PHENOMENOLOGICAL STUDY OF KNOWLEDGE AND USE OF MOODLE ELECTRONIC LEARNING PLATFORM AMONG ELECTRONIC TUTORS IN DISTANCE LEARNING CENTRE, AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

BY

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P18EDLS9005

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BEING A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD

OF THE DOCTOR OF PHILOSOPHY DEGREE IN LIBRARY AND INFORMATION SCIENCE

February, 2024

DECLARATION

I, **SANUSI Aliyu Babalola** hereby declare that this thesis titled "**Phenomenological Study of Knowledge and Use of Electronic Learning Platform among Electronic Tutors in Distance Learning Centre, Ahmadu Bello University, Zaria**" is a product of my research work and is original. The information derived from literature has been duly acknowledged in the text and through provision of list of references. No part of this study has been presented before for any degree, Certificate or Diploma in this institution or any other institution.

_____ _____

SANUSI Aliyu Babalola **Signature**
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CERTIFICATION

This is to certify that this thesis titled "**Phenomenological Study of Knowledge and use of Moodle Electronic Learning Platform among Electronic Tutors in Distance Learning Centre, Ahmadu Bello University, Zaria**" written by me meets the requirement for the award of doctor of philosophy, from the Department of Library and Information Science of Ahmadu Bello University, Zaria and approved for its contribution to knowledge.

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DEDICATION

Dedicated to my Parents - Dr. (Alh.) K. A. Sanusi, Mrs G. F. Sanusi

And my adorable wife Mrs. B. Shakirat Badawiyu Sanusi.

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Abstract

This phenomenological study explored the experiences of e-tutors at Ahmadu Bello University's Distance Learning Centre; specifically focused on their knowledge and use of the Moodle e-learning platform. Five research objectives pertaining to the lived experiences, information sources, challenges, technical support, and influencing factors associated with the use of Moodle. Qualitative research methodology, Interpretivist research paradigm and phenomenological research design were adopted for the study. Nine (9) e-tutors selected through purposive sampling were used as study sample. Structured interview was used as instrument and data was analyzed using interpretative phenomenological analysis. Findings revealed that e-tutors perceive Moodle as a flexible and convenient tool for teaching and learning, aiding in overcoming barriers, and enhancing the learning experience. Digital platforms and training programs emerged as primary sources of information, with an active technical team providing essential support. Study identified challenges are technical issues, communication barriers, and connectivity challenges, leading to a nuanced understanding of factors affecting the platform's usage. Through in-depth interviews and careful analysis, a comprehensive understanding emerged regarding the multifaceted dimensions that shape the interactions between tutors and this e-learning platform. Moodle is a dynamic tool that not only facilitates content delivery but also shapes the pedagogical approaches employed by electronic tutors. This study recommends among others that the management of Distance Learning Centre, Ahmadu Bello University should invest in comprehensive and ongoing professional development programmes that focus on building the technological proficiency and instructional design skills of e-tutors. This will empower them to maximize the flexible and convenient features of the Moodle platform for effective teaching and learning.

TABLE OF CONTENTS

Title Page	i
Declaration	iii
Certification	iv
Dedication	v
Acknowledgement	vi
Abstract	viii
Table of Contents.	ix
List of Tables	xii
List of Appendices	xiii
List of Abbreviations	xiv
CHAPTER ONE: INTRODUCTION	
1.1 Background of the Study	1
1.2 Statement of the Problem	5
1.3 Research Questions	7
1.4 Objectives of the Study	8
1.5 Significance of the Study	8
1.6 Scope of the Study.	9
1.7 Operational Definition of Terms	10
References	11
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
2.1 Introduction	15
2.2 Theoretical Perspective	15
2.3 Integrative Review	16
2.4 Empirical Studies that Adopted Phenomenological Approach for E-learning	21
2.5 Summary of Review	50
References	51
CHAPTER THREE: RESEARCH METHODOLOGY	
3.1 Introduction	56
3.2 Research Methodology	56

3.2.1 Research Design Adopted for the Study 57
3.2.3 Research Paradigm 57
3.3 Population of the Study 58
3.4 Sample and Sampling Technique 58
3.4.1 Inclusion Criteria 59
3.5 Instrument for data Collection 59
3.5.1 Validity in Qualitative Research 60
3.6 Procedure for Data Collection 61
3.7 Procedure for Data Analysis 61
References 63

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1 Introduction 65
4.2 Data Analysis 65
4.3 Lived experiences of e-tutors in Distance Learning Centre, Ahmadu Bello University, Zaria in the use of Moodle e-learning platform 67
4.4 Sources of Information available to E-Tutors in Distance Learning Centre, Ahmadu Bello University, Zaria on the use of Moodle E-Learning Platform 74
4.5 Forms of Technical Support Available to E-Tutors in Distance Learning Centre, Ahmadu Bello University, Zaria on the use of Moodle E-Learning Platform 77
4.6 Factors Affecting the Use of Moodle E-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria 79
4.7 Challenges associated with the use of Moodle e-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria 86

CHAPTER FIVE DISCUSSION OF FINDINGS

5.1 Introduction 92
5.2 Lived experiences of e-tutors of Distance Learning Centre, Ahmadu Bello University, Zaria in the use of Moodle E-learning platform 92
5.3 Sources of information available to e-tutors in distance learning centre, Ahmadu Bello University, Zaria on the use of Moodle E-learning platform 98
5.4 Forms of technical support available to e-tutors in Distance learning centre, Ahmadu 103

Bello University, Zaria on the use of Moodle E-learning platform

5.5 Factors Affect the Use of Moodle E-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria 102

5.6 Challenges with the use of Moodle e-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria 110

References 116

CHAPTER SIX SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction 121

6.2 Summary of the Study 121

6.3 Summary of the Findings 122

6.4 Contribution to Knowledge 123

6.5 Limitations of the Study 124

6.6 Conclusion 124

6.7 Recommendations 125

6.8 Suggestions for Further Studies 126

REFERENCES 128

Appendices 140

LIST OF TABLES

Table 1: Lived experiences of e-tutors in distance learning centre, Ahmadu Bello University, Zaria in the use of Moodle e-learning platform 68

Table 2: Sources of information that are available to e-tutors in distance learning centre, Ahmadu Bello University, Zaria on the use of Moodle e-learning platform 75

Table 3: Forms of technical support available to e-tutors in Distance learning centre, Ahmadu Bello University, Zaria on the use of Moodle e-learning platform 78

Table 4.: Factors Affecting the use of Moodle e-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria 80

Table 5: Challenges associated with the Use of Moodle E-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria 85

LIST OF APPENDICES

Appendix I-Application for Ethical Clearance 142

Appendix ll- Sample Interview Schedule 143

Appendix lll- Data Analysis by Themes and Sub-Themes 145

Appendix iv Classification of Themes 148

Appendix v Illustrative Quotes of Classified Theme 149

LIST OF ABBREVIATIONS

BYOD	Bring your own Device
BYOT	Bring your own Technology
COVID 19	Coronavirus Disease 2019
DLC ABU	Distance Learning Centre Ahmadu Bello University
E-Tutors	Electrical Tutors
IPA	Interpretative Phenomenological Analysis
KUMS	Kermanshah University of Medical Science
E- Learning	Electrical Learning
LMS	Learners Management System
MEP	Moodle E-learning Platform
MOODLE	Modular Object-Oriented Dynamic Learning Environment.
MOOCs	Massive Open Online Courses
SMS	Short Message Service

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Electric learning also called “E-learning” is a process of education delivered through an electronic format via the Internet network or the Internet with the use of a management system for education. E-learning platforms have fostered new paradigms in teaching and learning. These platforms have recently been used to compensate for educational activities that have been interrupted worldwide owing to the COVID -19 pandemic in 2020 (Erol. 2021). E-learning platforms are an integrated set of interactive online services that provide trainers, learners, and others involved in education with information, tools, and resources to support and enhance their educational delivery and management. Kanobana (2020) opined that e-learning platforms minimize access barriers, enhance student participation, and potentially improve students’ course completion rates by providing instruction and instructional materials online, so that there is continuous learning even during crises and pandemics. As a result of the inherent benefits associated with e-learning platforms, they have become the most preferred platform to learn during global pandemic periods, such as COVID-19, where movement is restricted (Adeoye, Adanikin & Adanikin, 2020). One of the most popular e-learning platforms used by tertiary institutions in developed countries is the Moodle e-learning platform (MEP). Moodle (modular object-orientated dynamic learning environment) is an e-learning software program platform, advanced to allow educators to create online guides to inspire interplay and collaborative production of studying content material (Amandu, Muliira & Fronda, 2013).

It has numerous benefits as it offers users the opportunity to engage in self-directed participation and independent studying, which is mostly a difficult purpose for instructors in

teaching and learning. That is why Barabasi (2002) explains that interactive digital studying structures are a beneficial device for 'shy' college students who prefers to express their views far from the 'prying eyes of their classmates.' Moodle e-learning platforms give students the opportunity to assess their proficiency levels. As an open online system, the Moodle e-learning platform is constantly updated owing to the collective efforts of educators and experts. Therefore, Moodle is effective in promoting learner autonomy and supporting collaboration and learner-centered learning environments. With the Moodle e-learning platform, teachers also use various technology-driven teaching techniques to engage their students in a variety of learning contents. However, Moodle is massively used as an essential component of blended-learning courses or mainly incorporated in traditional offline classes (Gudkova, Reznikova, Samoletova & Sytnikova, 2021).

Despite the shift towards online education and the adoption of MEP, it has been slow (Doherty et al., 2018), despite the advantages of the adoption of the Moodle e-learning platform for online education, especially during the COVID-19 pandemic. Academic institutions in some developing countries suffered a major setback; for example, in Nigeria, the Federal Ministry of Education directed all educational institutions to lockdown in line with the pandemic prevention protocol (Jacob, Abigea & Lydia, 2020). This caused students in some institutions in the country to lose a whole academic session because physical lectures could not take place. Educational institutions were therefore forced to reevaluate and redefine all academic activities in line with the prevention protocols for the virus. The COVID-19 pandemic has shaped a new normal for all human endeavors, including the education sector. Consequently, the prevention protocol of COVID 19 forced 1.5 billion students and 63 million educators to move from the traditional mode of face-to-face education to a technologically oriented approach to education (Rodrigues,

Almeida, Figueiredo, & Lopes, 2019; UNESCO, 2020; Valverde-Berrocoso, Garrido-Arroyo, Burgos-Videla & Morales-Cevalloss, 2020).

Studies on the adoption of technology have shown that the most important factor for the adoption of any technology is knowledge and perception that the Moodle will be useful and easy to use (Venkatesh & Davis, 2000; Nagunwa & Lwoga, 2012; Dalton & Gren, 2015). Similarly, specific studies on e-learning platform adoption have shown that individual and personal factors that influence e-learning adoption by lecturers lack knowledge, perception, literacy, and awareness of e-learning (Bukhari,2010; Njenga, 2011; Ngamau, 2013; Kisanga & Ireson, 2015).; Eze, Chinedu & Bello, 2018; Adeoye et al., 2020).

To enhance the use of e-learning platforms by faculty members in Nigerian Universities, there is a need to know how Moodle works and the challenges associated with the technology. To do this, it is imperative to explore the lived experience approach to understand the phenomenon of e-learning platforms. In other words, there is a critical need to understand the lived experiences of individuals who have used and still use the Moodle e-learning platform as a mode of teaching. This approach will explore the experiences of e-tutors in the Distance Learning Centre, Ahmadu Bello University, Zaria, regarding the Moodle e-learning platform as the mode of lecturing students of the Center. This approach captures e-tutors' lived experiences from their conscious and subjective realities. This will help in increasing the understanding of the basic structure and essences of the Moodle E-learning platform and the lived experiences of e-tutors. It will specifically explore the knowledge of the e-tutors on the platform which will help in illuminating the understanding of the Moodle from the angle of the e-tutors

The lived experience approach is based on personal experiences. It depicts a person's experiences and decisions, as well as the knowledge gained from these experiences and choices.

This experience is the most active kind of consciousness, which includes feelings and thoughts that provide a prism through which individuals interpret and understand the world. Tapping into an individual's lived experience unveils a solid base of pure knowledge by virtue of the fact that the individual's account of the phenomenon is a result of living through that experience (McIntosh & Wright, 2018). This approach is situated in phenomenology, a form of qualitative inquiry that emphasizes the experiential aspect of a particular phenomenon.

Phenomenologists believe that behavior is determined by lived experience, whereas knowledge of a phenomenon is constructed in two ways: from personal experience and from the experiences of others (Prosek & Gibson, 2021). Therefore, data were obtained from the respondents to better understand them or to achieve the objectives of the study (Neubauer et al., 2019). These data, obtained from the experiences of the respondents, provide a new understanding of the phenomenon under study. Phenomenology is an approach to research that describes the basic structure or features of phenomena by exploring the knowledge of individuals who have experienced the phenomena in their daily lives (Saldaña, 2021; Qutoshi, 2018; Neubauer, Witkop, & Varplo, 2019). A lived experience provides an understanding of internal meanings or the most important features of a person's life experienceby carefully describing and understanding the experience rather than providing a causal explanation of the experience. This approach to knowledge seeks to understand phenomena at the conscious level of its appearance and how things appear directly to us (Cohen, Manion, & Morrison, 2007). Phenomenological approaches/perspectives are rooted in seeking realities not pursuing truth' in the form of manifestation of phenomena as it is in subjective reality and lived experiences of individuals (Crotty, 1998 as cited by Armijos-Yambay, & Jordán Sierra. 2020). The phenomenon of interest in this thesis is the Moodle E-learning platform. The study will explore the knowledge of e-tutors

in Distance learning centre, Ahmadu Bello University, Zaria that have used Moodle e-learning platform to understand the basic structure, the main features and the challenges experienced from their lived experiences with using Moodle e-learning platform. Their knowledge of the platform will help illuminate the understanding of Moodle e-learning platform to others and this will consequently increase the use of the e-learning platform.

1.2 Statement of the Problem

Universities in developed countries such as the United States of America (USA), China, South Korea, France, among others, have adopted e-learning technologies to enable teaching and learning to become effective even before the COVID 19 pandemic (Suppasetseree & Dennis, 2010). The seamless synchronization of these e-learning systems with the Internet has provided alternative options to face-to-face mode of education, because it enables the provision of information platforms tailored to students' academic needs in real time and remotely (Saleem, Al-Saqri, & Ahmad, 2016). Unfortunately, some universities in Nigeria shut down for a whole academic session during the Global Pandemic of COVID19 in the year 2020 (Jacob, Abigea, & Lydia, 2020).

The researcher observed that some Universities such as Al-hikmah University in Ilorin, Kwara State, Cresent University, Abeokuta, Ogun State, Kaduna State University, Baze University, Abuja, and Afe Babalola University Ado-Ekiti, immediately reverted to e-learning to meet the new normal. However, the researcher observed that most first-generation Universities such as Ahmadu Bello University, Zaria, Kaduna State, Obafemi Awolowo University, Ile-Ife, Osun State, University of Ibadan Oyo state, University of Nigeria, Nsukka, did not revert to e-learning during this period, even as the Nigerian Government mandated that Universities continue classes Online. One of the issues the Academic Staff Union of Universities raised against the adoption

and use of online learning is that of lack of technological knowledge on how to operate this platform (Ezema, Nworgu, Ebem & Echezona, 2021). Similarly, studies on the adoption and use of e-learning have stressed the critical need for e-learning knowledge in the intention to use these technologies (Eze et al., 2018; Adeoye et al., 2020). However, even with the importance attached to the adoption and use of e-learning platforms, most of the tertiary institutions in Nigeria are yet to adopt e-learning platforms such as the Moodle e-learning platform for teaching in their various institutions.

Ahmadu Bello University (ABU), Zaria adopted the Moodle e-learning platform in 2014, but today, less than 4% of faculty members use the platform. Therefore, even with the availability of e-learning technology at Ahmadu Bello University, Zaria, this technology was not fully utilized during the COVID 19 pandemic. The major factor attributed to the limited use of the e-learning platform at Ahmadu Bello University is the lack of knowledge of the platform (Mohammed & Quadir, 2020). However, the Distance Learning Center, Ahmadu Bello University, Zaria, did not lose a year, and their mode of teaching and learning was on the Moodle platform. Therefore, in order for faculty members in Ahmadu Bello University Zaria to adopt and effectively use Moodle learning platform, there is a need to learn from the experiences of the e-tutors in Distance Learning Centre, Ahmadu Bello University, Zaria that have used and are still using module learning platform for teaching, in order to understand their experience, there is a critical need to explore the knowledge of e-tutors.

Phenomenological perspectives seek knowledge from individuals with lived experience. These lived experiences have features that are commonly perceived by individuals who have experienced the phenomenon. These commonly perceived features or universal essences can be

identified in order to develop a general description and understanding of the phenomenon under study (Neubauer et al. 2019).

Therefore, this study explored the knowledge of e-tutors in the Distance Learning Center, Ahmadu Bello University, Zaria, who have experienced the use of the Moodle e-learning platform.

1.3 Research Questions

The following research questions were answered in this study:

1. What are the lived experiences of e-tutors of Distance Learning Centre, Ahmadu Bello University, Zaria in the use of Moodle e-learning platform?
2. What are the sources of information that are available to e-tutors of Distance Learning Centre, Ahmadu Bello University, Zaria on the use of Moodle e-learning platform?
3. What forms of technical support are available to e-tutors of Distance Learning Centre, Ahmadu Bello University, Zaria on the use of Moodle e-learning platform?
4. What are the factors that affect the use of Moodle e-learning platform by e-tutors in Distance Learning Centre, Ahmadu Bello University, Zaria?
5. What are the challenges with the use of Moodle e-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria?\

1.4 Objectives of the Study

The following are the objectives of this study:

1. To identify the lived experiences of e-tutors of Distance Learning Centre, Ahmadu Bello University, Zaria in the use of Moodle e-learning platform.
2. To identify the sources of information that are available to e-tutors of Distance Learning Centre, Ahmadu Bello University, Zaria on the use of Moodle E-learning platform.
3. To identify the forms of technical supports that are available to e-tutors of Distance Learning Centre, Ahmadu Bello University, Zaria on the use of Moodle E-learning platform.
4. To identify factors that affect the use of Moodle E-learning platform by e-tutors of Distance Learning Centre, Ahmadu Bello University, Zaria.
5. To ascertain the challenges with the use of Moodle-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria

1.5 Significance of the Study

The study will be significant to faculty members at Ahmadu Bello University, Zaria, as it will document the experiences of e-tutors of the Distance Learning Center, Ahmadu Bello University, Zaria in the use of Moodle, which will provide the necessary skills for the use of Moodle and bridge the gap of low usage of E-Learning Moodle. This study will be significant to Ahmadu Bello University, Zaria Management, as it will provide the necessary information for planning strategies for the uptake of the Moodle e-learning platform by faculty members in the university. This study will also be potentially significant to the management of the university, as it highlights the challenges associated with the use of the Moodle e-learning platform by university faculty members. The study will also be significant for the management of reevaluating and

redefining all academic activities in line with the global best practice of using e-learning platforms. It will also be significant to researchers, as it will add to the body of knowledge in the scholarly content area of digital/electronic resource provision and use. The study will be beneficial to the university library as it will highlight sources of information needed for the effective and optimal use of the university's Moodle e-learning platform.

1.6 Scope of the Study

This study covers the electronic learning platform of e-tutors at the Distance Learning centre, Ahmadu Bello University, Zaria. It focuses on the Moodle E-learning platform use by e-tutors in distance Learning centre, Ahmadu Bello University, Zaria. The study targeted the lived experiences of e-tutors at the Distance Learning Centre that have used the Moodle E-learning platform in teaching students. Specifically, the study highlights their knowledge of the platform, their sources of information on the use of the platform; the challenges they experienced in the use of the platform and other factors that affect their use of the platform.

