

An Evaluation of Higher Education Students Online Learning Experience

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Abstract- This study conducted an evaluation of online learning experience among students at Higher Education Institutions in Tanzania. The research design used was the Cross Sectional Survey Design. A total of 500 questionnaires were distributed to a sample of 500 HEI students. Simple Random Sampling was used and out of the 500 students who received the questionnaire a total of 283 responded but only 276 responses were well attended to be useful for the study. The data was then analyzed and the findings presented using descriptive statistics. The main findings of the study indicated that the students had a very positive attitude towards online learning but they did not have a good learning experience. This was due to the fact that they did not learn as much as they do during face to face sessions. Main reasons for this included high cost of internet, failure to self-manage, failure of getting reliable internet access, lack of conducive learning environment at home and failure to comprehend provided materials. The main recommendation of the study was that online learning should be complimented by face to face learning. Other recommendations included the following, first purely online learning for Tanzania should wait until at least more than 50% of the country is covered by 3G or higher technologies. Secondly, to enable successful online learning facilitators should be trained on how to prepare and effectively facilitate online sessions. Lastly, online learning should be introduced to students in basic computer sessions so that they get used to the idea.

Index Terms- Online Learning, E-Learning, Higher Education, COVID 19, Tanzania

I. INTRODUCTION

It is evident that life at the moment is not complete without the use of digital or electronic technologies such as mobile phones, smart phones, computers, laptops and others alike (GSMA, 2020). Digital technologies have become main partners in social economic development giving massive benefits for both individuals and the society at large. The current trends indicate that future jobs and other activities initially done manually are believed to be in one way or the other related to digital technologies (World Economic Forum, 2018). This does not leave behind the education sector where learning is no longer needing a physical class room, teachers and students but rather it is taking a turn into using technology and anyone can learn from anywhere in

the world (Barakabitze et al, 2019). This learning setting is referred to as e-learning or online learning (Lwoga, 2014).

Learning online is an option that is growing drastically with the noticeable increase of digital devices and uses of the internet. According to GSMA (2019a) on their report on the state of mobile internet connectivity that looks into the changes from 2014 to 2018, 24% of the Sub Saharan Africa has mobile internet connectivity of which 70% have access to the 3G network, internet charges have gone down significantly and access to internet enabled devices has increased (GSMA, 2019a).

Fortunate enough, Tanzania is seen to have significant improvements in internet connectivity from 9% in 2014 to 15% in 2018 (GSMA, 2019 b). Furthermore, up to March 2020 there are 48 million mobile phone subscriptions and out of these around 27 million use the internet (TCRA, 2020). Although statistics show improvements Tanzania still has a long way to go for the country to enjoy full benefits brought by the Internet. With the available connection, the education sector is making use of the internet in various areas.

According to Chirwa (2018) on his study conducted at two teachers training colleges assessing the use of the internet in teaching, findings indicated that the internet is significantly used for academic purposes most of which is by searching materials that they can use in their studies. Furthermore, looking at the use of internet in education a study was conducted by GSMA (2019c) that looked into Mobile Industry Impact on the Sustainable Development Goals. In this study findings revealed that Goal number four that is Quality Education was the most improved goals (GSMA, 2019c). Base on the data presented there are 1.4 billion subscribers in the world (Tanzania included) using their phones to improve their education or that of their children (GSMA, 2019c). This is enabled by benefits that come along with online learning which includes the offering of a range of learning resources, anytime, anywhere learning flexibilities and many more (Pima et al, 2016).

As mentioned above, Tanzania has been enjoying the advantages of online learning for several years. Although surrounded by many challenges such as poor infrastructure and internet connection, lack of facilities, lower level of awareness, lack of knowledge and many more the situation seems to be improving day by day (Lwoga, 2012). Many higher education institutions adapt online learning as an addition to the normal face to face learning that is most common (Mtebe, 2018). Online learning has never been seen as a complete method to be used for learning. Though online

