OLP" seems to be introduce in our classrooms from the basic level of education also an OLP-culture should permeate academic life, creating an environment where OLP is not feared but readily used, understood and most importantly critically use by our learners in Cameroon.

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