1.7 Operational definition of terms

The following terms are defined operationally as used in the study.

E-learning: Refers to any form of education that is delivered through the internet

E-tutor: Refers to an individual who use the module e-learning platform to deliver, instruction and instructional material to student.

E-learning platform: A learning system based on formalised teaching but with the help of electronic platform.

Lived experiences: to an account of an individual encounters with a situation or a phenomenon.

Learning Management System: is a broader term that emcompasses systems like Moodle, canvas, Blackaboard among others

Moodle e-learning Platform: is an online platform used for facilitating teaching and learning. It is also known as learning management system (LMS), Vigil-learn among others

Phenomenology: refers to an account of an individual's lived experiences about a situation or a phenomenon.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter consists of a combination of integrative and methodological reviews. The integrative review reviewed studies that are related to the phenomenon of the study, while the methodological review of related literature that adopted Phenomenology as research design. Methodological literature reviews are reviewing that target research methods and methodologies applied in research works. (Randolph, Griffin, Zeiger, Falbe, Freeman, Taylor & McAnespie, 2011; Patil & Kant, 2014). Thus, this chapter is presented under the following subheadings:

2.2 Theoretical Perspective

2.3 Integrative Review

2.4 Review of Empirical Studies that adopted Phenomenology

2.5 Summary of Review

2.2 Theoretical Perspective

A theoretical perspective, also regarded as a theoretical orientation; is a structural framework in research. They transcend the ordinary level theoretical frameworks as they are applied to research at the macro-level. Theoretical perspectives are on a higher level than theoretical frameworks, sociologists see them more as meta-theories which are philosophies for micro-level theories that are used as theoretical frameworks. They are well developed theoretical positions about some aspects of a social phenomenon that frames what researchers include and exclude when exploring a phenomenon in research (Taber,2014). They focus on the big picture in research, they concentrate on the structure, patterns and trends in research as opposed to the individuals, miniature theories at the micro level that focus on the individual or their everyday

lives. In this study, Phenomenography will be adopted as the theoretical perspective. Phenomenography is a theoretical orientation that aims to discover the qualitatively different ways in which people experience, conceptualize, realize and undestand various aspects of phenomena in the world around them (Martin et al., 1992; Orneck, 2018). In phenomenographic research, the researcher chooses to study how people experience a given phenomenon, not to study a given phenomenon. The focus of phenomenographical study is about the conceptions that people have on certain phenomenon. In this study, the conceptions that e-tutors have on Moodle e-learning platform is the thrust of this research. Phenomenography will frame what and what not to study. It will also provide the orienting frame on focusing on the knowledge that e-tutors have on Moodle e-learning platform.

2.3 Integrative Review

Integrative reviews summarise past empirical or theoretical literature to provide a comprehensive understanding of the phenomenon of choice in a study. It defines and reviews the concepts, methodologies and theories that are related to the phenomenon of the study.

Evgenievich, Petrovna, Evgenievna, Yevgenyevna and Aleksandrovna (2021) assessed the opportunities and disadvantages of the Moodle LMS from the positions of undergraduate students and teachers in the quarantine conditions and before then. The research was conducted at the Kozma Minin Nizhny Novgorod State Pedagogical University in 2018/2019 and 2019/2020 academic years at the Faculty of Management, Social and Technical Services. The survey results showed that during distance learning, the value of Moodle LMS as a means of learning, communication and interaction of all participants of the educational process increased. The proof is the fact that such elements of the system as "Quiz" and "Assignment" were rated highly in any form of training, but when evaluating the effectiveness of the" Forum" and "Wiki"

elements, the leap was observed during distance learning, since these elements provided participants with communication, discussion and teamwork. The study found that Distance learning has significantly increased the transparency of the educational process, increased the ability of outside (including administrative) control over the activities of all its participants. The openness of the Moodle LMS has led to more stringent requirements for deadlines, criteria, organization and self-organization. The study also revealed that the educational process in completely remote format using Moodle LMS is more difficult and stressful for all its participants. In this regard, the issues related to both the choice of content and changes in the laws, principles and tools required for the remote format.

In a related study, Soub, Alsarayreh and Amarin (2021) investigated the use of e-learning system (Moodle) in distance education in time of the Covid-19. The study also examined the benefits accruing to Faculty members as well as challenges they faced. The study used the descriptive analysis method, and the results showed that faculty members have benefited from the Moodle system for a high degree, although they indicated that there are significant challenges. The faculty members suggested continuing training on using the Moodle system and updating the version of the system available at the university. Results also showed that there are statistically significant differences in the estimates of the study sample of the reality of employment in favor of female faculty members as well as faculty members with low teaching experience, in the youth group.

Ismael (2021) explored critical challenges that influence online learning. The study employed a phenomenological design where the report given in the study is a report of lived experiences of the 14 experts concerning their encounters of the challenges. The study found out 7 themes through thematic analysis which represented the major issues public universities are

facing; poor internet connection, illiteracy of teachers on technological matters, resistance from students, lack of devices, poor electricity connection, lack of platforms, and lack of conducive environments. This study particularly concentrated on challenges to online learning. This present study adopted the lived experiences approach to understanding Moodle e-learning platform as a whole.

Mohammed and Quadir (2020) explored factors that influence the use of Moodle E-learning platform for teaching in Ahmadu Bello University, Zaria. Qualitative case study research design was adopted for the study and purposive criterion-based sampling technique was used to sample ten participants from the Faculty of Education, Ahmadu Bello University, Zaria. Data was analysed using qualitative content Analysis. The study found that the factors that influence the use of Moodle e-learning platform by Lecturers in the Faculty of Education, Ahmadu Bello University, Zaria include lack of technical support and lack of awareness. Even though this study was conducted in the Ahmadu Bello University, Zaria, the respondents are not the same with this present study. This present study adopted the phenomenological methodology and studied e-tutors who have experience with the use of Moodle e-learning platform.

Similarly, the study by Putri, Hamuddin, Nursafira and Derin (2020) investigated the effectiveness of using the open-source learning platforms known as Moodle in a selected university, Universitas Lancang Kuning (Unilak) in Indonesia. While multiple courses uses Moodle, this study selected to analyse the 2017/2018 fifth semester students as they are the ones who pioneered Moodle for other classes to use. The study adopted a quasi-experimental research design, this study used four types of test to calculate the results of the essay pre-test and post-test on both experimental and control classes. With the eventual mean of 65.53 for the experimental

class and 63.25 for the control, this study proved that Moodle does effectively improve Indonesian university EFL students' learning compared to conventional lecture-style learning.

In a study conducted in Cameroon, Ziraba, Akwene, Nkea & Lwanga (2020) examined the factors influencing instructors and students use of the Moodle Platform in teaching online courses in the ICT University, then the theories used in the use and adoption of Moodle platform. The systematic review focused on empirical studies in the use and adoption of Moodle Learning Management System (MLMS) in higher institutions. The authors examined 58 publications on the subject from 2010 to 2019, making critical analysis of theories adopted in the study, the research approach, adoption factors, barriers, constructs used and research context. The review found that technological factors, social factors, human factors and reinforcement factors affect the adoption and use of Moodle platform. Most publications on this subject reported using the quantitative research approach. Only a few studies have gained the attention of qualitative approach. Among the technology acceptance models used in the studies, TAM has gained more attention than any other has. The review also revealed that Institutions of higher learning in developed as well as developing countries are making remarkable progress in the use of Moodle Learning Management System (MLMS) as distance-learning tool for knowledge dissemination and acquisition. This practice however, has received more attention in the developed than in the developing countries. The outbreak of COVID-19 led to the promotion of social distancing.

In another study, Bard (2020) explored the lived experiences of K-12 public school teachers related to stress and burnout while teaching during the COVID-19 pandemic. The three research questions that guided the study are: (1) How do K-12 public school teachers describe their lived experiences while teaching during a pandemic?, (2) How do K-12 public school teachers describe their perceptions of stressors related to teaching during a pandemic?, and (3)

How do K-12 public school teachers describe their experience as learners while adapting to teaching during a pandemic? Constructivism and social constructivism were applied as the conceptual and theoretical frameworks for the study. Semi structured interviews were used to gather data. The findings of this study focused on the lived experience of K-12 public school teachers and indicated that stressors such as issues with technology, lack of direction from school officials, and parental support contributed to their stress levels. Additionally, teachers gained comfort from learning from and with their colleagues.

In a dissertation by Ithindi (2019) titled "The Use of Moodle as an E-Learning Tool for English Language Teaching and Learning In Namibia" investigated the use of Moodle in three tertiary level English language programmes at an institution of higher learning in Namibia, using a qualitative approach. The research adopted a case study design with three embedded sub-units:

three English language courses. Six lecturers and 15 students participated in the study. Data were collected through interviews, observation and document analysis and were analysed thematically. The research revealed how the lecturers and students involved in the three English language service courses were enthusiastic about using Moodle and a few successes were notable, but they were also challenged in different ways. Four of the lecturers considered themselves to be beginners as they had only recently started to use Moodle extensively, while the other two considered themselves average users of the system. The study revealed more challenges than successes. Minimal use of Moodle in the fundamental and intermediate English language courses, minimal use of the embedded Moodle communication tools, and limited knowledge and skills in using the system emerged as some of the key challenges. Although the institution had training mechanisms in place, both lecturer and student participants pleaded for more staff training

opportunities to enable them to use the tools that were found to be underutilised: the blogs, chat and discussion forums.

Furthermore, Sardo and Yidana (2016) investigated how academics (University Lecturers) who were involved in the design and development of MOODLE based-courses use the blended learning system to facilitate teaching and learning in the classroom and what factors facilitate or impede the effective design of MOODLE by academics. Qualitative research design was used. Various existing courses of seven lecturers at various faculties of University of Education, Winneba were redesigned with the lecturers and instructional designers in accordance with the specifications of MOODLE learning environment. The results of the study revealed that academics use MOODLE to prepare and present lessons and chart with students before and after face-to-face lesson in the classroom. The results also revealed that the way academics use MOODLE for assessment reflects their mode of face-face teaching in the classroom. In addition, the finding showed that training program, incentives and motivational packages are necessary for academics to adopt ICT. The major challenges faced as revealed by the results were: 1) low technology competencies, cumbersome institutional culture, and lack of adequate ICT facilities. Despite the fact that this study is related to this present study, there is the case of location gap. This study was conducted in Ghana, while this present study will be conducted in Nigeria.

2.4 Empirical Studies that adopted Phenomenological Approach for E-learning

The studies reviewed in the section are phenomenological studies that targeted e-learning experiences of e-tutors, teachers and students. These studies were selected for the review by virtue of their methodology and the phenomenon of e-learning.

Islam, Nur and Talukder (2021) study set out to provide a descriptive yet critical exploration of teachers' experiences while using e-learning in the context of the 2019 novel coronavirus

(COVID-19) pandemic. The researcher raised four research questions to guide the study; how have the studied universities responded to the need to introduce e-learning during the COVID-19 pandemic? Were the Universities institutionally and technically ready to face the unprecedented challenge posed by the pandemic? What were the university teachers' experiences while using e-learning in their own contexts? What issues did they face at the beginning phase of using e-learning? Using a qualitative phenomenology research paradigm, the study explored first-hand experiences of three university teachers from two countries, that is, Bangladesh and Saudi Arabia. The study identified acceptances, struggles, and negotiations at both the macro-level of policy/decision making and the micro-level of online classroom practices. Reflecting on the findings, it was recommended that there is need for the development of robust policy planning for e-learning and to ensure its proper implementation, whereas Saudi Arabia, being technologically affluent, needs to strengthen effective systems for monitoring e-learning practices. The researchers argue for developing a context-based, inclusive, and appropriate e-learning policy guideline that could be utilized during the emergency time now and in the near future.

Khatoon, Akhter and Talib (2021) explore the challenges that university teachers have been facing regarding online teaching by focusing on the context of Pakistan. five research questions was explored to guide the study: What is the university teachers' re-action about transition from face-to-face teaching to online teaching? What are the challenges that university teachers face during transition from face-to-face Classroom teaching to online teaching? What are university teachers' experiences regarding institutional support and infrastructure during transition period?, What are university teachers' views about caliber and platform of students for learning through online?, and What are university teachers' perceptions about the pre- requisites of quality based

online education programs? The research adopted a qualitative and post ex- facto research method, data was collected through certain open- ended questions which were sent to teachers who had relevant experience of teaching in online classes during pandemic period, The sample of the study comprised 39 university teachers, sampled teachers were given open- ended questions to share their experiences and opinion in the context of online teaching scenarios. Data were collected only from volunteer teachers who voluntarily share their experience and views about the current research parameters. Analysing the result open -ended question items used Interpretative Phenomenological Analysis (IPA) theoretical framework and adopted the procedure of IPA.

Findings of the study shows that most of the university teachers accepted the prompt transition of teaching paradigm, however, they were stressed because they did not have any relevant practical training to teach online. Teachers were not satisfied with the training provided by universities and the quality of infrastructure required for online teaching. Teachers perceived that mostly students did have caliber likewise many students, who were living in remote areas, did not have the access to internet and electricity which are the pre- requisites for online teaching- learning. The study recommended that before launching online education courses\ programs, there is need to analyze the grassroots realities of each and every area of the country through need assessment.

Shahalizadeh and Musavi (2021) aimed to draw the perspective of e-learning in Iran and the world, in order to explore the goals, strategies, obstacles, enablers, and innovations of e-learning in higher education systems of Iran and globally. The study was guided by 2 research questions; what is the perspective of e-learning in Iran's higher education? what is the perspective of e-learning in the world's higher education? A systematized literature review of domestic and international studies was performed using PRISMA (Preferred Reporting Items for Systematic

Reviews and Meta-Analyses) guidelines for data collection. A comparative data analysis was performed using open and axial coding in Grounded Theory Methodology (GTM). The findings showed that the principal goals of e-learning were quality, cost reduction, and educational justice. Furthermore, it showed that the applied strategies included instructional design, needs assessment, suitable multimedia, and blended learning. Finally, it was also revealed that the innovations were MOOCs (Massive Open Online Courses). As for the international databases, the research review demonstrated that the principal goal of e-learning was innovation in providing instruction and learning at any time and location. The applied strategies included instructional design, evaluation of educational systems and an interdisciplinary view of e-learning. Other research findings were also discussed. Discussion: Domestic sources were divided into 20 subcategories with respect to the goals, obstacles, enablers, strategies, and innovations. Based on the same factors, international studies fell into 21 subcategories. The study recommended that decision makers are to consider these elements in their policies regarding e-learning in higher education.

Alharthi, Yamani and Elsigini (2021) seek to investigate any differences arising between the evaluation of students and faculty members for these services owing to their gender. Five research questions was raised to guide the research; what is the level of students' satisfaction with the services of the Deanship of e-Learning and Distance Education at Umm Al-Qura University? Does the student’s evaluation for the services of the Deanship of e-Learning and Distance Education at Umm Al-Qura University differ according to gender (male/female)? What is the level of satisfaction of faculty members with the services of the Deanship of e-Learning and Distance Education at Umm Al-Qura University? Does students' evaluation differ from faculty members' evaluation for the services of the Deanship of e-Learning and Distance

Education at Umm Al-Qura University? The researcher adopted a descriptive analysis methodology. The sample comprised 1357 students (704 male and 653 female) and 372 faculty members (208 male and 164 female) from Umm AlQura University in the academic year 2020–2021. To collect the requisite data, the study participants were asked to complete a 5point Likert scale questionnaire, and the validity and reliability of the data were then assessed.

The findings revealed the existence of a high level of satisfaction of students and faculty members with the services of Deanship of e-Learning and Distance Education, The study recommended that: Conducting periodic and regular studies to assess the beneficiaries' satisfaction with the services of the Deanship. To conducting a study on the role of digital media services in spreading awareness of the e-learning culture at Umm Al-Qura University. Spreading cultural awareness among students and faculty members regarding the services provided by the e-learning Deanships at Saudi universities and how to benefit from them through the provision of training courses and workshops,

Giannoulas et al. (2021) investigated the major issues that created impediments to the students, both the technical barriers that made it difficult to communicate, and the teaching/learning challenges raised because of emerging trends. Recognizing the main problems that arose in the educational process during the lockdown period leads to a better communication in the future in the field of distance education. Two categories of research questions was developed both closed-ended and open-ended. Category i; Problems that occurred during online education due to technology and communication tools used (computer/laptop, tablet, mobile phone, microphone, web camera and network connection), and Category ii: The educational process and pedagogical challenges during online education. But the last two questions were open-ended; ‘What changes should be made in the field of online education in order to help you complete your studies

successfully? ‘Do you wish to continue online classes after the lockdown period, and for what reason? The research results show that most students attended synchronous communication online classes (the theoretical and the practical ones) in replacement of their face-to-face lessons. The students pointed out some negative aspects of online education concerning synchronous communication educational practices, but also how their classes were organized and presented. They referred to the main technical difficulties that occurred - on the part of the teacher - preventing a satisfactory communication, as to the practices that stressed them or to the lack of communication between students and teachers they experienced during the lockdown. Despite these problems, most students are interested in continuing online learning in combination with traditional courses in a classroom. Overall, this study provided important.

Tomczyk and Walker (2021) explored the characteristics of crisis of e-learning in Poland from the perspective of teachers’ experiences. Due to epidemiological limitations. The research objective resulted from the situation of intensive transformation of the learning space from the analogue to the digital environment. The research area was narrowed down to cyberspace and samples was selected in a non-random way. This text presents the results of research relating to statements made by teachers posting in the largest Polish discussion group on education. The group currently consists of over four thousand people.

The study uses an analysis of several thousand posts and then identifies and categorizes statements related to crisis e-learning along with a phenomenological interpretation. The analyses made it possible to identify seven categories of challenges attributed to crisis of e-learning, such as: technical problems, use of non-standard solutions, the search for solutions to increase the effectiveness of e-learning, the transfer of proven applications and programmes, problems with students, problems with parents, and the modernisation of workstations. The data

presented show teacher micro-worlds in the time of the pandemic in Poland. The article is a response to the need to understand the processes occurring in the Polish educational system under the influence of crisis events related to the pandemic. The text may prove valuable for educating future generations of teachers in the field of e-learning and increasing the effectiveness of training activities aimed at strengthening the digital competence of current teachers.

Karasneh, et al., (2021) aimed to assess the online learning experience during the pandemic and recognize its perceived barriers according to university professors in Jordan. The study adopted a questionnaire-based, cross-sectional, and descriptive study. A web-based survey was distributed to all university professors and lecturers in public universities across Jordan. The research findings showed that Educators spent an average of 20.2 ± 15.9 hours/week using the internet for educational purposes during the pandemic. Positive attitudes towards online teaching were seen, as 65.7% reported being prepared for online teaching, while 40.8% were comfortable communicating with students via online platforms. Institutional support for online learning, also appears to have increased following the coronavirus outbreak.

An overwhelming majority (81.9%, n=416) stated that their universities supported online education during the pandemic, compared to 56.5% (n=287) before. The main recognized barriers for online teaching were poor internet connection (78.3%, n=398), disadvantages in old learning tools it was concluded that despite the positive attitudes of educators towards online teaching, many barriers need to be overcome before the shift from traditional learning is implemented. Faculty training and inter-departmental communication are warranted for the success of online teaching during the COVID-19 pandemic.

Mercado (2021) explored the experiences of BSED science students in learning Physics through Online Platforms, the researcher tend to investigate the challenges faced during physics classes

through virtual classroom, to understand these it is important to understand the perspective and experiences from the student students point of view. The study adopted a descriptive phenomenological research design to explore the lived experiences of BSED Science students who have taken physics subjects in an online class which is chosen purposively.