learning comes with the flexibilities of learning out of campus or school many HEI use it in Campus environment (Pima et al, 2016). The use of online learning in HEI is different from other additional learning platforms such as Shule Direct that was established to compliment learning for secondary school students (Shule direct, 2020). It is a platform that can be used by any student thus designed to be used in school and a non-school environment. Such platforms as Shule direct have been very useful recently with outbreak of Coronavirus disease famously known as Covid 19 when the world had to shift most of its activities online (WHO, 2020). Tanzania is not an exception since due to the pandemic some organizations, schools and higher education institutions (HEI) remained closed for undefined period of time (TBC, 2020). A very good elaboration of this is the public statement given by the Minister, President's Office - Regional Administration and Local Government in Tanzania Honorable Suleiman Jafo. The statement announced the use of online platforms both synchronous and asynchronous such as television, radio, youtube channels and so on to offer lessons to students in primary and secondary schools so that they can continue learning while at home (Tamisemi, 2020). Other evidences of increased online learning is witnessed by the increased adverts on online short courses, online learning resources, online past papers for secondary school students and availability of sessions through Zoom, YouTube and other online channels (Amstrong, 2020).

One of the most common platform used in this period is Zoom, through data published by CNBC news channel the use of Zoom platform for meetings and training sessions increased significantly registering the highest revenue for the first time since its establishment in 2011 (CNBC, 2020). Zoom also started special free packages for schools that wish to use their platform to continue educating students while at home (Zoom, 2019). For this case, in some higher education institutions learning was suspended but few such as the Institute of Accountancy Arusha in Tanzania and Nairobi University in Kenya decided to continue using online platforms (IAA, 2020 & UoN, 2020). This made it the first time online learning was used as the only means of learning.

At the Institute of Accountancy Arusha (IAA) online learning Management System (LMS) use started eight years ago (IAA, 2020). Before the pandemic the LMS was more of a compliment to the conventional face to face learning system that is in place. During the pandemic it became the main means of offering knowledge to the students with an addition of other online learning tools. Students from IAA just like students from other higher learning Institutions in Tanzania are used to the face to face learning system that has been used throughout the world for ages. Due to the pandemic they had to suddenly shift to a new mode of learning without much preparation physically and emotionally. For this case this study aimed at evaluating higher education students' experience of complete online learning without the support of face to face learning that they were used to before Covid 19 pandemic. It looked into the whole learning experience considering four areas which are the learners, use of technology, learning contents and the facilitators. After revealing the learners experiences, recommendations were made so as to improve online learning process as it is a learning mode to be considered in this present technology era.

II. LITERATURE REVIEW

State of ICT and Online Learning in Tanzania

Since the introduction of computers in Tanzania, it was seen that the use of ICT applications will have a great contribution in the social economic development efforts (URT, 2010). One of the very important enablers of social economic development is education as evidenced by being one of the seventeen United Nations Sustainable Development Goals (UN, 2015). There are basically two ways that can be used to deliver education in today's world. The first one is the most common face to face delivery method and the second one is the virtual delivery using ICT (GSMA, 2019 c). Virtual delivery is an education delivery method that is growing with the improvements in internet provision throughout the world. In Tanzania the journey towards virtual education started many years ago through the establishment of the ICT infrastructure, putting the ICT policy frame work in place and offering basic ICT skills training (URT, 2010). These developments came after the installation of the first computer in Tanzania back in 1965 (Esselaar, 2013).

Compared to 1965 currently majority of Tanzanians have easy access to computing devices such as desktop computers, laptops and the largest majority have easy access to mobile devices such as smartphones and tablets (Pima et al, 2016). Furthermore, the government has made several efforts in improving the ICT sector as planned in the current and previous ICT policies. One of these improvements being making sure internet is available throughout the country. This was done by among other things putting in place the National ICT Broadband back bone that runs throughout the country (Esselaar, 2013) and establishing the National Internet Data Centre that has made hosting easy and cheap (URT, 2020).

The thinking of these improvements was way back in 2003 when the first National ICT Policy was established and later reviewed in 2016 (URT, 2003 & URT, 2016). Apart from the anticipated improvements, the policy also emphasizes the potentials of ICT in various sectors including the education sector. It explains the effectiveness of ICT in delivery of both formal and informal education while addressing various challenges. The use of ICT in education is also mentioned in the Higher Education Policy that sees the need for distance education in order to maintain the standard student to staff ratio as there is increased enrolment in HEI (URT, 1999). The best way to implement distance education is through the use of ICT in what is referred to as online learning. Apart from online learning being an enabler for distance learning in dealing with increased enrolments' in HEI, it is also a useful tool to share scarce resources such as human resource and learning materials (Lwoga, 2014). Various programs mostly in secondary schools are being implemented in Tanzania through the University of Dar -es-salaam and other Government and non-government Institutions (Mtebe, 2018). The Tanzania Secondary Schools e-learning (TanSSE-L) system is one of the programs managed by the University of Dar-es-salaam. It enables Secondary School learning materials being shared through Moodle learning management system. The system invites any one to learn having two categories of users that is those in school and those out of school (UDSM, 2020). Other available online learning and ICT Infrastructure projects in Tanzania include ESchoolAfrica that was piloted in Mbeya, this initiative was established to make ICT resources available to schools and local communities as a means

of fighting poverty and illiteracy in African youths. It worked with school administrators and Governments to deliver fully equipped computer laboratories, with broadband internet connectivity, a school website and a database for e-administration and e-learning (eSchools Africa, 2017).

