

Academic staff perception and their readiness to use MOODLE learning platform in Tanzania higher learning institutions

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ABSTRACT

The purpose of this study was to examine perceptions and readiness of academic staff to use the Modular Object-Oriented Dynamic Learning Environment (MOODLE) online learning platform in Higher Learning Institutions (HLIs). This study was guided by the Technology Acceptance Model. This study adopted a sequential exploratory mixed-methods design. The sampling unit consisted of academic staff from higher learning institutions (HLIs). Quantitative data were collected through a structured questionnaire from a sample of 155 academic staff across eight campuses of the Tanzania Institute of Accountancy (TIA). Using the academic staff register, a campus sub-sample was determined for each campus, and thereafter, a simple random sampling was used to select respondents from each campus. Quantitative data were analyzed descriptively using a Likert scale, while qualitative data were analyzed using thematic content analysis with constant comparison. There was an association between campuses and perceptions of MOODLE use. The results indicate differences across campuses, with staff at campuses with better Information and Communication Technology (ICT) infrastructure (e.g., Dar es Salaam, Mtwara, Kigoma) having strongly positive perceptions. The results further show that, across 18 statements, academic staff perceptions of MOODLE use were positive in 15. This implies that infrastructure and local support influence perceptions, and campuses lacking institutional commitment to e-learning and poor infrastructure result in low morale about MOODLE. It is recommended that institutes provide a strong and reliable internet connection, increase bandwidth, and establish a dedicated MOODLE support team or help desk. Institutions should train academic staff to use MOODLE and possibly mandate certain uses in coursework. Lastly, institutions should incorporate e-learning into their strategic plan, recognizing and rewarding innovative uses of MOODLE in teaching.

Keywords: Academic Staff Perception, Higher Learning Institution, MOODLE, Online Learning Platform, Tanzania

I. INTRODUCTION

Adoption of the MOODLE online learning system has gained significant attention globally (Huang *et al.*, 2020; Mustafa & Ali, 2023; Soko *et al.*, 2024; Ziraba *et al.*, 2020). The COVID-19 outbreak had an impact on education as it promoted social distance which forced higher learning institutions to promote the use of distance learning tools such as MOODLE learning platform (Ziraba *et al.*, 2020). In developing countries, most countries were not prepared, and they were caught off guard as teaching students in a physical face-to-face in a physical classroom environment was not possible (Soko *et al.*, 2024). As a result, most learning institutions were closed, and students were forced to stay at home to reduce the spread of corona virus. The MOODLE learning platform was seen as an important tool in providing critical support for the emergency in the midst of the Corona pandemic, and higher learning institution academic staff were encouraged to use virtual learning tools like social media, video conferencing, Google Classroom, zoom and other platforms (Dampson, 2021).

MOODLE learning platform is an online learning platform that helps students to conduct their learning without temporal or spatial restrictions, with the help of mobile devices (Qashou, 2021). According to Mustafa and Ali (2023), the evolution of ICT has compelled higher learning institutions to adopt the MOODLE learning platform as their e-learning platform due to its advantages, including interactivity, support for collaborative learning, and improved online assessment. Through MOODLE, lecturers can redesign the course programme, which results in improvement in students' learning outcomes and generates and offers interactive and dynamic online courses without geographical limitations (Antony *et al.*, 2019). It also offers a more flexible schedule and helps lecturers to develop skills, and is convenient and efficient, providing a robust collection of learning-centric resources that facilitate teaching and learning (Antony *et al.* 2022). Despite MOODLE platform benefits, academic staff in higher learning institutions in developing countries have not yet fully adopted the MOODLE learning platform. Some analysts have suggested that studies on perceptions and behaviors of academic staff in higher learning institutions on MOODLE learning platform offer mixed results, especially in Developing Countries (Salloum *et al.*, 2021).

There is widespread concern that, even though the MOODLE learning platform allows lecturers and students

to attend learning activities without being forced to be in class physically, most lecturers are reluctant to adopt the MOODLE learning platform due to varies level of experience with e-learning, availability of ICT resources, and technical support from IT specialists (Korsah, 2024). Despite the contribution of MOODLE to improving teaching in HLIs in Tanzania, adoption of MOODLE is still very low (Almasi *et al.*, 2025). Empirical evidence indicates that several factors contribute to academic staff perceptions on adoption or non-adoption of MOODLE in Sub-Saharan Africa. The factors influencing perception of academic staff on adoption of MOODLE are diverse include level of experience with e-learning, availability of ICT resources, and technical support from IT specialists (Mtebe & Kondoro, 2016). This suggests that complex factors, which are context specific as well as e-learning technologies adopted contribute to adoption of MOODLE. Therefore, the study aimed to assess the perceptions and readiness of academic staff in HLIs in Tanzania to adopt MOODLE learning platform. Specifically the study aimed to:

1.1 Research Objectives

1.1.1 Identify frequency of use of MOODLE learning platform

1.1.2 Analyze association between sex, marital status and campus on academic staff perceptions on use of MOODLE learning platform

1.1.3 Assess academic staff perceptions and readiness to use MOODLE learning platform

II. LITERATURE REVIEW

2.1 Theoretical Review

The study was informed by a Technology Acceptance Model (TAM) to include technical support and perceived self-efficacy, with the expectation that they influence usage of MOODLE. The model predicts users' acceptance behaviour of technology and the key determinants (perceived usefulness and perceived ease of use that capture internal beliefs of lecturers and their effects on their attitude towards using MOODLE, behaviour intention, and the usage behaviour of lecturers (Davis, 1989) The theory explains how influences affect lecturers' decisions to adopt the MOODLE learning platform. In this study, it is assumed that various technological, social, human, and reinforcement factors influence HLIs' lecturers' perceptions on MOODLE learning platform. The study aimed to assess lecturers' perceptions of the adoption of the MOODLE learning platform in Tanzania.

2.2 Empirical Review

Globally, the literature review on perceptions of academic staff perceptions on MOODLE learning platform indicates scarcity and reluctant of academic staff to use MOODLE learning platform (Balaskas *et al.*, 2025). Studies by Huang *et al.* (2020) and Mustafa and Ali (2023) reported that lecturers were hindered by technological factors, social factors, human factors, and reinforcement factors from adopting the MOODLE learning platform. In Ghana and Indonesia, Ziraba *et al.* (2020) and Soko *et al.* (2024) studies reported that levels of experience, lack of ICT training, and lack of technical assistance were factors that prevented lecturers from adopting e-learning platforms. Likewise, studies by Antony *et al.* (20219) and Antony *et al.* (2022) found that most lecturers were reluctant to adopt the MOODLE learning platform due to disadvantages associated with the MOODLE platform, including managing requirements and time, difficulties associated with using technology, poor integration, lecturers' skepticism, increased workload, and a decrease in academic productivity. In addition to that, Studies by Balaskas *et al.* (2025) reported that the adoption of MOODLE is influenced by a complex interplay of technical, cognitive, and motivational factors, including perceived usefulness, education system quality, and satisfaction of lecturers.

Previous studies on academic staff perception on MOODLE learning platform in higher learning institutions have shown mixed results. The adoption of the MOODLE learning platform in higher learning institutions has emerged as a significant global issue, and its impacts on learning and determinants vary across different countries and cultures (Huang *et al.*, 2020). Studies (e.g., Mustafa & Ali, 2023; Soko *et al.*, 2022; Qashou, 2021; Ziraba *et al.*, 2020) found a strong relationship between MOODLE adoption and perceived attitude, perceived usefulness, trial-ability, observability, ease of use, and relative advantage of MOODLE in relation to face-to-face. According to Taamneh *et al.* (2023), performance expectations, effort expectancy, social effect, facilitation factors, behavioral intentions, as well as perceived time pressure and learning demand directly and significantly affected lecturers' adoption of the MOODLE learning platform. In addition, Qashou (2021) and Korsah's (2024) studies reported that perceived usefulness, attitude, perceived ease of use, and perceived self-efficacy significantly affect perceptions of academic staff use of the MOODLE learning platform.

Likewise, studies by Sabah (2020), Soko *et al.* (2024), and Ziraba *et al.* (2020) found a strong relationship between features of the MOODLE learning platform in influencing academic staff perceptions and involvement in the learning, while perceived behavioral control and subjective norms were driving forces driving academic staff to continue use of the MOODLE learning platform. However, academic staff perceptions on the use of MOODLE in the delivery of learning are under-researched, leaving a significant understanding of the broader implications of academic



staff perceptions on the use of the MOODLE learning platform in the delivery of learning under-researched. It is not well known whether lecturers are making full use of the MOODLE learning platform. It is evident from the reviewed literature that studies on perceptions of academic staff on the adoption of the MOODLE learning platform are inconclusive. This is because some literature suggests that academic staff perceptions on the adoption of the MOODLE learning platform in HLIs is context specific and depend on the accessibility of learning facilities (Qashou, 2021). In this case, the perceptions of academic staff on the adoption of the MOODLE learning platform in HLIs cannot be generalized based on the literature reviewed. A thorough knowledge of perceptions of academic staff in HLIs on the adoption of the MOODLE learning platform is pertinent to inform HLIs and policy makers how to mitigate key factors that hinder academic staff in HLIs to adopt MOODLE learning platform.