There are four themes that emerged in this study Technological Preparations, Self-Preparations, Challenges in Online Learning, and Learning Management and Opportunities. It was realized in this study that students are prepared to take online classes in both technological and personal aspects. Despite their preparations, they have encountered challenges such as network issues, time constraints, and distractions in the learning environment at home. However, students were optimistic, so, they have seen opportunities in these challenges to improve their technological skills, time management, and maximize online platform for a better understanding of physics concepts. Based on the findings, it was implied that science students' preparations really helped them to manage learning the physics course in this new normal set-up.

However, despite the preparations there are still challenges that have surfaced like unstable connection, distractions at home and time constraints. The challenges were overcome by the students through adaptation to the learning needs, maximizing available platform online and being optimistic which they perceived as the silver lining of this online class in physics. Thus, the college science students' experiences in this new normal classroom set up will transform them into a better science students and teachers in a real classroom and adapt to the new normal in education after COVID-19 pandemic is over. The study recommended that the experiences of other students who are not majoring in science and students who are in another school to have a better description of the phenomena being studied.

Elumalai, et al., (2020) explore the quality of e-learning in higher education from the students' perspective to support the top management and administrators of higher educational institutions in decision making. The research was guided by 8 hypothesis: H1. There is a positive relationship between administrative support and the quality of e-learning in higher education. H2. There is a positive relationship between course content and the quality of e-learning in higher education. H3. There is a positive relationship between course design and the quality of e-learning in higher education. H4. There is a positive relationship between instructor characteristics and the quality of e-learning in higher education. H5. There is a positive relationship between learner characteristics and quality of e-learning in higher education. H6. There is a positive relationship between social support and quality of e-learning in higher education. H7. There is a positive relationship between technical support and the quality of e-learning in higher education, H8. The extent of the relationship between gender, level of the course and the quality of e-learning In higher education, The population of the study consisted of students attending online classes during the COVID-19 period in the education sector in India and the Kingdom of Saudi.

A self-made questionnaire was utilized for the study, an inferential statistics cross-sectional study was conducted. The findings revealed that there is a positive relationship between the set of variables and the quality of e-learning in the higher education sector. Also, there should be difference in the procedure of providing e-learning based on the level of the course and gender of the students. it was recommended that the top management and administrators of higher educational institutions should improve their actions and concentrate on the study outcomes related to administrative support, course content, course design, instructor characteristics, learner characteristics, social support, and technological support to enhance the quality of e-learning.

Oyediran, et al., (2020) explored the level of compliance of instructors to e-learning during the COVID-19 pandemic lockdown and identify limitations to the use of e-learning in the selected private tertiary institutions. This study adopted a survey method for the primary data collection on socio-economic variables, compliance, and constraints to e-learning in the private tertiary institutions. Respondents showed a willingness to provide answers to the questions contained in the questionnaire. This study established that socio-economic variables are significantly correlated with e-learning compliance with educational attainment as a major determinant. It was also found that variation existed in e-learning compliance across the selected private tertiary institutions, a pointer to the fact that e-learning has not been effectively incorporated into tertiary education in Nigeria; the private universities have the highest level of compliance with e-learning during the COVID-19 pandemic. The limitations obstruct compliance to e-learning particularly in the private Polytechnics and Colleges of Education in the southwest, Nigeria and it would have multiply effect on the academic progress of the institutions and could further create a socio-economic skills gap for the nation.

Sutarto, Sari, and Fathurrochman (2020) research focused on understanding and exploring the strategies used by teachers of SDIT Rabbi Radhiyya Curup to increase student's interest in learning and to express students' responses in Online learning during the COVID-19 pandemic. This research is qualitative research with a phenomenological approach in which the principal, the vice-principal of curriculum, the teachers, and students were the informants of this research. The data were collected by conducting semi-structured interviews which were analyzed by using the Miles and Huberman model. The results showed that the strategies used by the teacher to increase students' interest in learning were to provide students with an understanding of the importance of learning, to make learning material brief, clear, and interesting, to use simple and

interesting media, and to conduct regular and continuous evaluations. Online learning, students get something fun, but they lack togetherness with their friends.

Alshehri (2020) examined the perceptions of Saudi females' students regarding using social media as e-learning tools to support learning and explore benefits and barriers affecting the adoption of such tools at the new University in Saudi Arabia. An electronic survey was used. 23 females participated where selected for this study. The sample involves a wide range of females' students from different levels of study. A questionnaire was carried out during the 2020 summer semester. Closed and open-ended questions were used in the questionnaire. Five-point Likert scale responses were used in most items to scale the extent to which participants agreed or disagreed with each statement.

The questionnaire was distributed using Google Forms, with the links sent vie email to respondents. The data were anlysed using SPSS (Statistical Package for Social Science 21 version) to help clarify the descriptive data of the study, the finding revealed that the rate of social media usage among females' students was very high but some completely opposed using social media and indicated some concerns to integrate these tools in education. The findings also,

indicated that the females' students had very positive perceptions to use social media as tools for e-learning and reported that these tools are effective tools for building participation, interaction, collaboration, communication among females' students, and encourage critical and reflective thinking. Likewise, some other factors were reported to hinder the use of social media as e-learning tools by female students such as distractions, privacy, cyber-bullying, lack of training, and quality of the Internet and technology, extortion, harassment, pornographic and sexual

materials during using social media tools, which can cause profound psychosocial outcomes such as damage to reputation, depression, anxiety, severe isolation, and even suicide.

Safari, Mohtaram and Razi (2020) explored the experiences of Iranian Student teachers on the status of virtual education in the Coronavirus pandemic. Using phenomenological method, the qualitative study was conducted on 46 student-teachers in Iran. The data collection tool was a semi-structured interview which was conducted in absentia due to the prevalence of COVID 19. Data collection and analyses were done concurrently. Data were interpreted using thematic analysis method with the support of Nvivo10 qualitative data analysis software. The thematic network indicated that the challenges of virtual education during the Coronavirus epidemic consisting of a comprehensive theme, 5 organizing themes (Inequality in access to facilities, The challenge of filtering, Internet slowness, Hardware and software challenges, Non-uniform communication channels for all students, Low capacity of communication), and 22 basic themes. The results of this study can provide useful information about the current state of e-learning and education to administrators, planners, and implementers of e-learning in universities. By identifying the problems in the process of e-learning, this process can be modified, improved, or changed, and measures can be taken to develop and enhance the e-learning process in times of crisis.

Joshi, Vinay and Bhaskar (2020) aimed at identify the barriers faced by teachers during online teaching and assessment in different home environment settings in India. Interpretative phenomenological analysis (IPA) was adopted for the research. The study was conducted among the teachers working in the government and private universities of Uttarakhand, India. Semi-structured in-depth interviews was conducted among 19 teachers, data collected were about barriers found during online teaching and assessment. ATLAS.ti, version 8 was used to analyze

the interview data. Semi-structured in-depth interviews were conducted to collect data from the teachers to gather information about the barriers faced in online teaching and assessment. The open ended questions were not having any predetermined limit or boundary. The findings revealed four categories of barriers that were faced by teachers during online teaching and assessments. Barriers under home environment settings; are lack of basic facilities, external distraction and family interruption during teaching and conducting assessments were major issues reported. Institutional support barriers such as the budget for purchasing advanced technologies, lack of training, lack of technical support and lack of clarity and direction were also reported. Teachers also faced technical difficulties. The difficulties were grouped under lack of technical support, lack of technical infrastructure, limited awareness of online teaching platforms and security concerns. Teachers' personal problems includes lack of technical knowledge, negative attitude, course integration with technology and a lack of motivation are identified as the fourth category to damp their engagement in online teaching and assessments.

Sepahi, Salari, Khoshay and Rezaei (2020) aimed to identify the influential factors in teacher evaluation regarding e-learning during COVID-19 from the perspective of the students of Kermanshah University of Medical Sciences. Cross-sectional descriptive-analytical study was conducted on the students of the second and higher semesters of KUMS, who were selected from the schools of medicine, pharmacy, dentistry, nursing and midwifery, paramedics, health, and nutrition and various educational levels. the finding shows that a significant di erence was observed between the e ects of various factors on the students' evaluation of their professors in di erent faculties and di erent educational levels, also, the results and given the importance of the influential factors in teacher evaluation, the empowerment of professors regarding e ective

teaching methods and communication skills in e-learning is recommended to improve the quality of virtual education.

Akram and Muhammad-Khan (2020) study exploded how decision making, monitoring and communication through LMS support e-leadership of elementary school principals and how it increase school effectiveness. LMS is implemented in more than fifty private schools in order to increase school effectiveness. This study was conducted under the interpretive paradigm and phenomenology design was used to explore the phenomena of the Learning Management System. Semi-structured interviews were conducted with ten principals, coordinators and LMS supervisors and teachers. Data were collected through open-ended semi-structured interviews from the principals, supervisors, subject teachers and homeroom teachers. The results of this study indicated that decision making, monitoring and communication in the LMS provide extensive support for school principals in managing their organizations and active participation of teachers consequently increase the effectiveness of e-leadership. Data-based decision making is the consequence of the monitoring, and communication among the teachers, students, and parents. In order to improve e-leadership, the study recommend that school principal should expand the use of updated data of teaching and learn from teachers, students and parents derived through LMS.

Farazkish and Montazer (2020) investigated the perceptual readiness level of Iranian students for e-learning. The current state of perceptual readiness of Iranian students to participate in the e-learning environment beyond the presumption of "existence" or "lack" of this preparation is such that their actual readiness is determined in a number of important universities. The research was philosophically placed in the positivism paradigm and the logic of deductive reasoning was used. Survey research strategy is used to collect firsthand data using a questionnaire tool. The students'

perceptual readiness was measured by the following four scales: Attitude, Perceived usefulness, Willingness and Perceived self-efficacy. The results of the study showed that one of the important reasons for the failure of e-learning systems in Iranian universities is students' lack of perceptual readiness. At the same time, considering the lower than average level of students' readiness in the "willingness" and "perceived usefulness" scales, the study recommended that there is a need to focus on awareness and education of students in this regard. Besides, relying on students' relative readiness to understand self-efficacy and attitude indicators, universities should put two main activities on their agenda: further strengthening students' self-efficacy through e-learning and providing a suitable environment. For e-learning for students.

Salamat, Ahmad, Iftikhar-Bakht. and Saifi (2018) explored the effects of e-learning on students' interest and learning at university level. The researchers used quantitative method for the present study. Researchers used quantitative research method for the study. Questionnaire used as a research tool for data collection. Questionnaire developed on 3 likert scale from agree to disagree and comprised 21 items. Questionnaire distributed among graduates and data was collected from 205 students. The raw data collected was analyzed through SPSS and most frequently used statistical techniques of frequency and percentage score. The study found that e-learning provides time flexibility to the students and it motivates students to do their own work without others help. It was also that students feel comfortable when they use internet. The study concluded that e-learning is a system that provide time flexibility to the students for their learning and motivates students to do their work without others help. It is also concluded that students feel comfort in browsing and surfing internet. The study concluded that students share their learning material through social media e.g. WhatsApp groups and they also consult other libraries for material to improve their learning. The students supported the idea that instructors

contacted easily. Students responded that e-learning enhance the quality of teaching and learning process. The study concluded that students feel comfort when they are exploring and surfing the internet.

Eze, Chinedu-Eze and Bello (2018) exploited the adoption and utilisation of e-learning facilities by lecturers in Nigerian private tertiary institution. The study adopted qualitative approach to investigate the adoption and utilisation of e-learning facilities by lecturers in a Nigerian private tertiary institution using 15 semi-structured interviews from the academic staff of M-University. Raw data gathered were analysed using data driven thematic approach (a similar approach to grounded theory). The interview was scheduled for 30 min per interviewee. Finally the responses from the participants were transcribed. the questions asked during the interview were; what are the types of e-learning facilities M-University lecturers use in delivering lectures to students?; Are e-learning facilities in M-University adequate enough for lecturers to use in delivering lectures to students?; How would you describe the utilization of e-learning facilities in M-University by lecturers?; Do you always feel comfortable using e-learning facilities when delivering lectures to students?; Do you think that e-learning facilities are simple and easy to use?; Have e-learning facilities helped in improving your lecturing performance?; Do you prefer the use of e-learning facilities to “face to face” learning in delivering lectures to students?; What do you think are the major factors that inhibit the adoption of e-learning facilities by lecturers in M-University?; The findings reveal that M-University’s e-learning facilities are adequate and accessible to users, and most teachers are comfortable with utilisation of various facilities during classes compared to most public tertiary institutions although, the utilisation has not been maximised. However, attitude of users, inadequate internet facility, inadequate training of users affect the successful adoption. The study recommends that e-learning facilities should be

constantly upgraded, and that M-University should train their staff continuously to meet the constant advancements of the e-Learning facilities in order to maximize usage

Sarvestani, Mohammadi, Afshin and Raeisy (2019) Explored students' experience of e-learning challenges at the Virtual School of Shiraz University of Medical Sciences (SUMS). The objective of the study was to investigate the challenges of e-learning from the students' point of view. The research is guided by one single purpose which is to explore the students' experience of e-learning challenges at the Virtual School of Shiraz University of Medical Sciences. The research design adopted was qualitative phenomenological descriptive method. The researcher adopted purposive sampling approach to theoretically saturate the data, 10 participants were selected on the basis of theoretical saturation as key participants to explore the students' experience of e-learning challenges at the Virtual School of SUMS. A semi-structured interview was conducted with students of the Virtual School of SUMS who had sufficient experience of e-learning. The approximate time of each interview was 30 to 60 minutes. Overall, the interviews lasted about a month and a half, from May 2017 to the end of June 2017. The interviews were then written and prepared for analysis. In the Results the researcher classified the challenges of e-learning at the Virtual School of SUMS into six general categories which are as follows: 13 educational challenges, including the extensive amount of context in the courses as well as a large number of modules, disregarding the educational prerequisites of the field, failure of professors to accompany students at the early stages of the projects, etc.; 10 organizational challenges including non-diversification of e-learning courses, high availability of online academic staff due to lack of e-learning experience, 9 ethical challenges such as lack of appropriate culture for applying this discipline, negative perception towards e-learning, 8 technical challenges including low speed of internet, shortage of physical spaces in e-learning, 5

supportive challenges such as lack of facilities, lack of permission to use the university canteen, 5 evaluation challenges such as mandatory in-person exams in e-learning courses, not allocating a reasonable proportion of the final mark to in-person exams, 3 managerial challenges such as inefficiency of the educational content, rejection of students by the head of virtual faculty due to lack of time and lastly, 2 communicational challenges such as lack of interaction with academic staff and classmates as well as lack of face-to-face communication.

Edemoh and Ogedebe (2019) explored the prospects and challenges of Nigerian Universities concentrating on the Publishing, Interaction, Transaction and Delivery (PITAD) framework with a phenomenology approach In Nigeria. Four research question where raised to guide the research; What constitutes e-learning?, How does the strategic adoption of e-learning cuts across Nigerian universities?, To what extent is e-learning used within the Nigerian universities? and How has it supported the learning process within the Nigerian universities? The research adopted mixed methods to compile data. The findings revealed that Nigerian universities have the tendency to participate in e-learning despite the challenges but currently no university in Nigeria deliver instructions and carry out the PITAD (Publishing, Interaction, Transaction and Delivery) framework activities with purely digital technologies.

Bryant, (2018) used a narrative, phenomenological method to explore in-depth preschool teachers experiences and perspectives on preschool inclusion. Eight general education pre-school teachers from the author's school district in southeastern Virginia were interviewed using an open-ended interview format. The participants shared with the researcher that many parents and others outside of the school environment consider preschool teachers as little more than babysitters. Another theme that emerged was that more training is needed, both formal and on-the-job training, in the area of inclusion practices, as this would increase the comfort level of

preschool teachers with these practices. Additional themes revealed that the attitudes of both teachers and outsiders also impact the effectiveness of preschool inclusion practices, and all of the participants reported having positive attitudes about teaching in an inclusive environment. The information obtained in this study provides us with a better understanding of preschool teachers' experiences and perspectives about preschool inclusion. It also provides insight into what teachers may need to improve preschool inclusion.

Winterhalder (2017) explored the lived perceptions and experiences of teachers who have adopted the use of mobile devices in their teachings for student knowledge for 2 or more years. Phenomenology was selected as the methodological approach for examining the experiences and perceptions of teachers who integrate mobile technology in their instruction. The study was a qualitative study gathering data from in-depth interviews. Interview and classroom observation was used to explore how teachers both perceive and support the use of mobile technology. During the interview, open-ended questions were designed to elicit detailed responses from teacher participants. As noted by both Yin (2011) and Creswell (2009), the questions of a qualitative research study should guide the study, three research questions were pertinent to this study. The research questions that guided the investigation of this study were as follows: What are both the perceptions and shared perceptions of teachers in using mobile devices to provide knowledge to their students?, How do teachers describe their experiences when using mobile devices to provide knowledge?, What are positive and negative factors that teachers indicate when using in their exercise of using mobile devices in the classrooms?

The instructional framework designed has seven design as follows: Provide experience with the knowledge construction process, Provide experience in and appreciation for multiple perspectives, Embed learning in realistic and relevant context, Encourage ownership and voice in

the learning process, Embed learning in social experience, encourage the use of multiple modes of representation, and Encourage self-awareness of the knowledge construction process. The study included open-ended interviews to explore the perceptions of teachers who work in schools where a BYOD/BYOT (Bring Your Own Device/Technology) program has been employed for more than 2 years. An observational component was also used to ensure the connection of real-life applications. Phenomenology was selected as the methodological approach for examining the experiences and perceptions of teachers who integrate mobile technology in their instruction. Purposeful sampling was employed in an effort to secure participants who were deliberately identified in order to access valuable data that could not be obtained from other sources. Participants in this study comprised of teachers who have implemented mobile technology in their instruction for a period of 2 or more years in a middle school and high school setting in a public-school system.

Murders (2017) explored the experiences of college students with learning disabilities who utilized online education at a public university centrally located in the United States, resembling numerous comprehensive regional universities. .The researcher used one central question and four sub-questions to guide the research; how do students with learning disabilities experience online education? Research Sub-questions; why do college students with learning disabilities choose online education? when given a choice, how do students with learning disabilities decide to take a course either through the traditional classroom or online learning? What are the benefits that college students with learning disabilities experience with online courses? What are the drawbacks and barriers that college students with learning disabilities experience with online courses?. The researcher explored qualitative phenomenology as the methodology for the study. the researcher selected personal interviews as the primary method for data collection. This study

utilized two sessions, a pre-interview and single-session interview using standardized interview protocols. Finding from the research shows that online classes do not have less workload but most times more reading is required due to the lack of traditional lecture. students with learning disabilities like the convenience and flexibility of schedule afforded by online classes, online structure and organization affords students with learning disabilities more time to process and understand information, students with learning disabilities feel more independent and confident with the structure and organization of online courses, It was recommended that the syllabus should be Made available at least a couple weeks before the beginning of class, and be available to discuss it, Use PowerPoint slides to outline key concepts in the lecture material, terminology, overview of reading material, Give assignments and directions orally, as well as in writing, Provide clear deadlines and reminders about due dates, Provide increased opportunities for student participation and interactions, Provide study guides and study questions, as well as review sessions to aid in preparing for exams, Consider untimed exams and alternative means to demonstrate learning with the stigma of time constraints, Assist in obtaining e-books, supplemental platform, and assistive technologies. Simply stated, students with learning disabilities in online classes want instructors to express open and constant communication, compassion, a willingness to accommodate students, and faculty engagement.