Another one is Shule Direct that provides a platform for online learning materials, these materials can be accessed by both in school and out of school students (Shule Direct, 2020). HaloStudy is another project managed by the University of Dar-es-salaam under College of ICT that provides materials and infrastructure support for schools (UDSM COICT, 2017) and lastly the Universal Communication Services Access Fund that provides infrastructure support for secondary schools and ICT skills training (UCSAF, 2020). All of these projects concentrate on Secondary School level with an exception of few such as the Tanzania Education and Research Network (TERNET). TERNET is a network of Tanzania higher education and research institutions aiming at providing network infrastructure and associated services for enabling sharing of education and research resources inside and outside the country. It is a member based organ that allows voluntary membership registration. One of its main objectives in relation to online learning is the support of establishing the infrastructure and sharing of teaching and learning resources among its members. Currently the network has fifty eight (58) members, 47 of whom are active and the remaining 11 are inactive members (TERNET, 2020).

Online learning in Higher Education

According to the higher education policy of 1999 (URT, 1999), higher education refers to the scope of knowledge and skills impacted with in the tertiary level of education. There are two levels of training institutions in higher education provision namely academic full professional training (Universities) and Intermediary professional education and training institutions (non-universities professional training institutions). This study considered both levels as there is no much distinction between the two (URT, 1999). Online learning experience for both higher education institutions (Universities and non- universities) is similar, Many HEI use online learning as a substitute to the normal face to face learning method that is in place. According to the study conducted by Mtebe & Raphael (2017) a critical review of eLearning research trends in Tanzania it was noted that three of the big HEI in Tanzania that is University of Dar-es-salaam, Open University of Tanzania and Mzumbe University have programs offered in a blended mode, that is they use both face to face and learning management systems in course delivery.

A similar situation is seen at the Muhumbili University of Health and Applied Sciences (MUHAS) as reported in the study titled Critical Success Factors for Adoption of web-based learning Management Systems in Tanzania conducted by Lwoga (2014). The study revealed the used of online learning systems as a compliment the already existing face to face system. Furthermore, another study assessing the use of the internet in teaching and learning was conducted by Chirwa (2018). The study focused on two teacher training colleges in Tanzania and it revealed that the use of the Internet at these colleges is on voluntary bases, that is the internet is used by an individual in searching for learning

materials and it is not in any way used in the official learning process.

The literature above shows that for most higher education institutions online learning is still an addition to the normal face to face learning process. The only time that online learning has been used as the only means of learning was during the COVID 19 pandemic. At this time online learning has been both synchronous and asynchronous by students receiving real time and recorded online lectures, assignments and discussion forums (IAA, 2020, UoN, 2020). In addition, the Nairobi University went further by approving and conducting online examinations (UoN, 2020, Citizen Digital, 2020).

Theoretical Background

Various theories on acceptance and use of technology exists. These theories have been used by various scholars in assessing the acceptance and use of online learning in different contexts. However, this study mainly focused on evaluating users experience on online learning which brings about room for improvements. The study focused on four areas which are the learner, technology used, learning contents and the facilitator. These areas were derived from an understanding of several theories including the Technology Acceptance Model and the E-Learning System Components.

Technology Acceptance Model

The Technology Acceptance Model (TAM) as developed by Davis (1989) is an information systems theory that models how users come to accept and use a technology. The actual system use is the end-point where we want everyone to be able to be with technology, so we have to form Behavioral Intention, which is a factor that leads people to use the technology. The behavioral intention (BI) is influenced by the attitude (A) which is the general impression of the technology. Furthermore, According to the model acceptance of technology depends on perceived usefulness and ease of use that is built from behavior intention which is the general impression of technology. In this study the respondents have already accepted and are using online learning, the study is measuring respondent experience after accepting and using the technology. TAM was used to understand the learner and the technology in accessing experience.