III. METHODOLOGY

3.1 Research design

The study adopted a sequential exploratory mixed methods design, which is a two-phase research approach, was employed. The study started with in-depth qualitative data collection (FGDs and KIIs) to explore a topic, identify key themes, and develop instruments (e.g., surveys). These qualitative findings then informed and shaped the second, quantitative phase, where researchers tested, generalized, or further explored those themes with a larger sample, creating a comprehensive understanding from initial discovery to broader testing (Creswell & Plano-Clark, 2018). According to Courtney (2017), the strategy helps to gain a deeper, broader understanding of the phenomenon and integration of the results.

3.2 Study Area

The study was conducted in TIA campuses of Dar es Salaam, Mbeya, Singida, Mwanza, Mtwara, Tanga, Zanzibar, and Kigoma. The TIA was selected due to its geographical location in all zones of Tanzania and the installation of the MOODLE learning platform in all eight campuses. Each Campus offered a unique demographic and academic focus, contributing to a diverse, different context, results, and representative sample.

3.3 Target Population

The study population consisted of 155 academic staff, who were informed of the purpose and significance of the study and then asked to provide free consent to participate. Lecturers were targeted because they are directly involved in lecture planning, delivering, and evaluation at the campus level. Head of departments were targeted as the key informants due to their supervisory role in the learning process at the campus level.

3.4 Sampling Procedures and Sample Size

A random sampling technique was used to select respondents for the quantitative component of the study. A sample size of 155 academic staff out of the population of 255 academic staff was obtained by using Yamane’s (1967) formula. The formula is as follows: $n = N / (1 + (Ne^2))$ (Yamane, 1967), where, n = the sample size; N = the target population size and e = the level of precision. A total of 155 structured questionnaires were randomly distributed among 255 academic staff in 8 campuses of the Tanzania Institute of Accountancy (TIA). Using a campus academic staff register, the campus sub-samples were determined from each campus and thereafter selected as a proportional sample, as shown in Table 1. For this study, this becomes:

Table 1

Proportional Sample Calculation

Campus	Proportional Sample Calculation	Respondents
Dar	$80/255 \times 155$	47
Mbeya	$34/255 \times 155$	21
Mwanza	$37/255 \times 155$	22
Singida	$41/255 \times 155$	25
Kigoma	$27/255 \times 155$	16
Mtwara	$18/255 \times 155$	11
Tanga	$11/255 \times 155$	7
Zanzibar	$7/255 \times 155$	4
Total		155

For the qualitative component, purposive sampling was used to select the campus heads of departments for key informant interviews based on their expertise and direct involvement in supervising the teaching process on the campus. A total of 8 Focus Group Discussions (FGDs) were conducted having six to eight participants who were

considered to be knowledgeable in the Moodle learning platform.

3.5 Data Collection Instruments and Procedures

Data were collected using structured questionnaires, 8 FGDs, and 8 key informant interviews. The questionnaire considered the Likert scale items measuring academic staff perceptions of MOODLE. To ensure validity pilot study was conducted in Dar es Salaam Campus with a sample of 32 students, and feedback was used to improve data collection tools. Reliability was tested by using Cronbach's alpha coefficient test. The value above 0.75 was used as a cut-off point.

The value above 0.75 was an indication that the test provided consistent results over time. A coefficient value below 0.75 suggested that the instrument was less reliable in producing consistent results. The results also demonstrate the internal consistency of the study variables, with reliability expressed as coefficient values ranging from 0 to 1.00. A higher coefficient indicates greater reliability. As emphasized by Kothari *et al.* (2017), the rule of thumb for interpreting Cronbach's alpha is that the closer the value is to 1, the higher the reliability of the instrument. The results indicate that the Cronbach's alpha coefficient values were 0.769, suggesting that all constructs exhibited alpha values above the recommended threshold of 0.70, indicating reliability (Cooper & Schindler, 2006). Thus, the data collection instrument appears to be reliable and can consistently yield similar results in future research. To validate the quantitative findings, key informant interviews were conducted with campus academic officers who are the supervisors of teaching and regularly interact with academic staff.

3.6 Data Analysis

The quantitative data were entered into the Statistical Package for Social Sciences (SPSS), and descriptive statistics and chi-square tests were analyzed. The results were presented in frequencies and percentages, as well as chi-square and p-values. The qualitative data were analyzed using thematic analysis techniques, and the results were presented in description, thematic paraphrases, and verbatim quotes. The analysis of perception involved the calculation of index scores from a Likert scale using the formula: index score 100%. Every respondent was required to rate his/her perception towards the use of the MOODLE learning platform, which ranged from Agree (1), Neutral (2), Disagree (3) on 18 MOODLE perception statements.

To calculate the level of perceptions, whether positive or negative, mean (average) scores from the scales were calculated. A mean score above the neutral midpoint indicates generally a positive perception of academic staff on the use of MOODLE learning platform, while a mean score below the neutral midpoint indicates generally a negative perception of academic staff on the use of MOODLE learning platform (Shagama, 2021). Based on this analysis, the overall perception of academic staff on the MOODLE learning platform was used to assign a measurable value (positive, negative, or neutral).