Arif (2017) explored the perceptions of women about blended learning in a rural area, Charsadda district Khyber Pukhtoonkhwa province of Pakistan. One central research question was used to guide the study: What are the lived experiences of adult females enrolled in a blended learning course in a rural area of Pakistan? The study adopted a Phenomenological approach. A total of seven individuals participated in the study. The participants were selected from a village in the Charsadda district of Khyber Pukhtoonkhwa province. Interview was used

as the main tool for data collection. The research findings were categorized under three main themes; the experience of the participants with blended learning, the ways it meets their needs and the barriers to the participants in this learning environment. The participants regarded flexibility and presence of an instructor as the main enablers, while time management and language proficiency as the main barriers. One interesting finding of the study was that what seemed like an advantage to one participant was identified as a barrier by another. The advantages and barriers to blended learning identified in this study appear to be rooted in the previous experiences of the participants and to their specific role, duties and identity as a woman.

The qualitative phenomenological study of Wooten (2017) investigated the effects of online learning for deaf college students as opposed to the mainstream classroom setting. The study addressed the following research questions based on the perspective of deaf college students who are enrolled and who dropped out; how did the online class affect their writing skills? how did the online class affect their reading skills? how did the online class affect their social and academic satisfaction? how did the online class meet their specific learning needs? This study specifically analyzed the writing and reading skills of deaf students in general and the development of English literacy of prelingually deaf students and those from non-English speaking countries. The use of online teaching tools had significantly improved postsecondary education for deaf students in the United States, particularly in these three categories. The theoretical orientation used to buttress this study is social cognitive theory. Results were obtained directly from the deaf student participants. Their direct statements highlighted several areas in which they felt their interactions with computer and internet technology could be improved. Namely, there was a consensus among the deaf student participants. They related there was a "technology gap" to overcome before they could optimally pursue learning online. Also,

participants noted that teachers in service to the deaf students attempting to access online learning software were themselves lacking in the know-how necessary to achieve optimal learning. This study can provide prospective students and educators within the higher education sector a better understanding of the experiences of deaf students in a distance-learning program. Moreover, the findings of the current study provide an opportunity for potential distant learning students to understand the implications of online learning before their actual participation.

Heath (2016) explored the experiences of two social studies teachers who initiated and integrated one-to-one technology over a two-year period in a racially diverse, high-poverty middle school. Two sub-questions were raised to guide the study: How do selected middle school social studies teachers perceive and describe their experiences initiating a one-to-one program in their classrooms? How do selected middle school social studies teachers perceive and describe their experiences in integrating the technology into their classrooms? Using a phenomenological methodology, data were collected through interviews, observations, and artifacts and were interpreted using transcendental phenomenological reduction. The study adopted TPACK theory with three elements: Technological, Pedagogical, and Content Knowledge.

Findings reveal themes of teachers' positive beliefs about technology, teachers' belief in themselves as professionals with agency, teachers' relationship with the larger school district, and the ways in which teacher empowerment, technological knowledge, and pedagogical shifts led to greater student autonomy in learning. It was concluded that meaningful integration of one-to-one in social studies occurs at a confluence of complex factors; positive teacher beliefs about technology *and* teacher beliefs about professional agency impact integration; teacher voice is critical to research; and a modified version of TPACK is necessary in order to more fully capture the complex relationship between teacher beliefs *and* the teacher's interaction with

administration and district goals. The study recommends that policymakers and practitioners should empower teachers by: building teacher capacity and supporting development of positive teacher beliefs well in advance of technology initiatives; designing and providing professional development that honors teacher voice, existing beliefs, and offers opportunities to take risks with technology; limiting the levels of bureaucracy in districts; and facilitating greater trust between the school leaders and teachers within the school community.

Westman, Alerby and Jillian (2013) explored the phenomenological ways in which teacher work is experienced and portrayed by teachers and children. The study takes its starting point in the phenomenology of the life-world as expressed by Maurice Merleau-Ponty (2002/1945; 1968) and Max van Manen (1990), and is based on teachers' and children's drawings and associated comments concerning the phenomenon, teacher work. Due to the phenomenological nature of the study, the researcher explored the phenomenology of teacher work as it is lived by teachers and children. The data collection took place between the years 2009 and 2012, in Sweden, Hong Kong and Australia, with participants from a range of countries. Data from the teachers were collected during four workshops. A total of 50 teachers and 112 children participated. The result reflecting teachers' and children's experiences of teacher work is presented as three themes: To control and be controlled, to manage or enjoy chaos, and, To care, nurture and protect. The themes symbolize different dimensions of teacher work. The interpretations and understandings of the themes are elaborated below, visualized through presentation of a number of drawings from teachers and children with accompanying oral comments. After the presentation of the three themes, a phenomenological analysis is presented. The study found out that teachers' lived body is experienced as a huge and powerful person with a large finger, when controlling the children. According to the findings, teachers' and children's experiences of teacher work can be described

as a multidimensional reality, containing ambiguous parts which at first seem contradictory, But in fact are parts of a whole, Also, the diverse and ambiguous aspects of teacher work not only demand technical competences, but a pedagogical tactfulness—what van Manen calls 'the tact of teaching' (1991)—which includes aspects of care but also an openness towards the child and the group of children and their life-world.

Pazurek-Tork, (2013) explored adult learners' lived experiences in online learning environments and the significant phenomena associated with them, four adult learners' lived experiences who enrolled in a complete online, four-week, graduate-level university course as a means to help online instructors, facilitators, and instructional designers better understand how adult learners may experience engagement when learning online. The research was guided by three research questions; What is it like to be an adult learner in online learning environments? What is it like to experience engagement in online learning environments? and how do various elements of learning online and dynamics of the learning environment influence adult learners' feelings of engagement?. A post-intentional phenomenological research design was adopted, incorporating phenomenology as a conceptual or philosophical framework to examine some of the ongoing, dynamic tensions within the lived experience of engagement while learning online. The finding reviled that unbounded nature of learning online significantly impact the learner experience, especially how engagement is experienced, It also stated that The "purposeful freedom" that online learning uniquely affords provides learners with unlimited access to a wealth of resources as well as relatively unlimited time to process and reflect, leading to new understandings based on new connections that are made. Findings indicate that online engagement moves and changes over time and space, suggesting that it was experienced temporally, the Findings also suggest a pedagogically significant

distinction between transitory engagement in the moment and sustained engagement over time.

Cigdemoglu, Arslan, and Akay (2011) explored instructors' experiences on usage of an open-source Learning Management System (LMS), Moodle in their courses. The study was conducted in a private university in Ankara, Turkey where the widespread use of the Moodle has only recently started. The phenomenological design has been utilized as qualitative research method for this paper. The Participants comprised in structures from different faculties who are new users of the Moodle. Open-ended interviews were carried out, and the data was transcribed into codes and themes. In this phenomenological study, the data was collected through open-ended, semi-structured interview, each session of interview was recorded with a tape-recorder then, and the data was transcribed by the researchers. The research findings indicated that instructors have different impressions from the system in terms of their effort and expectation.

Antoine (2011) investigation focused on the exploration of the lived experiences of students who had dropped out of traditional four year colleges and returned to complete their degree by e-Learning. The objective of the investigation was to gain a new understanding of the psychological, motivational, and ethical aspects of continuing a four year college education through an e-Learning environment. The study was guided by a central research question: What is the lived experience of students who have dropped out of traditional college and who return to complete their degree via e-Learning? To answer this overarching question, the study we supported with additional three 3 sub-research questions: What perceived factors do students, who have previously dropped out of a traditional college and have returned to complete their degree via e-Learning, see as influential to selecting e-Learning to complete their college degree? What perceived moral issues in terms of academic integrity do students returning to school via e-

Learning, to complete their degree, perceive as relevant to e-Learning students' behavior and conduct, as well as, to faculty and administration? and what psychological needs are perceived to be satisfied from participation in the e- Learning model by students returning to college via e-Learning to complete their degree?

The data included in-depth interviews with the participants on their perceptions and experiences in achieving a baccalaureate degree by e-learning after dropping out of a traditional four year college program. To enhance the rigor and trustworthiness of the study, the researcher engaged in member checking, reflexive and methodological journaling, and analysis. Results of the study are presented as descriptions of how participants perceived the impact of e-Learning on their educational, personal and professional lives. Five thematic categories emerged from the interviews: (a) flexibility; (b) academic integrity; (c) satisfaction; (d) the importance of the teacher; (e) a diminishing need for support as the learner proceeds through the e-Learning process. Categories consisted of one or more related themes.

Consideration is given as to how the researcher's experiences and beliefs played a role in the study. Strengths, weaknesses, and considerations of the study findings are offered as are implications of the study for practice and for future research.

Rao (2011) carried out a study to understand global e-Learning as a phenomenon, identify its evolution, and investigate its current status and the advances that can be anticipated in the future, from a global context. The study was guided by three research questions; What did e-Learning look like in the early 2000's?, what were the issues attendant to e-Learning in 2006-2007? and what are the e-Learning trends of today (2011) and the future (2017)?. The research employed a qualitative phenomenological inquiry into understanding the participant's experiences about the evolution of e-Learning and what they believe to be its emerging trends for

the foreseeable future. data was collected through interviews and were from various parts of the world. The interview process was guided by structured and open ended interview questions; From your perspective, what is the current utilization of e-Learning in your organization, What do you perceive to be the advantages of instituting e-Learning in your organization, From your perspective, what have been the critical technical innovations which support effective e-Learning, What would you perceive as the strengths and weaknesses of e-Learning as a mechanism to support or replace traditional education models, From your perspective, what innovation in the next 10 years could advance the effectiveness and efficiency of e-Learning, From your perspective, what evolutions in e-Learning would influence your organization to invest in e-Learning as a means to improve the competitiveness of your organization. Data analysis was conducted using Willig's (2001) four-stage phenomenological analysis model using Interpretative Phenomenological Analysis (IPA). The finding shows that e-Learning is a way of life, Faster, Cheaper and Global, Missing human touch and the Lack of Infrastructure and it's the Technological Advances and the Future of e-Learning

Morrow, (2010) explored the phenomenological study on understand of how online faculty members perceive the impact to their creativity expression when teaching in online environment. The central phenomenon focus for this study is distance learning faculty creativity, the study is guided by One Central Question and 3 Guiding Research Questions**:** How does teaching in the online environment affect the expression of faculty creativity? What is the essence of the experience for creative instructors expressing creativity in the online environment?, What are some of the challenges creative instructors face expressing creativity in the online environment?, How does technology enable or hinder creativity expression for creative instructors?. This study is intended for online faculty, administrators, and researchers.

The research adopted a mixed method. Participant Web interviews were reviewed and transcribed by the researcher, with transcription being done with the aid of transcription software The finding indicated that online faculty are hindered in the way they engage students or present information, which could affect instructor's ability to express creativity. Also finding that supplementing written or lecture material with multimedia enhances learner's understanding of concepts. Results also, indicated that most faculty were not regularly employing constructivist pedagogy into their classes. Also, the study indicated a clear need for a more widely recognized pedagogy in online learning.

2.5 Summary of Review.

The chapter reviewed literatures considered related to the study. The review was methodological in that it captured the methodology section of the literature presented in this section. The review concentrated on phenomenological studies on e-learning which was the major issue of the study. Studies on E-learning that adopted the phenomenology relating to the lived experiences of teachers/Lecturers were reviewed. However, from the reviews, the study identified the following: geographical distribution imbalance in terms of areas of location, respondents, specifically, lived experience on e-learning platform in the studies. Therefore, this study is unique by virtue of the fact that none of the literature presented in this chapter explored the phenomenological knowledge of e-tutors in Nigeria. Specifically no study explored the knowledge of e-tutors in Ahmadu Bello University, Zaria. Similarly, all studies were focused on e-learning platform generally, while this study concentrated on module e-learning platform.

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CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction.

This chapter consist of the research methodology adopted for this study; the chapter shall be presented under the following sub headings;

3.2 Research Methodology adopted for the Study

3.2.1 Research Design adopted for the Study

3.2.2 Research Paradigm

3.3 Population of the Study

3.4 Sampling Size and Sampling Techniques

3.5 Instrument for Data Collection

3.5.1 Rigor in qualitative Research

3.6 Procedure for Data Collection

3.7 Procedure for Data Analysis

3.2 Research Methodology

The Research methodology adopted for this study is the qualitative research methodology. Qualitative research is a research enquiry method that is geared towards understanding, describing, and exploring the meaning of naturally occurring social phenomena (Van 1979). Qualitative researchers are interested in understanding the meaning people have constructed about a phenomenon, the sense they make of the phenomenon in their world and the experiences

they have about phenomena in their natural setting (Merriam, 2009). This methodology will be appropriate for this study because this study seeks to build the knowledge of Moodle e-learning platform from the experiences of e-tutors in Distance learning centre, Ahmadu Bello University, Zaria that have experience in its use.

3.2.1 Research Design Adopted for the Study

A Phenomenological research design was adopted for this study, this is because the research is all about exploring the live experiences of e-tutors. This qualitative design aggregates the experiences of a group of people, analyses and compares these experiences to identify the basic structure or essences of the phenomenon under study.

Research design is a plan that is applied during research process in order to collect data to answer the research questions and to arrive at conclusions (Yin, 2009). It is the blue print of the whole of the research process that shows the reasons for research decisions that were taken to include the research instruments, the procedure for data analysis and the conclusions arrived at in the study.

3.2.2 Research Paradigm

Scholars in research have shown that any valid research should explicitly discuss the philosophical underpinnings that guide it. These philosophical underpinnings are also known as the Research Paradigm (Kivunja & Kuyini, 2017). Research Paradigms are the basic set of ideas, assumptions and practices that guides a researcher during the research process. They also provide a guide for evaluating the research. This is because it shows the basic systems and the school of thoughts that the research belongs to (Okesina, 2020). Research Paradigms also provide the foundation for all the choices a researcher will make in the research. These include the choice of

theoretical framework, research methodology, discussion of findings and the conclusions to be made from the study.

This study adopted interpetivist research paradigm also called Constructivist paradigm (Fard, 2012; Fazliogullari, 2012). This paradigm aims to understand people and social phenomenon (Fard, 2012; Fazliogullari, 2012; Edwards &Holland, 2013). Interpretivist researchers aim at exploring and understanding phenomenon inductively. Research in this paradigm is interpreted through the meanings that people give to their lives and this meaning can be discovered through language or dialogue. This paradigm is deemed appropriate for this study because this study explores the knowledge of e-learning platform from the experiences of e-tutors in Distance Learning centre, Ahmadu Bello University, Zaria that have used it before and are still using it.

3.3 Population of the Study

Population of this study consist of e-tutors at the Distance learning Centre, Ahmadu Bello University, Zaria. This is because the Distance learning centre conduct their teaching and learning using Moodle E-learning platform, teaching and learning of the centre was not interrupted even during the COVID-19 pandemic period in 2020.

3.4 Sampling Size and Sampling Technique

In qualitative research sample size can only be determine at the saturation stage, where there is no new information from the respondents. According to *Gentles et..al (2015)* the sample size for phenomenological study should be less than 10, therefore the sample size of this study is 9 e-tutors in Distance learning Centre, Ahmadu Bello University. However, this is subject to the saturation point.

This study adopted a purposive sampling technique because it allows the participant to be selected based on some inclusion criteria.

3.4.1 Inclusion Exclusive Criteria

The Participants of this study will be sampled based on the following inclusion criteria.

i. Participant must be an e-tutor in the DLC, Ahmadu Bello University, Zaria.

ii. Must have been using the Moodle LMS of the centre for more than four years.

iii. Must belong to the rank of Lecturer I and above.

iv. Must be willing to participate in the study.

3.5 Instrument for Data Collection

In qualitative research, various instruments are used for the data collection ranging from focus group discussion, interview: observation, document etc. (Jovancic, 2019). For the purpose of this study, an interview was adopted, interview entails asking the respondents questions and getting answers for the study, and the method is useful because it produces consistent data that can be compared across a number of respondents (Cohen &Crabtree, 2006). Specifically, a semi-structured interview was adopted for this study as the technique enabled the researcher to work based on the research questions, while collecting required information for the study (Statistics solutions, 2020). A semi-structured interview is opened and gives room for new ideas to be brought up for the interview process based on the responses of the interviewee. Semi-Structured Interview is a more commonly used interview technique that follows a framework in order to address key themes rather than specific questions. In semi-structured interviews, the researcher has a list of questions or fairly specific topics to be covered, often referred to as an interview

guide, but the interviewee has a great deal of leeway on how to reply. Questions may not follow exactly the way it's outlined on the schedule by the interviewees (Bryman, 2012).

3.5.1 Validity of Instrument in Qualitative Research

Trustworthiness in qualitative research is the guarantee in data, interpretation, and method used to guarantee the quality of the study (Connelly, 2016) this can only be so when the readers of the research report view it to be so (Gunawan, 2015) scholars have proposed four criteria for judging the soundness of a quality research which are: Credibility, dependability, transferability and confirmability (Gunawan, 2015: Shenton, 2004; Sandelowski, 2003).

Credibility as described by scholars is the level of confidence in the information provided by the researcher, which can be achieved when the researcher eliminates any form of favoritism from the research by presenting the participant's real view.

Dependability is seen to be the extent of consistency of the research findings when such research is repeated by other research. While, Transferability is the level at which the research findings can be transfers to other contexts or setting. Conformability is a form of establishing the data and interpretations of the finding are not fabrication of the researcher (korstjens & Moser, 2018). To certify the trustworthiness of this study the researcher will adopt credibility and conformability, because it will enable the researcher to be unbiased when presenting findings.

Credibility: this was achieved by adopting some form of questions that have been used in previous work. Also, the respondents was randomly selected, the researcher tried to be conversant with the philosophy of the studied organization and inform the participant the free will to participate in the interviewing session.

The researcher was also strategic in order to ensure honesty in the participant's data. Also, triangulation was achieved by collecting data from the tutor at distance learning Centre.

Conformability: here, In order to eliminate any form of bias from the researcher, the report of the findings of this study was based on the experiences and ideas of the e-tutors, not those of the researcher. Efforts were made to ensure that the findings of this study reflected the experiences and ideas of the respondents.

3.6 Procedure for Data Collection

The researcher placed the consent form on the e-tutors WhatsApp group, seeking for the consent of the e-tutors and book an appointment from the willing e-tutors with appropriate time and day. The average time for each interview will be between 25-30 mins.

With the use of a research assistant, the researcher scheduled an interview section, which was guided by the adopted instrument and modified to suit the present study. The interview was recorded using a tape recorder and note taken was also done.

3.7 Procedure for data Data Analysis

The researcher adopted an Interpretative Phenomenological analysis for data analysis, this method is selected to be used in that it is participant oriented, it allows the interviewee to express their ideas and lived experiences exactly the way it is experienced without distortion and not pre-existing information. IPA enable the researcher to understand personal experiences of the subject (Warren, 2020), the choice of this analysis is because this research is all about exploring the lives experiences of the e-tutors in distance learning centre, Ahmadu Bello University, Zaria.

The following procedures was be adopted:

a. Reading and re-reading the interview transcription:

   Here the researcher transcribed the oral interview into a readable document or converted into note were read and re-read

b. Categories identifications:

As the researcher is reading the identification of major and minor categories were been carried out.

c. Structuring the analysis:

Clusters of themes was labeled in a way that captures their essence.

d. Production of a summary table of the themes:

Quotations were selected that illustrate themes and the researcher abandon themes that are not well-represented.

e. Construction of a cohesive narrative:

-*The narrative was based on the summary table, and quotes from participants were included to add depth and richness.

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CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter is presented under the following sub- headings;

4.2 Data Analysis

4.3 Lived experiences of e-tutors in Distance Learning Centre, Ahmadu Bello University, Zaria in the use of Moodle e-learning platform.