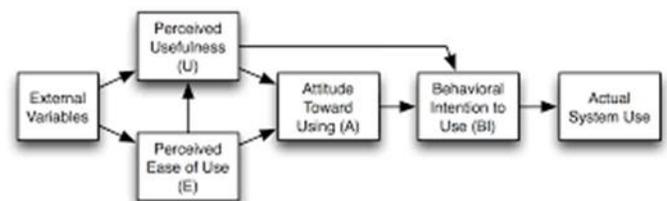


Figure 1: Technology Acceptance Model (TAM)

E-Learning Systems Success Model

The model was developed by Romi (2017) and presented in his paper titled A Model for e-Learning Systems Success: Systems Determinants and Performance. According to Romi (2017) e-learning context can be divided into three that is the Individual, the Institution and the environment determinants. The study proposed a model for e-learning success, which incorporate eight factors mainly, e-learning context that include individual, institutional, and environmental determinates to e-learning success. In addition to e-learning components which include instructor, learner, course, and ICT. As well as the learner's performance that aims to measure e-learning success. The proposed model was designed to integrate prior research in the area of e-learning. Where it adds set of determinants to e-learning Systems success and find out the best fit of e-learning system components.

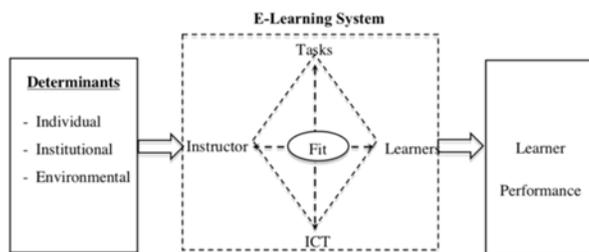


FIGURE 2: E-LEARNING SYSTEMS SUCCESS MODEL

III. RESEARCH METHODOLOGY

The research design used was the Cross Sectional Survey Design that allows description of trends in large population (Saunders et al, 2007). The trends could be in attitudes, opinion, behaviors and so on. It involved questionnaire distribution to a sample of 500 HEI students. The questionnaire was in electronic form designed using google form that allowed easy responding, capture and analysis of data.

Involved students are pursuing various programs in different levels in the academic year 2019/2020. Simple Random Sampling a type of probability sampling was used to make sure every member of the population had an equal chance of being selected to be part of the sample (Kothari, 2004). Out of the 500 students who received the questionnaire a total of 283 responded but only 276 responses were well attended to be useful for the study.

IV. FINDINGS AND DISCUSSION

Respondents Demographic Characteristic

Respondents from the study were students from the Institute of Accountancy Arusha 64.1% where male and the remaining 35.9 being female. Furthermore, a larger number of the respondents had the age between 19 and 21 and very few of them where 18 and below. Finally a greater number of the respondents that is 41.5% where certificate students and the lowest that is 4% where Masters Students.

Table 1: Respondents Characteristics

Respondents Age groups	
Parameter	Percentage
16 – 18	5.4
19 - 21	42.8
22 – 24	34.4
25 – 27	6.9
28 and above	10.5
Total	100
Respondents Gender	
Parameter	Percentage
Male	64.1
Female	35.9
Total	100
Respondents Study Level	
Parameter	Percentage
Certificate	41.5
Diploma	16.4
Bachelor	38.1
Masters	4
Total	100

After a thorough analysis of the findings in table 1 the study generalized that participants of the study were a great representation of the study population. The respondents age range was a true representation of the reality as majority of students in higher education institutions are with in 19 and 24 years of age. Furthermore, the study revealed that male respondents dominated the study. This relates directly with the fact that the number of male students is higher than the number of female students.

Online Learning Experience

In order for online learning to take place four areas where considered. These areas are the learner, the technology used, the learning contents and the facilitator. The following is the response as extracted from the questionnaires.

The Learners Learning Experiences.

In evaluating the learners' online learning experience various questions were asked and the following was the response.

The respondents were asked if they liked the idea of online learning, 15.1% strongly agreed on this while 35.3% agreed. On the other side 28.4% disagreed and strongly disagreed meaning that they do not like the idea of online learning.

The willingness of participating on online learning was also assessed and 45.9% of the respondents strongly agreed and agreed that they were willing to participate while 26.7% disagreed and strongly disagreed on the same.