4.4 Sources of Information available to E-Tutors in Distance Learning Centre, Ahmadu Bello University, Zaria on the use of Moodle E-Learning Platform

4.5 Forms of Technical Support Available to E-Tutors in Distance Learning Centre, Ahmadu Bello University, Zaria on the use of Moodle E-Learning Platform

4.6 Challenges associated with the use of Moodle e-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria

4.7 Factors Affecting the Use of Moodle E-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria

4.2 Data Analysis

Data in the form of narratives was collected through in-depth semi-structured interviews with nine participants. The interview narratives were meticulously recorded using a digital recorder and later transcribed. These transcripts were then reviewed and analyzed in alignment with the research questions posed for this study. Subsequently, the narratives were categorized into coherent themes using the Interpretative Phenomenological Analysis process outlined by (Warren 2020).

Applying the interpretative phenomenological analysis process as elucidated by Warren (2020), a total of 152 open codes emerged from the narratives provided by the study participants. Among these, 48 open codes pertained to the lived experiences of e-tutors at the Distance Learning Centre, Ahmadu Bello University, Zaria, specifically in their utilization of the Moodle e-learning platform, which addresses Research Question one. These 49 open codes were amalgamated into ten related sub-themes, and these sub-themes were subsequently condensed into three main themes.

Similarly, from the 152 open codes, 38 open codes were derived from the participants' narratives concerning the sources of information accessible to e-tutors at the Distance Learning Centre, Ahmadu Bello University, Zaria, related to the use of the Moodle e-learning platform (Research question two). These 38 open codes were grouped into seven related sub-themes, which, in turn, were distilled into two overarching themes.

Likewise, 14 open codes emerged from the narratives of participants in response to research question three, focusing on the types of technical support available to e-tutors at the Distance Learning Centre, Ahmadu Bello University, Zaria, in their utilization of the Moodle e-learning platform. These 14 open codes were organized into three related sub-themes and subsequently condensed into a single overarching theme.

In addition, 27 open codes were derived from the narratives of participants in addressing research question four, which delved into the challenges encountered by e-tutors when using the Moodle e-learning platform at the Distance Learning Centre, Ahmadu Bello University, Zaria. These 27 open codes were grouped into eight sub-themes, which were further collapsed into two overarching themes.

Finally, 25 open codes emerged from the participants' narratives from research questions four on the factors influencing the use of the Moodle e-learning platform by e-tutors at the Distance Learning Centre, Ahmadu Bello University, Zaria. These 25 open codes were collapsed into 12 sub-themes and subsequently merged into five overarching themes. Table 4.2 shows the research questions with their respective emergent themes and sub-themes.

Table 4.2.1 depicts the sub-themes and emergent Themes from the narratives related to the five research questions that were raised for this study on Appendix lll on page 141.

4.3 Lived experiences of e-tutors in Distance Learning Centre, Ahmadu Bello University, Zaria in the use of Moodle e-learning platform.

This objective sought to determine the lived experiences of e-tutors of distance learning centre, Ahmadu Bello University, Zaria on the use of Moodle e-learning platform. Three themes emerged through the analysis of the data collected on the lived experiences of the participants in the study setting. These themes are presented in table 4.3

Table 4.1: Lived experiences of e-tutors in distance learning centre, Ahmadu Bello University, Zaria in the use of Moodle e-learning platform

Research Questions	Themes	Sub- Themes
RQ1: What are the lived experiences of e-tutors in distance learning centre, Ahmadu Bello University, Zaria in the use of Moodle e-learning platform?	1. Flexible and convenient for teaching and learning	1.1 Easy access 1.2 Flexible 1.3 Convenience 1.4 Access to a larger audience 1.5 Proximity 1.6 Opportunity to watch and re-watch online lectures
	2. Overcoming Barriers and Enhancing learning	2.1 Eliminates phobia and intimidation 2.2 Error identification
	3. Easy for Teaching and Assessment	3.1 Creation of quizzes and assignments 3.2 Online grading

Source- Interview Analysis, 2023

The emergent themes are discussed as follows starting with flexibility and convenience

Theme one: Flexibility and Convenience

This theme comprised of the narratives of the participants about the platform been flexible and convenient to use for teaching and learning. This theme is made up of six sub-themes: easy access, flexibility, convenience, access to a larger audience, proximity and opportunity to watch and re-watch online lectures. These sub-themes are explained as follows:

Easy Access: This sub-theme consists of the narratives of the participants about the Moodle e-learning platform creating easy access to resources and the learners. The researcher got informed by the participants' in this study setting that using the Moodle e-learning platform made it easy to facilitate classes and resources. Narratives of participants in relation to this theme are reflected as follows;

"..So far the best part of Moodle e-learning is that, students can access the resources at anytime and anywhere … " participant 1.

"…as far as I know you can be anywhere in the world and you can still have access to the class room…" participant 2.

"*…using Moodle e-learning mobile app to access course materials and communicate on the go facilitates teaching and learning with less stress…" participant 9*.

Flexibility: This sub-theme encompasses the narrative of one participant experience with the Moodle e-learning platform, particularly highlighting its flexibility. This flexibility enabled learners to independently access course materials, engage in discussions, and fulfill assignments according to their own schedules. It affords the learners the freedom to select when and where they wish to study, accommodating a diverse range of schedules and learning preferences. The narratives of participants within this context are represented as follows:

"*…so far the use of the Moodle e-learning platform has been very flexible …" participant1*.

Convenient: Materials can be accessed and assignments can be submitted by students without the requirement of physical presence, providing convenience to individuals with packed schedules, jobs, or other obligations. This sub-theme underscores the impact of technology in enhancing the convenience and accessibility of education. The narratives of participants in connection with this topic are depicted as follows:

"…it is convenient you get to set time when you are comfortable with the agreement within the students without moving anywhere and the other component such as using the forum discussion …" participant 5.

"*…You can set time for the class interactions to take place and also set out your ending time for the interaction without going out of your convenience… " participant 8.*

Access to larger Audience: Within this sub-theme, the study discovered the narratives of participants regarding the Moodle e-learning platform and its capacity to reach a broader audience. Moodle e-learning breaks through geographical limitations, enabling educational institutions to connect with a more extensive and diverse audience. Individuals from various corners of the globe can enroll in courses and access educational resources. The narratives of participants related to this sub-theme are portrayed as follows:

"*….you can reach out to so many people at the same time, all you need is just to have an internet access..." participant 8.*

Proximity: The sub-theme arose from the accounts shared by the participants in this study setting concerning their real-life experiences with the Moodle e-learning platform. In the realm of e-learning, proximity denotes the nearness of educational resources to the learners. Moodle e-learning effectively shortens the gap between students and educational content; making it readily accessible. This notion of proximity holds significance as it streamlines the process of reaching educational materials, thereby enhancing the overall learning journey. The narratives of participants in connection with this theme are depicted as follows:

"…Furthermore, proximity allows individuals from diverse geographic locations to enroll in courses and engage in online learning, fostering inclusivity and diversity in the realm of education. …"participant 2.

"…Moreover, proximity facilitates learners in interacting with course materials at their preferred speed and according to their personal timetable, offering particular advantages to those with hectic schedules, employment, or other obligations. … " participant 1.

Opportunity to watch and re-watch missed classes: The emergence of the sub-theme arose from the narratives provided by the e-tutors and their experiences with the Moodle e-learning platform. This sub-theme underscores how technology plays a pivotal role in enriching the learning process by affording students the chance to solidify their grasp of course material. Notably, the presence of recorded lectures stands out as a valuable feature that permits students to both watch and re-watch these sessions. This sub-theme holds significant value, as it underscores the capacity to review and revisit course content, ultimately enhancing comprehension and retention. The narratives of the e-tutors and their experiences with this theme can be illustrated as follows:

"*…Students can have that Opportunity to even watch and re-watch a Lecture they missed …." Participant 4.*

Theme two: Overcoming Barriers and enhancing learning

This theme comprised the narrative of the participants as lived experiences in the use of Moodle e-learning platform. This theme is made up of the sub-themes which includes eliminates phobia and intimidation, and error identification. The sub-themes are discussed as follows:

Eliminates phobia and intimidation: This sub-theme likely delves into the notion that e-learning, facilitated by Moodle, can mitigate or eliminate apprehensions or intimidation that some learners may associate with traditional classroom environments. It may focus on how the flexibility and user-friendly interface of Moodle can make learning less daunting, particularly for

individuals who may feel anxious about conventional classroom settings. Through personalized, online interactions and the ability to progress at one's own pace, students may find it easier to engage with course materials, reducing the barriers related to intimidation or fear. Narratives of some of the participants are captured as expressed:

"*…Student ask questions freely without any fear or bias of mind without any form intimidation...*" *participant 2*.

"*..My students don't have any fear in asking their questions in using the module platform they are very free in asking their questions*..." *participant 4*.

"*.. With the platform introvert student express themselves freely without any intimidation or fear of other class mate...*" *participant 9*

Error Identification*:* This sub-theme emerged from the narratives of participants as related to Lived experiences in the use of Moodle e-learning platform. Error Identification sub-theme center around how Moodle assists in identifying and correcting errors or misconceptions in the learning process. This could include aspects like automated assessment and feedback systems within Moodle, which help learners understand their mistakes and improve their understanding. Identifying errors and addressing them is an integral part of the learning process, and Moodle's tools and features may provide valuable assistance in this regard. The assertion of the participants on this goes thus:

"*…the more you teach them the more you are able to point out where there are errors or anything in the courses or in the materials and you can fix them and then in the next semester you can effect that change immediately and everybody will have access to the new change that have been effected*.." *participant 1*

Theme three: Easy teaching and Assessment tools

This theme originated out of the personal narratives and real experiences shared by participants who have engaged with the Moodle e-learning platform. Within this theme, two crucial sub-themes have emerged, each playing a pivotal role in making teaching and assessment more efficient and accessible. The sub-themes are discussed as follows:

Creation of quizzes and assignments: This sub-theme sheds light on the participants' experiences in using Moodle to simplify the process of crafting quizzes and assignments for learners. Through interviews and interactions with the study participants, it became evident that Moodle offers a user-friendly environment for creating diverse types of quizzes and assignments. This functionality is invaluable for educators as it streamlines the process of designing assessments that cater to various learning objectives and styles. The narration in relation to this sub-theme are reflected as expressed in the following sentences;

"…I also use Moodle e-learning platform to create quizzes and assignments with various question types …" Participant 9

"…with the use of Moodle e-learning platform I create series of quizzes and assignments through my question bank ..." Participant 7

Online grading: this sub-theme explained the lived experiences of the participant in the study settings about how the use of the Moodle e-learning platform had simplified Online grading for the e-tutors. The researcher got informed about these through the interview sessions held with the participants in this study session. The narration in relation to this sub-theme are reflected as expressed in the following sentences;

"…I grade my student's assignments with ease and students will be able to view the assignments that have been graded on the module immediately without moving around… " Participant 4

"*Using Moodle grading of assignments, forum, quizzes etc., is convenient, easy and comfortably done without having to move around with lots of sheets/books for marking... "* Participant 8

4.4 Sources of Information available to E-Tutors in Distance Learning Centre, Ahmadu Bello University, Zaria on the use of Moodle E-Learning Platform

This objective sought to determine the sources of information available to e-tutors in distance learning centre, Ahmadu Bello University, Zaria on the use of Moodle E-learning platform. Two themes emerged through the analysis of the data collected on the lived experiences of the participant in the study setting. These themes are presented in table 4.4 as follows:

Table 4.2: What are the sources of information that are available to e-tutors in distance learning centre, Ahmadu Bello University, Zaria on the use of Moodle e-learning platform?

Research Questions	Themes	Sub- Themes
RQ2: What are the sources of information that are available to e-tutors in distance learning centre, Ahmadu Bello University, Zaria on the use of Moodle e-learning platform?	**1. Digital Platforms**	1.1 SMS text message
		1.2 WhatsApp
		1.3 Via email
		1.4 Direct phone call
		1.5 Announcement page on the Moodle
	2. Training and Support	2.1 Several training
		2.2 visitation to the centre

Source- Interview Analysis, 2023

Theme one: Digital Platforms

This theme emerge as the Sources of information available to e-tutors on the use of Moodle e-learning platform. Digital platforms play a pivotal role in shaping the landscape of education,

particularly in distance learning environments like Moodle. Digital platform is a widely used learning management system that facilitates the creation and management of online courses. Digital platforms significantly influence the sources of information available to e-tutors in Distance Learning Centres. Five sub-themes made up this theme. These sub-themes are: SMS text message, WhatsApp, email, direct phone call and announcement page on the Moodle. The sub-themes are further explained as follows:

SMS text message: this sub-theme stands for "Short Message Service." It is a text messaging service that allows the exchange of short text messages between mobile devices, such as cell phones and smartphones. SMS messages are typically limited in length, usually up to 160 characters, which makes it concise and suitable for quick communication. SMS text message emerged as a sub-theme through the narratives of the participants of this study related to sources of information available to e-tutors on the use of Moodle e-learning platform.

The narration in relation to this sub-theme are reflected as expressed by participants in the following sentences; "…*Some time very urgent information are sent via SMS text massages*…" *Participant 3.*

"…I get vital and urgent information via SMS text massages… " Participant 4

"…sometimes urgent messages are sent via SMS text massages... " Participant 5, 6, 7, 8 and 9

WhatsApp: this sub-theme is a widely used messaging application for smartphones and other mobile devices. It offers a range of communication features beyond traditional SMS, making it a popular choice for personal and business messaging. Among the narratives of the study participants concerning the sources of information available to e-tutors within the Moodle learning platform, WhatsApp has surfaced as a prominent sub-theme. This underscores WhatsApp's significance as a key digital platform for communication and information exchange

among e-tutors. The emergence of WhatsApp as a sub-theme suggests that e-tutors actively utilize this messaging application as a source of information in their engagement with the Moodle learning environment. The depiction of this sub-theme is conveyed through the sentences that follow.

"*…we use mainly WhatsApp in terms of information sharing, we share links or send any suggestions relevant to our aims …" participant 1 to 9.*

Direct phone call: also emerged as a Sub-themes from narratives of the participants of this study related to Sources of information available to e-tutors on the use of Moodle e-learning platform.

"*…sometimes through direct phone calls…*"*participant 9.*

Announcement page on the Moodle platform: within the Moodle platform *this sub-theme* surfaced from the narratives provided by participants in this study. These narratives shed light on the relevance and significance of the Announcement Page as a source of information for e-tutors using the Moodle learning platform.

The narratives of participants related to this theme are portrayed as follows:

"*…information are mostly passed through the Announcement page on the Moodle platform…*" *participant 1.*

"*..I sometimes get my information through the information aspect on the LMS.…..*" *participant 6.*

Theme two: Training and Support.

Training and support are critical sources of information and assistance for e-tutors in a distance learning center who are using the Moodle e-learning platform. Here's an explanation of how training and support function as essential sources of information, Training sessions are often provided to e-tutors to help them become familiar with the Moodle platform. These sessions

cover the basics of using the platform, including how to navigate, upload content, manage student interactions, and access various features. E-tutors receive information on the platform's interface and functionality, ensuring they can effectively utilize Moodle for their teaching. This is made up of two Sub-themes, namely; several training and visitation to the centre. This is further explained as follows:

Several training: emerged as a Sub-themes from narratives of the participants of this study related to sources of information available to e-tutors on the use of Moodle e-learning platform. "*...We've being having several training and during this period all vital information is shared..." participant 1.*

"*…during training relevant information is shared among e-tutors…" participant 2.*

Visitation to the centre: emerged as a Sub-themes from narratives of the participants of this study related to sources of information available to e-tutors on the use of Moodle e-learning platform. *"...We've being having several training and during this period all vital information is shared..." participant 2.*

"in terms of available sources of information, he get all his needed information once he visit to the distance learning center..." participant 5,6 and 8.

4.5 Forms of Technical Support Available to E-Tutors in Distance Learning Centre, Ahmadu Bello University, Zaria on the use of Moodle E-Learning Platform

The objective aimed to identify the types of technical support accessible to e-tutors at Ahmadu Bello University's distance learning center in their utilization of the Moodle e-learning platform. From the data analysis concerning the technical support available to the study participants, one predominant theme surfaced.

This theme is presented in table 4.5 as follows:

Table 4.3: Forms of technical support available to e-tutors in Distance learning centre, Ahmadu Bello University, Zaria on the use of Moodle e-learning platform

Research Questions	Themes	Sub- Themes
RQ3: What forms of technical support are available to e-tutors in Distance learning centre, Ahmadu Bello University, Zaria on the use of Moodle e-learning platform?	**1. Technical Team**	1.1 technical team/ I. T Unit 1.2 portal manager/ Assigned technical adviser 1.3 I.T maintenance/WhatsApp groups

Source- Interview Analysis, 2023

Themes one: Technical Teams

This theme emerged from narratives of participants related to the Forms of available technical support for e-tutors on the use of Moodle e-learning platform. The themes is made up of three sub-themes namely: "technical team/ I. T Unit", "portal manager/ Assigned technical adviser" and "I.T maintenance WhatsApp groups". These sub-themes are explained below.

Technical team/ I. T Unit: This Sub-theme emerged from narratives of the participants of this study related to the Forms of available technical support for e-tutors on the use of Moodle e-learning platform.

"...there is a technical team that are always available any time …" *participant 1.*

Similarly, another respondent states that

". I do enjoy my work with the technical team, when I post a challenge even in the middle of the night someone will respond immediately..." *Participant 4.*

"… the technical team is always very quick in responding and even if for any reason you are unable to get solution immediately, they respond to you to let you know they have seen your complain and its being attended to..." participant 5.

"*..We have a technical team that deal with any technical challenge that may arise once you post it on the WhatsApp group...*" *Participant 7.*

Portal Manager/ Assigned Technical Adviser: also emerged as a sub-theme from narratives of the participants of this study related to the Forms of available technical support for e-tutors on the use of Moodle e-learning platform.

"…anytime we encounter any technical problems we inform the portal manager or the assigned technical adviser who usually comes to our aid …" participant 6.

I.T maintenance WhatsApp groups: emerged as a Sub-theme from narratives of the participants of this study relate

"*...like I said earlier we have these I.T maintenance WhatsApp groups were all the e-tutors are linked and most of the time when you have challenges post it and it is attended to immediately..." participant 5.*

4.6 Factors Affecting the Use of Moodle E-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria

This objective of the study identifies narratives related to the factors affecting the use of Moodle E-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria. Five sub-themes emerged from the Narratives which is as follows; 1) Benefits of Moodle in Education, 2). Challenges of Running Moodle, 3). Technical and Resource Requirements. 4) Network and Infrastructure Challenges 5) User Experience and Interface.

Table 4.4: Factors Affecting the Use of Moodle E-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria

The Sub-themes and their respective sub-themes are discussed as followed:

RQ 5.	THEMES	SUB-THEMES
RQ5: What factors affect the use of Moodle e-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria?	1. User Interface and Experience	1.1 Moodle's interface can be complex. 1.2 It is overwhelming. 1.3 Navigation and understanding of the features of Moodle can be difficult at times. 1.4 Not user-friendly.
	2. Technical Challenges and Expertise	2.1 Requires technical expertise and ongoing maintenance. 2.2 Requires vast knowledge of I.C.T 2.3. Networking challenges. 2.4 Required global knowledge on operation
	3. Feedback and Evaluation	3.1 Quick feedback response. 3.2 Students grade e-tutors to enhance efficiency among tutors
	4. Accessibility and Offline Learning	4.1 No room and support for offline learning and content download

Source- Interview Analysis, 2023

Theme one: **User Interface and Experience**

This theme emerged from the narratives of participants related to factors affecting the use of Moodle E-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria. This theme is made up of four sub-theme namely: i) Moodle's interface can be complex, ii) It is overwhelming, iii) Navigation and understanding of the features of Moodle can be difficult at times, iv) Not user-friendly

The sub-theme is further discussed further:

Moodle's interface can be complex: This sub-theme emerged from narratives of participants related to factors affecting the use of Moodle E-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria.

"…Moodle is a complex system with many part and the interface is heavily customized which makes it difficult to understand by a lay man...." *participant 3.*

"..Navigating the Moodle platform can be challenging and cumbersome, as its complexity may pose difficulties for users in efficiently carrying out tasks and accessing desired features…." *Participant 6.*

It is overwhelming: This sub-theme emerged from narratives of participants related to factors affecting the use of Moodle E-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria.

"…Moodle platform can be overwhelming due to its intricate interface and extensive array of features, thereby causing users to feel daunted by the learning curve associated with its navigation and utilization …" participant 1.

"…The complexity of the Moodle's interface and its multitude of features can be overwhelming, leading users to feel challenged by the learning curve associated with the utilization of the platform…" participant 4.

***Navigation and understanding of the features of Moodle can be difficult at times*:** This sub-theme emerged from narratives of participants related to factors affecting the use of Moodle E-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria.

"…a lot of people are not I.C.T. compliance so because of that they find it difficult to use it and I think that contributes to the fear of using it and the acceptance for it.." participant 6.

Not user-friendly: This sub-theme emerged from narratives of participants related to factors affecting the use of Moodle E-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria.

"*…The lack of user-friendliness in Moodle contributes as a significant factor negatively impacting the ease of use on the platform*
…" participant 6..

"..The lack of user-friendliness in Moodle serves as a significant impediment to the effective utilization of the platform, introducing obstacles that hinder users from seamlessly engaging with its features and functionalities.." participant 9.

"….The non-user-friendly nature of Moodle poses significant challenges as a prominent factor affecting the usability and effectiveness of the platform for its users…" participant 3.

Theme two: Technical Challenges and Expertise

This arose from the study related to factors affecting the use of Moodle E-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria. The theme is made up of four sub-theme: 1). Requires technical expertise and ongoing maintenance .2). Requires vast knowledge of I.C.T. 3). Networking challenges. 4). Required global knowledge on operation.

The sub-themes are further discussed as follows.

Requires Technical Expertise and Ongoing Maintenance: Emerged as a sub-theme from narratives of the participants of this study related factors affecting the use of Moodle E-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria.

"*…Running a Moodle requires team of technical expertise and 24/7 ongoing maintenance, lack of this a challenge for institutions without dedicated IT support or resources. …" participant 1.*

"…for any effective use of Moodle, there is a need for a good technical teams and maintenance to be up and doing 24/7..." participant 2.

"..to effectively run a Moodle requires a good 24/7 technical team and maintenance.." participant 7.

Requires vast knowledge of I.C.T: This sub-theme also emerged from narratives of the participants of this study related to the factors affecting the use of Moodle E-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria.

"…There is a need for deep knowledge of I.C.T itself. One has to be computer literate, this is one of the major requirements…" participant 2..

Networking challenges: This sub-theme also emerged from narratives of the participants of this study related to the factors affecting the use of Moodle E-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria.

"..Persistent network challenges significantly hinder the seamless use of the Moodle platform, creating obstacles and disruptions for users attempting to engage with the system" participant 2.

"…. Persistent network challenges serve as a detrimental factor, substantially impeding the seamless utilization of the Moodle platform and hindering users' overall experience..." participant 5.

"…. The presence of network challenges serves as a detrimental factor that adversely impacts the utilization and overall user experience on the Moodle platform…." Participant 9.

Global knowledge on Moodle operation: This sub-theme also emerged from narratives of the participants related to factors affecting the use of Moodle E-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria.

"*…the management of the e-learning module, needs to know how it operate globally, there is need for comparison with other e-learning centers in other to meet up with the global standard...*" *participant 2.*

Theme three: Feedback and Evaluation

This theme emerged from narratives of the participants related to factors affecting the use of Moodle E-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria. Two sub-themes made up the theme. This includes: i), Quick feedback response, ii) Students grade e-tutors to enhance efficiency among tutors.

The sub-themes are explained further:

Quick Feedback Response: This sub-theme emerged from the narratives of participants **as** related to factors affecting the use of Moodle E-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria.

"**..**Persistent network challenges significantly hinder the seamless use of the Moodle platform, creating obstacles and disruptions for users attempting to engage with the system**..***" participant 5.*

"…Persistent network challenges serve as a detrimental factor, substantially impeding the seamless utilization of the Moodle platform and hindering users' overall experience…" *participant 8.*

"…Presence of network challenges serves as a detrimental factor that adversely impacts the utilization and overall user experience on the Moodle platform…" *participant 9.*

E-tutors grading by student: Emerged from narratives of the participants related to factors affecting the use of Moodle E-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria.

"*...Student also grade the e-tutors which put we tutors to check and improve efficiency among we tutors...*" *participant 4.*

Theme four: Accessibility and Offline Learning

This theme appeared from narratives of the participants related to factors affecting the use of Moodle E-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria. One sub-themes made up the theme. This includes: No room and Support for offline learning and content download

The sub-themes are explained further:

No room and Support for offline learning and content download: Emerged from narratives of the participants related to factors affecting the use of Moodle E-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria.

" *It has no room and Support for offline learning and content download which frustrates me during network downtime..." participant 5*.

"The fact that no activity can be done offline makes it different from the normal class room.." *Participant 8.*

4.7 Challenges associated with the use of Moodle e-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria

The objective of this study is to explore and examine the narratives that revolve around the challenges faced by e-tutors at the Distance Learning Centre of Ahmadu Bello University, Zaria, in their use of the Moodle e-learning platform. Through the analysis of the data collected, three key themes have emerged, each shedding light on distinct challenges faced by e-tutors: 1)

Technical Challenges, 2). Communication and Interaction Challenges, 3). Connectivity Challenges.

Table 4.5: Challenges associated with the use of Moodle e-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria

The Themes and their respective sub-themes are further discussed as follows:

RQ	THEME	SUB-THEMES
RQ4: What are the challenges with the use of Moodle e-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria?	1.Technical Challenges	1.1 Difficulties in creating interactive quizzes and assessments
		1.2 user authentication and security err
		1.3 Network downtime
		1.4 Limited support for mobile devices and responsiveness
	2. Communication and Interaction Challenges,	2.1 Absence of face-to-face
	3.Connectivity Challenges	3.1 Power instability
		3.2 Internet connection
		3.3 Access to the internet

Source- Interview Analysis, 2023

Theme one: Technical Challenges

This theme emerged from the narratives of participants related to Challenges associated with the use of Moodle e-learning platform by e-tutors in Distance learning centre. The theme is made up of four sub-themes namely: i) Difficulties in creating interactive quizzes and assessments. ii) Problems with user authentication and security settings iii) Network downtime iv) Limited support for mobile devices and responsiveness. The sub-theme is further discussed as followed:

Difficulties in creating interactive quizzes and assessments: This sub-theme consist of narratives from the study stating that Moodle e-learning platform is a powerful tool for enhancing learning experience. However, e-tutors may encounter several challenges when implementing these features**.** This sub-theme emerged from narratives of participants related to Challenges associated with the use of Moodle e-learning platform by e-tutors in Distance learning centre. Narratives of participants in relation to this theme are reflected as follows

*"…*I *can explain some issues such as difficulties in creating interactive quizzes and assessments …" participant 1.*

"..You see I have issue with the quiz aspect, once there is an error i cannot re-edit the quiz once it set so I have to start all over again…" participant 4.

"... On the aspect of setting up quiz, it is not possible to re-edit questions and options once it set, you have to delete it and start again.." participant 8.

User authentication and security err: In the realm of information technology and computer systems, user authentication and security errors hold significant importance, especially in the context of safeguarding data and restricting access to specific resources. User authentication is the process by which the identity of an individual or system attempting to access a particular service, application, or system is verified. It is the means through which the system confirms that the user is indeed who they claim to be before allowing access**.** This sub-theme emerged from narratives of participants related to Challenges associated with the use of Moodle e-learning platform by e-tutors in Distance learning centre. Within this context, the participants' narratives are depicted as follows:

"…once I try logging in on a new device I keep having Problems with user authentication and security settings …" participant 1.

"..Problems with user authentication and security settings is a challenge I have not been able to avoid.." Participant 2.

"... I don't know why I keep have issue of user authentication and security settings.…" Participant 7.

"…it is frustrating when I face issue with authentication and security settings…" participant 9.

Network downtime: this sub-theme disrupt the teaching and learning process which e-tutors and students rely on a stable internet connection to access Moodle and engage with course materials. When the network goes down, it disrupts access to resources, assignments, discussions, and real-time communication. This sub-theme emerged from narratives of participants related to Challenges associated with the use of Moodle e-learning platform by e-tutors in Distance learning centre. The participants' narratives are depicted as follows:

"…Network down time frustrates and most times cripple all our activities …" participant 2.

"..The second is that of problem of network this is online programme it is possible when you fix time for your students you might not be able to connect with them due to network.."participant 3.

"... there is a bit delay in response time due to network down time…." Participant 4.

Limited Support for Mobile Devices and Responsiveness: This sub-theme emerged from narratives of participants related to Challenges associated with the use of Moodle e-learning platform by e-tutors in Distance learning centre.

"…There are some shortcomings as stated earlier such as limited support for mobile devices and responsiveness." participant 7.

Theme two: Communication and Interaction Challenges: This sub-theme arose from the study in the context of e-tutors using the Moodle e-learning platform are significant issues that can affect the quality of online education. Communication and Interaction Challenges emerged as a theme related to Challenges associated with the use of Moodle e-learning platform by e-tutors in Distance learning centre. The theme is made up of one sub-theme: i) Interaction in physical classes missing in the e-learning platform. This is explained further.

Absence of face-to-face: the study shows that with the Absence of face-to-face interaction, which is typically prevalent in physical classroom settings, poses a significant challenge in the use of e-learning platforms like Moodle for teaching and learning. this sub-theme emerge from narratives of the participants of this study related to Challenges associated with the use of Moodle e-learning platform by e-tutors in Distance learning centre. The narrative is further discussed as follows:

"…interacting with people you cannot see is a problem, so the fact that you don't have this physical interaction at times makes you feel as if you are talking to yourself so you just feel bored, which is different to the physical class where you move around you know your students, therefore, the interaction in physical classes is missing in the e-learning platform" participant 2.

Theme three: Connectivity Challenges

The theme also emerged from narratives of the participants related to Challenges associated with the use of Moodle e-learning platform by e-tutors in Distance learning centre. Three sub-themes made up this theme. They include: i) Power instability.

ii) Internet connection, iii) Access to the internet

The sub-themes are explained further:

Power instability: Emerged from narratives of the participants related to Challenges associated with the use of Moodle e-learning platform by e-tutors in Distance learning centre.

"most of the time we are interrupted by lack of power, maybe when you are supposed to have lecture there might be no light and the laptop battery might not be charged..." participant 3.

"…the imagination of power fluctuation discourage me about e-learning.…." participant 7.

Internet connection: This sub-theme also emerged from narratives of the participants related to Challenges associated with the use of Moodle e-learning platform by e-tutors in Distance learning centre.

"..Problem of network is the biggest enemy to online programme it is possible when you fix time for your students you might not be able to connect with them due to network.." participant 3.

"…if for any reason something goes wrong with you internet connection that means obviously you will have to miss that class,.." participant 5.

Access to the internet: This sub-theme also emerged from narratives of the participants of this study related to the Challenges associated with the use of Moodle e-learning platform by e-tutors in Distance learning centre..

"…sometimes even if the internet is available, it's not accessible to enable you login to the classrooms. So this disadvantage is something that has to do with development of *which we are very, very prayerful that in the nearby future we are going to see it through.." participant 8.*

CHAPTER FIVE
DISCUSSION OF FINDINGS

5.1 **Introduction**

This chapter presents the discussion of findings of this study: It is presented under the following sub-headings.

5.2 Lived experiences of e-tutors of Distance Learning Centre, Ahmadu Bello University, Zaria in the use of Moodle E-learning platform.

5.3 Sources of information available to e-tutors in distance learning centre, Ahmadu Bello University, Zaria on the use of Moodle E-learning platform.

5.4. Forms of technical support available to e-tutors in Distance learning centre, Ahmadu Bello University, Zaria on the use of Moodle E-learning platform.

5.5. Factors Affect the Use of Moodle E-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria.

5.6 Challenges with the use of Moodle e-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria

5.2 **Lived experiences of e-tutors of Distance Learning Centre, Ahmadu Bello University, Zaria in the use of Moodle E-learning platform.**

The lived experiences of e-tutors in Distance Learning Centre, Ahmadu Bello University, Zaria are three (3). These are Experiences on the Flexibility and convenience, Overcoming Barriers and Enhancing learning; and Experiences on easy Teaching and Assessment tool. The finding for this research objectives are discussed as follows starting with flexibility and convenience.

5.2.1 Experiences on the Flexibility and convenience

Flexibility and convenience facilitate access to larger audience, ability to play and replay, and access to resources at all time. Flexibility and convenience are becoming the buzz words of our present age driven by technological advancement. The use of online interface for learning have further simplify learning in the sense that individual/s can attend to issues at their own leisure time. Flexibility in online learning enhances both learners and tutors to customize how, what, when and where they learn. In essence that means that students can study the course materials anytime they desire, at their own pace, and in a comfortable and quiet environment of their choice. The e-learning module's capacity to transcend geographical boundaries was particularly emphasized, creating a virtual space that fosters global collaboration. It offers bigger freedom and satisfaction to students who can balance their studies with their passions, interests and responsibilities.

Moreover, the responses gathered from the study participants further underscored the lived experiences associated with flexibility and convenience in the utilization of Moodle e-learning. The platform's features enable students to access resources seamlessly at any time and from anywhere, offering a personalized learning experience that aligns with individual schedules and preferences. Additionally, participants highlighted the capacity to effortlessly connect with a diverse audience without the need for physical mobility. This feature enhances global connectivity in education, emphasizing Moodle's role as a virtual hub that brings individuals from disparate parts of the world closer together.

Studies have repeatedly affirmed the experiences of tutors as doing things at convenient and of high flexibility. For instance, Ulanday, Centeno, Bayla, & Callanta (2021), who describe flexible learning as a blend of digital and non-digital technologies ensuring inclusive and accessible

education through online, offline, or blended teaching modes. Likewise, utilizing Moodle allows students to actively engage in their education, offering learning opportunities irrespective of circumstances (Joaquin, Biana & Dacela, 2020). Likewise, educations.com (2022) observed that the platform enables personalized learning paces and flexible scheduling, fostering a balance between work and studies without sacrifices. Particularly beneficial for students in rural areas, those with health concerns, or frequent travelers, online learning enhances convenience (CareerStep.com, 2016). This aligns with the constructivism theory that states that Flexible learning environments, supported by platforms like Moodle, allow learners to actively engage with course materials at their own pace and convenience.

The finding implies that the firsthand experiences linked to the flexibility and convenience of using Moodle in e-learning. Notably, the platform's attributes, including unrestricted access at any time and from any location, global connectivity, on-demand learning opportunities, and the effective dissemination of knowledge, collectively contribute to cultivating a dynamic and adaptive educational environment. These experiences underscore the transformative potential inherent in e-learning platforms like Moodle, actively shaping the landscape of contemporary education. According to Neendoor (2023) opine that Online learning is a boon for students with convenience and flexibility. But having a lot of responsibilities at the same time can be challenging to manage. Nevertheless, a survey found that most students opt for online courses due to the flexibility and convenience they provide. Both online tutors and students can attend classes anywhere without any physical disturbances more flexibility results in a lack of capacity to use the given time. Time management is essential to balance school, work, and personal responsibilities and hence quite challenging for students (hurix.com, 2023)

5.2.2 Overcoming Barriers and enhancing learning

Overcoming barriers and enhancing learning" is a comprehensive approach that involves identifying, addressing, and removing obstacles to learning while simultaneously implementing strategies to improve and enrich the overall educational experience. It is also an act that prevents a learner from being fully engaged in the learning process which could be as a result of tight schedules, too much work, lack of available materials or technologies, emotional factors, or mindsets. This means idea of addressing challenges and obstacles that may impede the learning process while simultaneously implementing strategies to improve and optimize learning outcomes. It is also seen as an idea of addressing challenges and obstacles that may impede the learning process while simultaneously implementing strategies to improve and optimize learning outcomes. Overcoming barriers and enhancing learning can also be seen as the process of identifying, addressing, and transcending obstacles that impede effective education in order to create an enriched learning experience. This concept encompasses a broad range of challenges that learners and educators may face, such as technological limitations, socio-economic disparities, cultural differences, and individual learning preferences. By employing innovative strategies, leveraging technology, and fostering an inclusive and adaptive learning environment, educators can enhance the overall learning experience, ensuring that it is accessible, engaging, and effective for a diverse group of learners.

Likewise, the responses gathered from the study participants further highlighted the lived experiences associated with Overcoming Barriers and Enhancing learning in the utilization of Moodle e-learning. E-tutors in Distance Learning centre, Ahmadu Bello University, Zaria initially experiences challenges in adapting to the technological aspects of Moodle. Navigating the platform, understanding its features, and troubleshooting technical issues were discouraging,

but with time with time and experience the e-tutors developed technological competence by discovering innovative ways to use Moodle, exploiting its features to create engaging content, interactive assessments, and collaborative learning spaces. This in agreement with Croft (2013) who stated that barrier to learning is anything that stands in the way of a child being able to learn effectively. Studies have repeatedly admitted the experiences of tutors as doing things at Overcoming Barriers and Enhancing learning. For instance, Tomlinson (2000) added that learner may experience one or more barriers to learning throughout his or her education. Barriers to learning can manifest in various forms, such as socioeconomic factors, cultural differences, learning disabilities, lack of resources, and more. The integration of technology in education can help overcome geographical, economic, and accessibility barriers. Online learning platforms, educational apps, and digital resources can enhance learning experiences and provide flexibility for learners with different needs (Means, Toyama, Murphy, & Baki, 2013). In order to Overcome Barriers and Enhance learning Gamage, Ayres and Behrend (2022) further added that E-tutors employed various communication tools within Moodle, such as forums, messaging, and real-time chat, to maintain regular feedback loops and enhance communication, fostering a sense of community among learners.

5.2.3 Experiences on easy Teaching and Assessment tool

Easy teaching and assessment tool typically refers to a software or platform designed to simplify and enhance the process of teaching and evaluating students in an educational setting. Such tools aim to provide a user-friendly interface, streamline instructional tasks, and offer effective assessment capabilities. The term encompasses a range of features and functionalities geared towards facilitating both teaching and assessment activities for educators.

Moreover, the responses gathered from the study participants further underscored the lived experiences associated with easy Teaching and Assessment tool in the utilization of Moodle e-learning. The platform's features enable function as an accessible teaching and assessment tool, stands out for its user-friendly interface and a rich array of features for content creation and management. With the capability to effortlessly craft courses, educators can seamlessly organize diverse content, incorporating text, multimedia, and external links to develop compelling and interactive learning materials. Furthermore, participants of the study emphasized that Moodle enhances the assignment workflow, empowering educators to create tasks with precise instructions and deadlines. The electronic submission feature proves advantageous for students, and instructors can seamlessly offer constructive feedback and allocate grades directly within the Moodle platform. This contributes to the establishment of a more streamlined, efficient, and centralized grading system. The platform's quiz module enhances assessment versatility, empowering instructors to construct a diverse range of question types, including multiple-choice, short answer, and essay questions. This flexibility ensures that assessments align with various learning objectives, contributing to a well-rounded evaluation approach.

In addition to facilitating assessments, Moodle plays a pivotal role in nurturing timely and targeted feedback from educators to students. Complementing this, the platform integrates analytics tools, enabling instructors to monitor student progress comprehensively. This functionality allows educators to identify specific areas that may require additional attention, enhancing the overall learning experience.