It is also seen that a larger number of the respondents that is 41.8% are motivated to participate in online learning while 32% strongly disagreed and disagreed on being motivated to participate on online learning.

Learning more on online platform than in normal physical class sessions was strongly agreed by only 7.6% of the respondents and agreed by 17.8% while 51.4% of the respondents disagreed and strongly disagreed.

The respondents were also questioned if online learning method goes in line with their learning abilities and from the response only 9.5% strongly agreed on this and another 25.8% agreed. On the other side a larger percent that is 38.6% strongly disagreed and disagreed on online learning being in line with their learning abilities.

The response on the satisfaction brought by time and place flexibility with online learning was seen as follows. 32.1% showed that they were satisfied by agreeing and strongly agreeing on the said. Other 45.1% disagreed and strongly disagreed showing that they were not satisfied with the time and place flexibility.

The respondent's response on if they were comfortable with the available interactions offered by online learning was that 30.3% strongly agreed and agreed being comfortable but 41.9% which is the majority strongly disagreed and disagreed on the same.

The response on online learning being more expensive than face to face learning was as follows, 77.6% strongly agreed and agreed that online learning is expensive while 12.3% strongly disagreed and disagreed on it.

The response on being able to manage oneself in online learning was also gathered, on this 32.1% strongly agreed and agreed that they can manage themselves while 39.3% strongly disagreed and disagreed meaning that they cannot manage themselves.

Table 2: Learners Learning Experience

	SA	A	N	D	SD	Total
	Perc	Perc	Perc	Perc	Perc	Perc
like the idea of online learning	15.1	35.3	21.2	16.9	11.5	100
Willing to participate in online learning	11.2	34.7	27.4	17.3	9.4	100
Motivated to learn online	10.2	31.6	26.2	18.2	13.8	100
learning more on online platform than in normal physical class sessions	7.6	17.8	23.2	28.6	22.8	100
Online learning method goes in line with my learning abilities	9.5	25.8	26.2	26.2	12.4	100
Satisfied with time and place flexibility brought by learning online	7.2	24.9	22.7	28.5	16.6	100
Comfortable with the available interactions offered by online learning	5.4	24.9	27.8	28.2	13.7	100
Online learning is more expensive than face to face learning	53.3	24.3	10.1	8.7	3.6	100
I can manage myself in online learning	9	23.1	28.5	25.6	13.7	100

In this area the study was finding out the responders experience as online learners. The data presented above shows that a larger

percent of the respondents like the idea of online learning, are willing to learn online and are motivated to learn online. This is in line with the fact that majority of the respondents are youth and youth are the dominators in the technology world. This is similar to what was reported by Sivalingam & Subbaiyan (2018) in their study titled the modern technology are using education for adolescents that revealed most adolescents use significant amount of their time in online activities. This show that majority of the responders had a positive attitude towards online learning despite the fact that it came unexpectedly and was in a period surrounded by much uncertainty and fear of life (Armstrong, 2020).

On the other hand despite the learners' positive attitude towards online learning, majority of the respondents strongly disagreed and disagreed that they learn more online than on normal face to face set up. This was justified by their further response that showed online learning does not go in line with their learning abilities meaning that they were not able to learn. Furthermore, despite one of the advantages of online learning being time and place flexibilities (Lwoga, 2014), respondents revealed that they were not satisfied with the time and place flexibilities brought by online learning. This was mostly because most of their homes do not have a conducive learning environment and the people around do not understand when they try and explain that they are learning online. The general understanding in the community is that the institute is closed so you are free and you have to assist with activities at home.

Another hindrance of the learning process expressed by the respondents was the fact that they were not comfortable with interactions available with online learning as with this set up students were learning while at home so whatever interaction that was needed had to be online and not face to face. This was different from what they are used to as students always depend on face to face assistance from facilitators and fellow students. Another aspect that was revealed to have hindered the learning process was the high cost involved with online learning. This made it difficult for some of the students to participate actively as they did not have money to access the internet every time they needed to. Based on data presented by the national bureau of statistics and the world bank on average more than 14 million Tanzanians lived below the national poverty line of tsh 49,320 (21 USD) per month while 26 million lived below tsh 4,402.3 (1.9 USD) per person per day international poverty line (world bank, 2018, NBS,2020). On the other hand cost of the internet as presented by Cable platform, a platform that presents world wide mobile data pricing shows on average in Tanzania 1 GB of data cost Tsh 1,690 (cable, 2020). For a student to effectively learn online he will need an average of 2 GBs per day this is on asynchronous learning methods such as watching videos and downloading text materials. More than that is needed when attending synchronous sessions such as Zoom calls. Which means if a student comes from the 14 million or 26 million then affording internet for online learning becomes a challenge.