Studies have repeatedly Costa, Alvelos & Teixeira (2012) The Moodle represents one of the most widely used open-source e-learning platforms that enables the creation of a course website ensuring their access only to enrolled students (Cole & Foster, 2008). This platform allows the

exchange of information among users geographically dispersed, through mechanisms of synchronous (chats) and asynchronous communication (discussion forums). In a functional perspective, it has easily configurable features, allowing the creation of student assessment processes (quizzes, online tests and surveys), as well as managing their tasks with their timetable besides offering a wide variety of complementary tools to support the teaching and learning process (Mahmoud , 2008). Moodle LMS provides a range of assessment tools that can be used to evaluate learners' progress and understanding of course materials. These tools include quizzes, assignments, and interactive activities that can be customized to meet the needs of individual learners or groups (Goyal, Khaliq & Vaney, 2023).

The possible replacement system, Moodle, presents information in an easily accessible format that can be arranged by instructors to meet their specific needs. It includes discussion forums, quizzing functions and the use of MP3 files Nedeva, (2005). As cited by Hontarenko, I. S. (2021).

5.3 **Sources of information available to e-tutors in distance learning centre, Ahmadu Bello University, Zaria on the use of Moodle E-learning platform.**

The Sources of information available to e-tutors in distance learning centre, Ahmadu Bello University, Zaria are two (2). These are Digital Platforms and Training and Support. The finding for this research objectives are discussed as follows starting with Digital Platforms.

5.3.1 Digital Platforms

In the modern digital era, the concept of "digital platforms" encompasses online technologies or frameworks that enable the creation, delivery, and interaction with digital content, services, or

products. These platforms play a crucial role in the digital economy, serving as virtual spaces where users connect, collaborate, and engage with diverse forms of digital information.

Digital platforms facilitate a range of activities, including communication, collaboration, and commerce. They provide a virtual environment for users to interact, access content, and engage in various pursuits. This interaction involves the delivery of different digital content types such as text, images, videos, and interactive applications, with platforms ranging from streaming services to news websites. These platforms offer users convenient access to services and information from almost anywhere with an internet connection, contributing to the widespread adoption of digital technologies. As a result, digital platforms continue to evolve, shaping how people connect, share information, and conduct activities in the digital landscape.

At the Distance Learning Centre of Ahmadu Bello University, Zaria, Moodle serves as a powerful e-learning platform. Moodle is a digital platform specifically designed for education, offering a wide range of features that enhance the teaching and learning experience in a virtual environment.

Findings for the Participants of the study emphasized that digital platform serves as a source of information available to e-tutors in distance learning centre such as: SMS text message, WhatsApp, Email, direct phone call and Announcement page on the Moodle platform.

Digital platforms play a crucial role in the modern digital economy, and their applications are diverse across industries. In the field of education, these platforms, including Moodle, contribute significantly to creating interactive and collaborative learning environments (*Noor et..al 2022*). Moodle is a notable example of a digital platform tailored for education. It provides a virtual

environment where e-tutors and students can interact, collaborate, and access various forms of digital content (Silvestre-López & Girón-García, 2023).

5.3.2 Training and Support

Training and Support refers to the process of providing E-tutors with the necessary knowledge, skills, and competencies required to perform their duties effectively in the digital learning environment. The goal of training is to empower E-tutors with a deep understanding of the e-learning platform (such as Moodle) and the pedagogical approaches relevant to online education. This includes familiarizing them with the tools and features of the platform, instructional design principles, and strategies for facilitating online engagement, The goal of training is to empower E-tutors with a deep understanding of the e-learning platform (such as Moodle) and the pedagogical approaches relevant to online education. This includes familiarizing them with the tools and features of the platform, instructional design principles, and strategies for facilitating online engagement. E-tutors receive guidance on effective online teaching strategies, promoting student engagement, and fostering a collaborative learning environment. The purpose of support is to address challenges, provide guidance, and ensure that E-tutors have the resources and assistance they need to deliver high-quality education in the distance learning context. Training and Support provides opportunities for continuous learning and professional development, keeping E-tutors informed about the latest trends and innovations in distance education.

Findings for the Participants of the study emphasized that Training and support serves as a source of information available to e-tutors in distance learning centre. Training and support are crucial components for e-tutors to effectively utilize Moodle, these platforms help tutors

understand its features, functionalities, and best practices for creating engaging online learning experiences. Oliech & Calvince (2018) have described E-learning as the deliverance of education and training through distribution technologies and networked interactivity while others see it as simply communication and learning exercises across networks and computers or in other words the use of electronic sources.

Training and support cover various aspects of using the platform, including setting up courses, managing user roles, and utilizing different activities and resources (Jackson, 2018).

Moodle offers official training courses and certifications for educators. These courses are designed to help e-tutors understand the platform thoroughly and gain practical skills in creating effective online courses. Moodle often conducts webinars and provides online tutorials to support e-tutors. These sessions can cover a range of topics, from basic navigation to advanced features, ensuring that tutors have access to continuous learning opportunities. Jackson (2017) reported that Moodle is a technology that enables creativity among teachers and recommended that management incorporate training programs of LMS for both teachers and students into their strategic plans. Moodle usually provides a support system, including help desks and support ticket systems, where e-tutors can reach out for assistance. This may include technical issues, troubleshooting, or questions related to the use of specific features (Kozlova & Tryasak, 2021).

These training and support resources empower e-tutors to make the most of Moodle, enhancing their ability to create engaging and effective online learning environments for students. Continuous learning and community engagement are key aspects of leveraging an LMS like Moodle to its full potential (Reddy, Syamala & Lakshmi, 2020)

5.4. Forms of technical support available to e-tutors in Distance learning centre, Ahmadu Bello University, Zaria on the use of Moodle E-learning platform.

The Forms of technical support available to e-tutors in distance learning centre, Ahmadu Bello University, Zaria is an Active Technical Team**.** The finding for this research objectives are discussed as follows starting with Active Technical Team.

5.4.1 **Technical Team**

Technical team in the context of online education refers to a group of professionals who are dedicated to providing ongoing technical support and assistance to ensure the smooth operation of online learning platforms and technologies. This team plays a crucial role in addressing technical issues, troubleshooting problems, and ensuring that both educators and learners have a seamless experience with the online education system. Technical team for online education typically includes IT specialists, helpdesk professionals, and other experts with knowledge of the specific learning management system (LMS) or online platform being used.

These group of professionals are saddles with responsibilities such as:

Resolving technical issues and glitches encountered by both educators and learners during online courses, Regularly updating and maintaining the online learning platform to ensure optimal performance and security, Providing assistance to users who may face challenges in navigating the platform, accessing content, or using specific features, Assisting with the integration of third-

party tools or applications that enhance the online learning experience, Implementing and monitoring security measures to protect sensitive data and ensure the privacy of users.

An active technical team contributes to a positive and smooth user experience by promptly addressing and resolving technical issues. This, in turn, fosters a positive perception of the online education platform. Also, minimizes downtime, ensuring that learners and educators can access course materials and engage in activities without unnecessary interruptions. According to Indeed.com (2022) defined technical team as a group of people who have specific skills that help develop a company's products or services. These teams often operate in the technology field, but they also work in government, consulting and design.

According to Chidambaram, (2020). The term "technical team" generally refers to a group of individuals with specialized knowledge and skills in a particular technical domain, working collaboratively to achieve specific goals or tasks. In the context of various industries, a technical team may include professionals such as engineers, developers, IT specialists, and other experts who contribute their technical expertise to solve problems, implement solutions, or support ongoing operations. For effective and uninterrupted use of Moodle e-learning platform It becomes imperative that the institute hires and deploys a competent technical team that can always allow undisrupted flow of information via the internet (Pandit, & Agrawal, 2022).

Shanghai Maritime University has established an online teaching technical team to deal with any emergencies that may arise. When something goes wrong during the teaching process, the team can fix the problems as soon as possible to maintain the regular order (Shi, Wang, Zhuang & Zhang, 2021).

5.5. Factors Affect the Use of Moodle E-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria.

Factors Affect the Use of Moodle E-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria are Four (4). These are: User Interface and Experience**,** Technical Challenges and Expertise, Feedback and Evaluation and Accessibility and Offline Learning.

The finding for this research objectives are discussed as follows starting with the: User Interface and Experience.

5.5.1 User Interface and Experience.

The user interface serves as the point of interaction between the user and a digital device or application, encompassing visual, auditory, and haptic elements that facilitate user interaction. Its design goal is to craft a visually appealing, intuitive, and user-friendly interface, allowing users to achieve their goals efficiently. On the other hand, user experience represents the holistic encounter a user has while engaging with a digital device or application. This includes the user's perceptions, emotions, and attitudes towards the said device or application. User experience design strives to create a positive, engaging, and memorable interaction that aligns with the user's needs and expectations. The absence of a user interface and a positive user experience in the use of the Moodle e-learning platform affect both tutors and learners, once it is challenging to navigate and interact with the Moodle platform it reduces user engagement, as users may struggle to locate resources, assignments, or other essential features, ultimately affecting their overall experience can have several significant implications, impacting. Findings of the study revealed that Moodle's interface can be complex, It is overwhelming, Navigation and

understanding of the features of Moodle can be difficult at times and it's Not user-friendly. According to Jung and Yim, (2018) stated that lack of user interface and user experience design can negatively affect the user's intention to use Moodle e-learning. Therefore, it is essential to provide a consistent, accessible, and user-centric experience in Moodle to enhance the user's intention to use the application. Incorporating educational theories in the design of e-learning environments can also enhance the quality of teaching and learning with ICTs.

The user interface and experience are critical factors that can affect the use of Moodle e-learning. According to a systematic review conducted by Gamage et al. (2022), Moodle is widely used in online teaching and learning, especially in STEM education. The study found that Moodle is mainly used within University STEM disciplines and effectively improves student performance, satisfaction, and engagement. Moodle is increasingly being used as a platform for adaptive and collaborative learning and used to improve online assessments. However, the review also identified some concerns, trends, and gaps that can lead to future research and software development. One of the concerns is the lack of user interface and user experience design, which can negatively affect the user's intention to use the application. An exploratory study conducted by Nadia et al. (2019) investigated the interface design factors affecting the user experience of Moodle. The study found that the lack of consistency, clarity, and simplicity in the interface design can result in mental fatigue and discomfort when using the application, which can negatively affect the user's intention to use the application. Therefore, it is essential to provide a consistent, accessible, and user-centric experience in Moodle to enhance the user's intention to use the application. Moodle provides a user experience hub that offers guidelines, libraries, and resources to create a consistent, accessible, and user-centric experience in Moodle. The user experience hub also provides a component library of reusable Bootstrap user interface

components to streamline design and development processes, and build consistent interfaces and user experiences (Georgieva. 2023).

The implication of the finding is that User Interface and Experience is a factor that affects the use of Moodle e-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria

5.5.2 Technical Challenges and Expertise

Technical challenges refer to difficulties or obstacles that users, administrators, or institutions may encounter in the process of implementing, managing, or utilizing Moodle for educational purposes. These challenges can encompass various aspects such as server configurations, software updates, integration with other systems, and troubleshooting issues related to the platform's functionality. While, Technical expertise refers to the specialized knowledge, skills, and proficiency required to understand, operate, and maintain the technical aspects of the e-learning platform. Individuals with technical expertise possess the capability to configure and optimize Moodle, address technical challenges, and ensure the platform's smooth functioning.

The study uncovers that the utilization of the Moodle e-learning platform by e-tutors at the Distance Learning Centre, Ahmadu Bello University, Zaria is influenced by technical challenges and expertise.

This finding is not surprising as it had been reported Gamage et al. (2022), Technical challenges and expertise can have significant implications on the use of Moodle e-learning in teaching and learning. According to a systematic review conducted by Gamage et al. (2022), Moodle is widely used in online teaching and learning, especially in STEM education. The study found that Moodle is mainly used within University STEM disciplines and effectively improves student performance, satisfaction, and engagement. Moodle is increasingly being used as a platform for

adaptive and collaborative learning and used to improve online assessments. However, the review also identified some concerns, trends, and gaps that can lead to future research and software development. One of the concerns is the lack of user interface and user experience design, which can negatively affect the user's intention to use the application. According to Jung and Yim (2018) lack of technical expertise and ongoing maintenance can affect the quality of teaching and learning with ICTs, leading to widening gaps, inequalities, and learning losses. A literature review conducted by Timotheou et al. (2023) found that the lack of technical expertise and ongoing maintenance can affect the quality of teaching and learning with ICTs, which can hinder the effective and efficient change in the school environments. Therefore, it is essential to provide adequate training and support to teachers and staff to enhance their digital capacity and preparedness, increase their digitalization levels, and achieve a successful digital transformation.

5.5.3 **Feedback and Evaluation:**

Feedback and Evaluation" encompass the systematic processes and mechanisms dedicated to evaluating performance, effectiveness, and user experience within the platform. This involves the collection and analysis of feedback from both tutors and learners to assess various aspects of the Moodle e-learning environment. These processes provide insights, opinions, and judgments regarding specific subjects, activities, or performances. Essentially, feedback and evaluation play a pivotal role in assessing learning outcomes, comprehending progress, and enhancing overall performance. Across diverse fields, these processes are integral for continual improvement, informed decision-making, and the fine-tuning of processes or products.

The feedback and evaluation are critical factors that can affect the use of Moodle e-learning platform. According to a study conducted by Naveh et al. (2012), five critical factors, including content completeness, content currency, ease of navigation, ease of access, and course staff

responsiveness, affect students' satisfaction, and satisfaction has shown to have a significant effect on behavioral intention to use Moodle. Also an empirical study conducted by Al-Rahmi et al. (2015) found that the perceived usefulness, perceived ease of use, and perceived enjoyment are significant predictors of students' intention to use Moodle 2. The study also found that the quality of feedback and evaluation is a significant factor that affects students' satisfaction and intention to use Moodle. Another study conducted by Mashau and Nyawo (2021) investigated the use of an online learning platform, including Moodle, to respond to unforeseen circumstances and beyond this, a shift to the new mode of university service delivery. The study found that there is a need to improve students' experiences of using online learning platforms and doing online assessments to roll out online teaching and learning successfully.

This finding from the study shows that absence of quality feedback and evaluation negatively impacts students' satisfaction and their inclination to use the Moodle e-learning platform. Failure to integrate educational theories into the design of e-learning environments may also hinder the quality of teaching and learning with ICTs.

5.5.4 Accessibility and Offline Learning

Accessibility refers to ensuring that users, including those with disabilities, can easily interact with the Moodle e-learning platform. This involves considerations for design features that accommodate various abilities. Offline learning, on the other hand, refers to the capability of users to access and engage with learning materials without a continuous internet connection. This feature is particularly important in environments with limited or intermittent internet access, enhancing the usability of the Moodle platform in diverse settings. Lack of accessibility and offline learning are critical factors affect the use of Moodle e-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria.

The finding from the study state that: The fact that no activity can be done offline makes it different from the normal class room where activates goes in both direction (from students to tutor and from tutors to students), it is also stated that Moodle has no room and Support for offline learning and content download which is frustrating during network down time.

Accessibility is a crucial aspect of e-learning platforms, including Moodle. The World Health Organization estimates that 15% of the world's population has some form of disability (Rogers. S (2018). Therefore, it is essential to ensure that e-learning platforms are accessible to all users, regardless of their abilities. Moodle provides accessibility features such as keyboard navigation, screen reader support, and color contrast settings to ensure that users with disabilities can access the platform (Moodle.com (n.d). Offline learning is another critical factor that affect the use of Moodle e-learning platform. Many students in developing countries do not have access to the internet or have limited access to the internet (MicrosoftEducationTeam.com 2022). Therefore, it is essential to provide offline learning options to ensure that students can access the platform even when they are not connected to the internet. Moodle provides an offline player that allows students to download course content and access it offline (Verdaguer. 2021)

The study's discovery indicates that the lack of accessibility and offline learning features negatively impacts the usage of the Moodle e-learning platform among e-tutors at the Distance Learning Centre, Ahmadu Bello University, Zaria. It is imperative to address these deficiencies in accessibility and offline learning, ensuring that all users, regardless of their disabilities, can access the platform and that there are alternatives for learning offline. Failing to do so restricts students' access when they are not connected to the internet.

5.6 **Challenges with the use of Moodle e-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria**.

The Challenges with the use of Moodle e-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria are three (3). These are: Technical Challenges, Communication and Interaction Challenges and Connectivity Challenges. The finding for this research objectives are discussed as follows starting with Technical Challenges.

5.6.1 Technical Challenges

Technical challenges in the context of the Moodle e-learning platform refer to difficulties or obstacles related to the technological aspects of using the platform. These challenges can encompass issues such as system configuration, software compatibility, user interface complexities, and other technical barriers that may impede the smooth operation and utilization of Moodle for online education. Findings from the study stated the following as types of technical challenges with the use of Moodle e-learning platform: Difficulties in creating interactive quizzes and assessments, Authentication and security err, Network downtime, Limited support for mobile devices and responsiveness. Other forms of technical challenges that affect use of Moodle e-learning platform are insufficient bandwidth, or incompatible devices. If the server is not properly configured or lacks the necessary resources, it can lead to slow loading times, disruptions, or even downtime. Lack of maintenance and technical support is a problem to ICT. There is likelihood that the equipment may breakdown during lesson. Meanwhile, there are few technical staff to maintain and repair the system when this occurs Ajadi, Salawu and Adeoye (2008). This also makes it very expensive for few business teachers and students that have a personal computer to maintain when a technical problem is noticed. Technical maintenance should be carried out regularly and promptly.

Furthermore, for developing countries such as Tanzania, challenges such as limited access to the Internet, bandwidth difficulties, and unavailability of instructors at discussion forums form some of the problems of e-learning integration in that country (Malale, Gomba, & Dichaba, 2018). The authors underscored the ineffectual e-tutoring system, lack of computer skills, shortage of staff, and lack of commitment from both lecturers and students as barriers to e-learning integration at the University of South Africa. Bubou & Job, (2021) The challenges of implementing e-learning in Nigerian universities, inclusive of NOUN as catalogued by some researchers are: inability of teachers to assist learners build up capacity; lack of finance; irregular power supply; inadequate trained human resources; insufficient instructional technologies; inadequate critical infrastructure such as telecommunication infrastructure, especially high speed Internet Broadband; unsatisfactory student-computer ratio; inadequate e-learning facilities; high cost of software; and the high cost of Internet broadband. Still, others include: the high cost of implementation; poor community literacy; technophobia and system failure (Aboderin, 2015; Aminu & Rahaman, 2014; Eze, Chinedu-Eze, & Bello, 2018; Olowonisi, 2016).

Hurix.com (2023) added that one of the issues in online learning is the need for strong and stable bandwidth internet connections. Unfortunately, home internet connections usually have lower bandwidth or sometimes have exhausted their limits. As a result, it may be challenging to log in for a class for students. In some areas, the speed of the internet connection could be better. It will take a lot of work to locate and watch the course video. Apart from having a laptop or android mobile, having a reliable internet connection is essential to continue online learning. (Neendoor, 2023). Hurix.com (2023) further added that a more robust internet connection is required to attend the online class, which is highly expensive for underprivileged students who need a laptop, desktop computer, or tablet. But these devices are not available cheaply, and they may be

challenging to afford for low-income students. If a student faces any technical issues on a physical campus, they might get help from the instructors. However, technical issues disrupt online learning and make the process tedious (Neendoor, 2023).

5.6.2. Communication and Interaction Challenges

Communication and Interaction in the context of Moodle e-learning platform, refers to the various ways in which participants within the online learning environment can communicate with each other and engage in interactive activities. Moodle is designed to facilitate communication and collaboration among students, instructors, and other stakeholders involved in the learning process. Communication and Interaction features in Moodle play a crucial role in creating a dynamic and engaging online learning environment. These features support various forms of communication, collaboration, and feedback, fostering a sense of community and enhancing the overall learning experience for participants.

The definition of interaction in online learning has been proposed by a number of studies. According to Tu & Corry (2002), interaction is the process of creating a meaningful flow of information and ideas between more than two people. Additionally, Rehman et al. (2020) emphasize that interaction encompasses a psychosomatic impression of the total process, involving the development of a pedagogically meaningful exchange through constant contact among participants in online learning.

Scribd.com (2023) expands on this by stating that communication is a vital component of interaction, involves sharing feelings, ideas, and opinions with others, whether in an intellectual, personal, spoken, or written manner. Living in groups, as inherently social beings, compels us to fulfill our social needs by sharing our thoughts with others. Further insight from

ContentAuthority.com (2023) defines interaction as the exchange of information, ideas, or thoughts between two or more individuals or entities. This exchange constitutes a two-way process wherein both parties actively engage in mutual information exchange, listening, and responding to each other. Fry (2021) notes that poor communication and interaction can pose challenges in Moodle e-learning platforms. In the digital learning environment, the significance of social interaction and communication among students cannot be overstated, playing pivotal roles in learning processes, knowledge sharing, and socialization (Baron, 2015). Nevertheless, there exist both similarities and differences between social interaction and communication in digital learning environments compared to face-to-face interaction. To effectively adapt digital education to the learners' needs, it becomes crucial to delve into students' perceptions of digital communication and their usage behavior. A study carried out on Examining social interaction and communication among students in digital learning environments by Borukhovich-Weis et al. (2022) found that remote learning has assumed an increasingly central role in education. The study highlights both similarities and fundamental differences between social interaction and communication in digital learning environments compared to face-to-face interaction. The recommendation from the study underscores the necessity for educators to gain deeper insights into students' perceptions of digital communication and their usage behavior to tailor digital education effectively to the learners' needs.

Findings form the Participants of the study emphasized that the lack of face-to-face communication in e-learning platforms like Moodle, coupled with communication and interaction challenges, can have several implications for both e-tutors and learners, such as, Face-to-face interactions foster a personal connection between e-tutors and students. The absence of such interactions in online learning may lead to a lack of personal connection, making it

challenging to establish rapport and understanding. Also, the absence of face-to-face communication, combined with communication challenges, may contribute to students feeling isolated. This isolation can have a negative impact on motivation, participation, and the overall learning experience.

5.6.3 Connectivity Challenges

Connectivity involves the ability of devices or networks to access and communicate with each other, allowing the transfer of data and information seamlessly. It is a fundamental aspect of our interconnected world, enabling communication, collaboration, and the sharing of resources. While Connectivity Challenge means difficulties or obstacles that users may encounter when attempting to establish and maintain a reliable, high-quality connection to the internet. Connectivity challenges have significant implications on e-learning platforms, such as affecting the overall effectiveness, accessibility, and user experience. Georgieva (2023) Moodle is a popular open-source learning management system (LMS) used by many educational institutions worldwide. While Moodle offers a range of powerful features and capabilities, it comes with its challenges as well. One of the most common challenges educators face when using Moodle is connectivity issues. These issues can arise due to poor internet connectivity, server downtime, or other technical glitches. Pappas (2016) opine that Connectivity refers to the ability of a device or system to connect to the internet or other devices. In the context of Moodle e-learning platform, connectivity challenges refer to the issues that educators and students face when trying to access Moodle due to poor internet connectivity, server downtime, or other technical glitches.

Findings from the Participants of the study emphasized that challenges with the use of Moodle e-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria is as a result of the following: Power instability, Internet connection and Access to the internet.

This is in line with Bhalalusesa, Lukwaro, and Clemence, (2013) who investigated how lecturers use the E-learning Management System (ELMS) and the problems that they encounter when using the ELMS in The Open University of Tanzania (OUT). The study deduced that internet connectivity is one of the major challenges facing the usage of Moodle by academic staff. The findings shows that most academic staff only used the Moodle ELMS when they were within the campus vicinity. Unreliable internet connectivity has also been cited by the work carried by (Kinley, 2010) when discussing the Awareness and Challenges of E-learning at Paro College of Education of Royal University of Bhutan in South Asia and another study by Ndume and others (2008) on the challenges of adoption of e-learning in Tanzania. Since Moodle ELMS could not be accessed outside the University campus then students and tutors knew that its efficiency was not high.

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CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction.

This chapter provides the summary of the study, summary of the major findings, conclusion, Recommendations, Contribution to knowledge and suggestions for further study. The content is presented under the following sub-headings;

6.2 Summary of the Study

6.3 Summary of the Findings

6.4 Contributions to Knowledge.

6.5 Limitations of the Study.

6.6 Conclusion.

6.7 Recommendations.

6.8 Suggestion for Further Studies

6.2 Summary of the Study.

The purpose of the study was to uncover the Knowledge of Moodle e-learning platform among e-tutors in distance learning Centre, Ahmadu Bello University, Zaria. Chapter one comprised of the background to the study, problem statement which guided the study, the study has five research objectives. To achieve those objectives, five research questions were raised respectively.

Chapter two comprised the literature review. The chapter consist of a combination of integrative and methodological reviews. It reflected previous studies that were conducted on methodological review of related literature that adopted Phenomenology as research design.

Chapter three comprised the research methodology employed for the study. The study adopted qualitative research methodology. Phenomenological Research Design will be adopted for this

study. The researcher adopted Interpretivist research paradigm also called Constructivist paradigm for the study because the paradigm aims to understand people and their social phenomenon. The study adopted a purposive sampling technique because it allows the participant be selected based on some inclusion criteria. Nine respondents were used for the study, this are e-tutors at the Distance learning Centre, Ahmadu Bello University, Zaria. Who have been using the Moodle e-learning platform for more than four years (fifteen semesters).

Chapter four comprises the data presentation and analysis. Data were presented based on each research question. While chapter Five comprised of the discussion of findings.

6.3 Summary of the Findings

Based on the data collected and analyzed for this study, the followings are the findings:

1. Lived experiences of e-tutors of Distance Learning Centre, Ahmadu Bello University, Zaria in the use of Moodle e-learning platform were flexible and convenient for teaching and learning, Overcoming Barriers and Enhancing learning; and Experiences on ease of Teaching and Assessment tool.

2. Sources of information available to e-tutors in distance learning centre, Ahmadu Bello University, Zaria on the use of Moodle E-learning platform are digital platforms and training and support.

3. The Forms of technical support available to e-tutors in distance learning centre, Ahmadu Bello University, Zaria is an Active Technical Team.

4. Factors that affect the use of Moodle E-learning platform by e-tutors in Distance Learning Centre, Ahmadu Bello University, Zaria were user interface and experience**,** technical challenges and expertise, feedback and evaluation and accessibility and offline learning.

5. Challenges with the use of Moodle e-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria were: Technical Challenges, Communication and Interaction Challenges and Connectivity Challenges.

5. 6.4 Contributions to Knowledge

Based on the findings of this study, this study contributes to the body of knowledge as follows;

1. It is established that having a comprehensive understanding of the lived experiences of e-tutors at Ahmadu Bello University, Zaria, in utilizing the Moodle e-learning platform promotes a transformative use of technology for distance education. Thereby shedding light on the platform's multifaceted advantages in terms of flexibility, barrier elimination, and user-friendly teaching and assessment functionalities. The insights gained from this study can inform institutions and educators worldwide in optimizing the use of e-learning platforms for a more inclusive and effective educational experience.
2. The recognition of an actively engaged technical support team as a crucial resource for e-tutors on use of Moodle E-Learning Platform represents a noteworthy contribution to scholarly inquiry. This finding elucidates the organizational support structures requisite for the successful deployment of e-learning platforms, thereby contributing to the scholarly discourse on the symbiotic relationship between institutional support frameworks and effective utilization of Moodle in the context of distance learning.
3. The study discovered that the user interface and experience significantly influence the utilization of the Moodle E-Learning Platform by e-tutors. The exploration of e-tutors' perspectives on the platform's interface sheds light on the importance of user-friendly design in promoting effective engagement with online learning tools. This contributes to the existing

knowledge base by emphasizing the role of interface design in enhancing the overall user experience and, consequently, the success of e-learning initiatives.

6.5 Limitations of the Study

In the course of conducting the fieldwork phase of the research, the researcher met with some challenges. First over 80% of the e-tutors that fit into the categories of respondents based on the research inclusion criteria do not reside within the state of the research focus. The researcher had to communicate with them online to book an appointment, some declined due to phobia of recording their voices. The researcher had to wait till a period of general training organized by the distance learning center management so as to meet tutors who have the required years of experience and will to participate in the study.

6.6 Conclusion

The essence of this study is to use the experiences of the e-tutors in Distance Learning centre, Ahmadu Bello University who uses Moodle e-learning platform as the mode of teaching and learning to explain the reasons for the non-usage of the Moodle e-learning platform by faculty members in Ahmadu Bello university, Zaria, however, From the finding of the study, it can be concluded that the low usage of the Moodle e-learning platform by the faculty members is as a result of the complexity of the platform's design, not user-friendly, likewise, Technical issues such as constant network downtime, overwhelming of the platform, difficulty in understanding its features, ICT and Internet phobia, also, lack of expertise in using Moodle, lack of proper feedback and evaluation features and Accessibility and offline learning options are not up to par, in spites the abundant advantages and good benefits reported by the study on its flexibility, accessibility, convenience and eliminates phobia from timid students.

6.7 Recommendations

Based on the findings of the study, the following recommendations are made:

1. This study recommends the advocating for the utilization of the Moodle e-learning platform's flexibility to accommodate diverse teaching approaches, addressing barriers through robust support systems, encouraging ongoing professional development for e-tutors, and cultivating an innovative culture to enhance the overall educational experience at Ahmadu Bello University's Distance Learning Centre.

2. This study recommends that e-tutors at Ahmadu Bello University's Distance Learning Centre to enhance their use of the Moodle e-learning platform by leveraging digital platforms for collaborative knowledge exchange and embracing comprehensive training programs with multimedia resources and regular workshops, ensuring a self-motivated and well-supported learning environment

3. This study recommends the importance of maintaining an active and well-trained technical support team at Ahmadu Bello University's Distance Learning Centre to provide timely assistance, foster collaboration with e-tutors, and ensure a seamless e-learning experience on the Moodle platform

4. This study recommends that Ahmadu Bello University's Distance Learning Centre to further enhance the use of the Moodle e-learning platform by increasing user interface and experience, providing targeted training and specialized support for technical challenges, implementing structured feedback mechanisms, ensuring accessibility features, promoting offline learning options, and fostering a culture of continuous professional development and peer collaboration for e-tutors.

5. This study recommends that to address technical, communication, and connectivity challenges faced by e-tutors using the Moodle e-learning platform there is need to provide a robust training, technical support, promoting effective communication, and considering connectivity issues, Ahmadu Bello University's Distance Learning Centre can enhance the resilience and effectiveness of the e-tutoring experience.

6.8 Suggestion for Further Studies

1. Evaluate the user interface and experience design of the Moodle platform. Explore how the platform's design influences e-tutors' experiences in teaching and assessment and how improvements in design may enhance the overall user experience.

2. Investigate the perspectives of students who are engaged in distance learning using the Moodle platform. Understand how they perceive the flexibility and convenience of the platform, their experiences in overcoming barriers, and how the platform enhances their learning.

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Appendix I-Application for Ethical Clearance

Department of Library and Information Science,
Faculty of Education,
Ahmadu Bello University,
Zaria.
25th, May, 2023.

The Director,
Distance Learning centre, ,
Ahmadu Bello University,
Zaria.

Through,

The Head,
Department of Library and Information science,
Faculty of Education,
Ahmadu Bello University,
Zaria.

Dear Sir,

Application for Ethical Clearance

I write to apply for ethical clearance to enable me conduct a study on the knowledge of Moodle e-learning among e-tutors who engage in teaching and learning with the use of the Moodle platform.

I am a Ph. D student of the above-mentioned Department conducting a study on the "Phenomenological study on the knowledge of Moodle e-Learning Platform among e-Tutors in Distance Learning Centre, Ahmadu Bello University, Zaria.

It will be highly appreciated if my application is given a favorable consideration.

Thank you.

Yours faithfully,
Sanusi Aliyu Babalola.
P18EDLS9005

Appendix II

SAMPLE INTERVIEW SCHEDULE

Introduction

I am Sanusi, Aliyu Babalola, a Ph. D Student of the Department of Library and Information Science, Ahmadu Bello University, Zaria undertaking my thesis research on the aforementioned title. The information you will give will help in uncovering the knowledge of E-learning Platform among e-Tutors in Distance Learning Centre, Ahmadu Bello University, Zaria. All the information given will be confidential and will be used mainly for educational purposes. This interview will take approximately between 20-30 minutes.

Topic: PHENOMENOLOGICAL STUDY ON THE KNOWLEDGE OF MOODLE E-LEARNING PLATFORM AMONG E-TUTORS IN DISTANCE LEARNING CENTRE, AHMADU BELLO UNIVERSITY, ZARIA.

Research Question 1: What are the lived experiences of e-tutors in distance learning centre, Ahmadu Bello University, Zaria in the use of Moodle e-learning platform?

i. For how long have you been using the Moodle e-learning platform for teaching?

ii. Please kindly tell me your knowledge of Moodle e-learning platform*?*

iii. Please tell me your experience with the use of Moodle e-learning platform*?*

Research Question 2: What are the sources of information that are available to e-tutors in distance learning centre, Ahmadu Bello University, Zaria on the use of Moodle-learning platform?

i. Please share with me your sources of information for the use of Moodle e-learning platform*?*

Research Question3**:** What forms of technical support are available to e-tutors in Distance learning centre, Ahmadu Bello University, Zaria on the use of Moodle-learning platform?

i. *Please share with me the types of technical support you get from the authorities in the use of Moodle e-learning* platform*?*

Research Question 4: What are the challenges with the use of Moodle e-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria?

i. Please share with me the challenges encountered while using Moodle e-learning platform*?*

Research Question 5: What factors affect the use of Moodle-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria?

i. *Please share with me your experiences on factors that affect the use of Moodle e-learning* platform*?*

Appendix lll

Table 4.2.1 Data Analysis by Themes and Sub-Themes

Research Questions (RQ)	Themes	Sub- Themes
RQ1: What are the lived experiences of e-tutors in distance learning centre, Ahmadu Bello University, Zaria in the use of Moodle e-learning platform?	1. Flexible and convenient for teaching and learning	1.1 Easy access
		1.2 Flexibility
		1.3 Convenience
		1.4 Access to a larger audience
		1.5 Proximity
		1.6 Opportunity to watch and re-watch online lectures
	2. Enhances overcoming barriers in teaching	2.1 Eliminates phobia and intimidation
		2.2 Error identification
	3. Easy of Teaching and Assessment	3.1 Creation of quizzes and assignments
		3.2 Online grading
RQ2: What are the sources of information that are available to e-tutors in distance learning centre, Ahmadu Bello University, Zaria on the use of Moodle e-learning platform?	1. Digital Platforms	1.1 SMS text message
		1.2 WhatsApp
		1.3 Via email
		1.4 Direct phone call
		1.5 Announcement page on the Moodle
	2. Training and Support	
		2.1 Several training

		2.2 visitation to the centre
RQ3: What forms of technical support are available to e-tutors in Distance learning centre, Ahmadu Bello University, Zaria on the use of Moodle e-learning platform?	1. Technical Team	1.1 technical team/ I. T Unit 1.2 portal manager/ Assigned technical adviser 1.3 I.T maintenance/WhatsApp groups
RQ4: What are the challenges with the use of Moodle e-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria?	1.Technical Challenges	1.1 Difficulties in creating interactive quizzes and assessments 1.2 user authentication and security err 1.3 Network downtime 1.4 Limited support for mobile devices and responsiveness
	2. Communication and Interaction Challenges,	2.1 Absence of face-to-face
	3.Connectivity Challenges	3.1 Power instability 3.2 Internet connection 3.3 Access to the internet
RQ5: What factors affect the use of Moodle e-learning platform by e-tutors in Distance learning centre, Ahmadu Bello University, Zaria?	1. User Interface and Experience	1.1 Moodle's interface can be complex. 1.2 It is overwhelming. 1.3 Navigation and understanding of the features of Moodle can be difficult at times. 1.4 Not user-friendly.

	2. Technical Challenges and Expertise	2.1 Requires technical expertise and ongoing maintenance. 2.2 Requires vast knowledge of I.C.T. 2.3 Networking challenges. 2.4 Required global knowledge on operation
	3. Feedback and Evaluation	3.1 Quick feedback response. 3.2 Students grade e-tutors to enhance efficiency among tutors 3.3 Quick feedback response.
	4. Accessibility and Offline Learning	4.1 No room and support for offline learning and content download

Appendix iv. Classification of Themes.

S/No	Classification of Themes
1	Flexible and convenient for teaching and learning
2	Enhances overcoming barriers in teaching
3	Easy of Teaching and Assessment
4	Digital Platforms
5	Training and Support
6	Technical Team
7	Technical Challenges
8	Communication and Interaction Challenges,
9	Connectivity Challenges
10	User Interface and Experience
11	Technical Challenges and Expertise
12	Feedback and Evaluation
13	Accessibility and Offline Learning

Appendix V. Illustrative quotes of the classified Themes

S/No.	Themes	Illustrative quotes
1	Experiences on the Flexibility and convenience in teaching and learning	"Students can access the resources at anytime and anywhere" "you can reach out to so many people at the same time" "it eradicates proximity as you could be anywhere in the world and the use of e- learning module bring us closer together and knowledge is impacting"
2	Overcoming Barriers and Enhancing learning	"no phobia/intimidation of students asking question as student ask questions freely without any fear or bias of mind without any form intimidation, sometimes because of timidity, shyness and fear of classmates all that are set aside, and they ask questions freely" "the more you teach them the more you are able to point out where there are errors"
3	Experiences on easy Teaching and Assessment tools	"Using Moodle for grading of assignments, forum, quizzes etc, is easy and comfortably done without having to move around with lots of sheets/books for marking" "it is convenient you get to set time when you are comfortable with the agreement within the students without moving anywhere and the other component such as using the forum discussion"
4	Digital Platforms	"from the Announcement page on the Moodle" "Via email" "direct phone call for program coordinator" "text message" "WhatsApp"
5	Training and Support	"Several training" "visitation to the centre"
6	Technical Team	"we have technical team that are always available 24/7" "A standby portal manager and assigned technical

		adviser"
7	Technical Challenges	“Difficulties in creating interactive quizzes and assessments” “once I try logging in on a new device I keep having Problems with user authentication and security settings” “Network downtime”
8	Communication and Interaction Challenges	“online distraction” “Absent of face to face unlike physical classroom” “the interaction in physical classes is missing on e-learning platform”
9	Connectivity Challenges	“Power instability” “poor Internet connection” “unstable access to the internet”
10	User Interface and Experience	“Moodle is a complex system with many part and the interface is heavily customized which makes it difficult to understand by a lay man” “Moodle platform can be overwhelming due to its intricate interface and extensive array of features, thereby causing users to feel daunted by the learning curve associated with its navigation and utilization” “Navigation and understanding of the features of Moodle can be difficult at times”
11	Technical Challenges and Expertise	“Running a Moodle instance requires technical expertise and ongoing maintenance. This could be challenging for institutions without dedicated IT support or resources” “for any effective use of Moodle, there is a need for a good technical teams and maintenance that should be up and doing 24/7” “there is need for a deep knowledge of I.C.T itself, sometimes when you have a very little knowledge of I.C.T. teaching online is very tasking”
12	Feedback and Evaluation	“This quick responses in terms of feedback increases user satisfaction”

		“The student also has the ability to grade the e-tutors which put all tutors to check and improve efficiency among the tutors”
13	Accessibility and Offline Learning	“Moodle has no room and Support for offline learning and content download which frustrate me during network down time”