Finally as learners another reason that limited their ability to learn more online was the fact that they did not have the ability to manage themselves during this process. Online learning is a setup that requires the learner to have high discipline in managing time and the discipline to self-learning something that majority of youth do not have. This characteristic of youth was also presented by Morch et al, 2018 in the study Strategic Self- Management: the

new youth challenge (Morch et al, 2018). Based on Tanzanian culture, youth are used to the formal face to face education that has a teacher or a lecturer behind the students back throughout the learning process. Apart from the teachers and lecturers students also depend on each other, some are not even confident of what they are supposed to do until they witness colleagues in the class doing the same.

Learners Experience on Technology Used

Respondents of the study were also asked on the experience they had with the technologies used during the online learning during Covid 19 pandemic break. More than one technology was used hence respondents could select more than one. The response showed that Moodle which is an online leaning management system was the mostly used technology with 242 (86.4%) respondents. The second was Whatsapp that had 180 (64.3%) of the respondents. Then zoom had 139 (49.6%) users while Youtube was 107 (38.2%) and lastly email had 43 (15.4%) users.

Of these technologies respondents were asked which one they preferred more and the response was not very different as most 140 (50.4%) of them preferred to use Moodle, 67 (23.1 %) preferred to use Whatsapp, 38 (13.7%) Preferred YouTube, while zoom and email were the least preferred as only 28 (10.1%) respondents opted for Zoom and remaining 5 (1.8%) went for email.

On the other had the respondents experience in the use of technology was as follows.

A larger percent of the respondents that is 49.8% disagreed and strongly disagreed on having easy access to the internet while only 25.3% agreed and strongly agreed to have easy access to the internet. Moreover, a different response was seen on the easy access to digital devices as 42.8% agreed and strongly agreed on having easy access to digital devices while 34.5% disagreed and strongly disagreed on the same.

Majority of the respondents that is 57.9% agreed and strongly agreed to have the required technical knowledge of using the learning technologies while 21.2% disagreed and strongly disagreed on having required knowledge of using the online learning technologies.

Finally in assessing the experience of technology use, 41.8% of the respondents disagreed and strongly disagreed on the easy access to assistance when they experienced technical problems while 34.6% strongly agreed and agreed to easily getting assistance once they experienced technical problems.

Table 3: Learners Experience on Technology Used

	SA	A	N	D	SD	Total
	Perc	Perc	Perc	Perc	Perc	Perc
Easy access to the internet	5.9	19.4	24.9	26.7	23.1	100
Easy access to learning devices eg Laptop, smart phone etc	11.9	30.9	22.7	15.8	18.7	100
Have the required knowledge to use the learning technologies	15.8	42.1	20.9	12.8	8.4	100

Easily get assistance when experiencing a technical problem	11.3	23.3	23.6	23.6	18.2	100
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Based on the presented data the experience on the used technologies was satisfactory although majority of the respondents did not have easy access to the internet and did not easily get assistance when the experienced technical challenges. Not easily accessing the internet was expected challenge because despite the improvements made so far, still access to the internet in Tanzania is a challenge especially in semi urban and rural areas. Up to 2018 only 36% of the country was covered with 3G network (GSMA, 2018). This can also be linked to the number of internet users verses the population whereby out of almost 58 million people only approximately 27 million us the internet (NBS, 2020, TCRA, 2020). On the other hand with getting easy assistance when experiencing technical problem was a possibility because the Institute provided much assistance on problems faced in the use of the learning management system Moodle and not much on the other technologies used.

A larger percentage of the respondents also are seen to have knowledge on how to use the learning technologies, this is so because the Institute has often been offering training sessions on how to use Moodle as it is seen to be the highly technology used. Also for the secondly highly used technology that is Whatsapp learners are seen to have the required knowledge to use it as it is one of the most used social media platforms in Tanzania supported by the fact that in Tanzania the highest use of the internet is on social media (GSMA, 2018). Other platforms especially zoom were new for many respondents but they could learn and use them easily.

Learners Experience on the Learning Contents

The response show that majority of the respondents that is 44.1% received the expected learning contents. Although this is the case based on the number of respondents for the strongly agreed and agreed the number of respondents who remained neutral that is 37.2% remains significant. Furthermore, majority of the respondents that is 36.8% experienced that the learning materials were well organized although a significant of them that is 29.1% showed that they were neutral in the same. In addition a large number of the respondents that is 39.6% remain neutral when asked if they could easily comprehend the learning materials provided while a significant number that is 30.8% disagreed and strongly disagreed on the same.

Based on the learning contents 50.2% of the respondents had a strong opinion that online learning should be complimented by face to face learning while 18.9% disagreed and strongly disagreed and lastly 30.9% of the respondents remained neutral on this.

Table 4: Learners Experience on the Learning Contents

	SA	A	N	D	SD	Total
	Perc	Perc	Perc	Perc	Perc	Perc
We were provided with the expected learning contents	5.8	38.3	37.2	13.1	5.5	100
Learning materials are well organized	9.5	27.3	29.1	20.4	13.8	100

You can easily comprehend the learning materials provided	5.5	24.1	39.6	20.9	9.9	100
Face to face delivery should complement online learning	14.2	36	30.9	12.4	6.5	100

Although a larger number of the respondents agreed that they were provided with expected learning contents and that the materials were well organized the data presented above, show a significant number of the respondents did not know what to expect in respect to the learning contents and they did not know if the learning materials were well organized. Furthermore, a large percent of the respondents remained neutral when asked if they could comprehend the learning materials provided. Finally a larger percent of the respondents agreed that face to face delivery should complement online learning which means that they are not ready to go for fully online learning mode.

Learners Experience on the Facilitators

Based on the response 52.6% of respondents agreed and strongly agreed that facilitators’ knowledge on online platforms affects efficiency of the learning process while 18.9% strongly disagreed and disagreed on the same. Moreover, 35.0% of the respondents strongly disagreed and disagreed on facilitators being easily approachable while 33.9% agreed and strongly agreed that facilitators were easily accessible. Lastly 46% of the respondent’s strongly agreed and agreed that facilitators provided sufficient learning resources while 25.9% disagreed and strongly disagreed on the same.

Table 5: Learners Experience on the Facilitators

	SA	A	N	D	SD	Total
	Perc	Perc	Perc	Perc	Perc	Perc
Facilitators knowledge on online platforms affects efficiency of the learning process	16.7	35.9	28.5	14.8	4.1	100
Facilitators are easily approachable	5.1	28.8	31	24.8	10.2	100
Facilitators provide sufficient learning resources	11.7	34.3	28.1	15.7	10.2	100

A big part of any learning experience is the facilitator, respondents of this study agreed that facilitators provided them with sufficient learning resources that made learning easy for them. Most of them also agreed that facilitators’ knowledge on online platforms affected the efficiency of the learning process. This was based on the fact that the respondents had experience from different facilitators. Unfortunately in this online learning most facilitators were not easily approachable. This is caused by the fact that online learning was new to facilitators as well and the season was surrounded with much fear and uncertainties.

V. CONCLUSION

The study focused on evaluating students experience on online learning as the only means of learning during lockdown due to Covid 19 pandemic. The focus was on the learner’s individual experience, experience on the technologies used, experience on the learning contents as well as the facilitators of the online learning. The study findings indicated that the students had a very positive attitude towards online learning but did not have a good experience as many revealed that they did not learn much during online learning in comparison with the way they learn in face to face settings. Reasons for this being firstly they did not like the time and place flexibility brought by online learning and also they were not comfortable with online interactions with facilitators and fellow students. Further, high cost of internet and failure to manage themselves was a hindrance. In addition they had a lot of personal and surrounding distractions that hindered the smooth learning process and they did not have easy access to the internet and most of them could not comprehend the learning materials. Lastly facilitators’ knowledge of the online platforms affected the learning process.

To conclude the matter they generally commented that purely online learning in Tanzania is still a challenge hence online learning should be supplemented by face to face learning.

VI. RECOMMENDATION

The following are recommendation from this study

Firstly, purely online learning should be considered once more than 50% of the country is covered by 3G or higher internet technologies. Secondly, the cost of internet should be lowered, internet service providers should have special rates for online learning that can be accessed anywhere and not only at HEI premises. Thirdly, since the world is moving towards online learning, an introduction to it should be made in basic computer lessons (for those schools that are fortunate to study computer) conducted from primary schools to HEI. Fourthly, facilitators should be trained on how to prepare and effectively facilitate online sessions.

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