3.7 Ethical Consideration

Ethical consideration was considered throughout the study as participants were informed of the purpose of the study and consent was sought from them. The data and information obtained were purposely used for the study. Confidentiality was observed among the key informants as the verbatim and quotes were anonymize. The participants' right to withdraw was reserved.

IV. FINDINGS & DISCUSSION

4.1 Findings

4.1.1 Academic Staff Frequency of use MOODLE Learning Platform

The results in Table 2 indicate that academic staff rarely use the MOODLE learning platform (39.0%). This implies that despite high readiness and positive perceptions, many staff have not yet integrated MOODLE regularly into their teaching routines.

Table 2

Academic Staff Frequency of use MOODLE Learning Platform (n=155)

Statement	Frequency	Percentage
Every day (daily)	5	3.4%
Several times a week	31	20.3%
About once a week	13	8.5%
Twice a month	13	8.5%
Rarely (a few times a semester)	60	39.0%
Never	31	20.3%

This gap can be attributed to various challenges that emerged from the qualitative feedback. During FGDs, it was reported that lecturers are faced with many challenges that prevent them from adopting the Moodle learning platform.

“... The most common problems that prevent us from using MOODLE were: poor internet connectivity, lack of training or technical support, and insufficient student readiness or motivation to use MOODLE. Frustration with the availability of a reliable internet connection is a great problem in our campus, and also the institute has not encouraged students and academic staff to use Moodle, and most students lack accounts or awareness...” (FGDs in Singida Campus, 30th July, 2025).

This qualitative result implies that the lack of awareness and effort by the institute to put in place an enabling environment hinders academic staff to adopt MOODLE learning platform. These results support previous findings as reported by Huang *et al.* (2020) and Mustafa and Ali (2023), who found that lecturers were hindered by technological factors, social factors, human factors, and reinforcement factors from adopting the MOODLE learning platform.

4.1.2 Association between Sex, Campus, and Marital Status and Academic Staff Perception of Use of MOODLE Learning Platform (n=155)

The results in Table 3 indicate that overall, male and female academic staff shared very similar positive perceptions of MOODLE benefits. This implies that both sexes overwhelmingly saw MOODLE as useful. However, on a few items, slight differences in intensity emerged. This suggests that while training and support should be given to all sexes, there may be value in leveraging early-adopter female faculty as MOODLE champions or mentors to help increase adoption among their male colleagues who have been slower to start. These results differ from previous findings as reported by Amankwah *et al.* (2024); Alomani *et al.* (2025); Korsah (2024), and Owusu-Bempah *et al.* (2022), who found that there is no association between the sex of a lecturer and their perception on adoption of MOODLE. The deviation from previous studies might be due to cultural differences and the level of technology in the respective country.

Table 3

Association between Sex, Campus, and Marital Status and Academic Staff Perception of Use of MOODLE Learning Platform (n=155)

Variable	Item	Chi ²	df	p-value
Campus	MOODLE facilitates teaching and learning	26.71	12	0.0085 **
Campus	MOODLE improves efficiency and enhances the learning experience	26.38	12	0.0095 **
Campus	Academic staff are satisfied with the MOODLE learning platform	41.33	24	0.0153 *
Campus	I am ready to use the MOODLE learning platform throughout the semester	38.85	24	0.0283 *
Sex	MOODLE develops critical thinking, creativity, and collaboration	8.94	3	0.0302 *
Campus	Moodle has a relative advantage over traditional teaching methods	29.96	18	0.0378 *

* Significant at $p < 0.05$, ** Highly significant at $p < 0.01$

The results in Table 3 further indicated differences across campuses, as staff at campuses with better ICT infrastructure (e.g., Dar es Salaam, Mtwara, Kigoma) had strongly positive perceptions and also used MOODLE more frequently, while campuses with poor ICT infrastructure had relatively low perception scores on understanding and satisfaction. This implies that infrastructure and local support influence perception, and the campuses lacking institutional commitment to e-learning and poor infrastructure resulted in low morale about MOODLE. These campus disparities highlight that institutional readiness (at the campus level) is as important as individual readiness. Efforts such as ensuring stable internet, providing local technical support staff, and integrating MOODLE into the campus academic culture can greatly boost both the perceptions and the actual use of MOODLE in the lagging campuses. These results are similar to previous results as reported by Amankwah *et al.* (2024) and Korsah (2024) who found that adoption of MOODLE by lecturers was associated with institutional factors like technical support and training which can vary across campuses as campuses with more resources, better infrastructure and stronger administrative support had higher adoption rate because addressed key barriers like internet connectivity and lack of skills. In addition to that, a previous study by Alomani *et al.* (2025) reported that disparities in resources and training across campuses can lead to significant differences in lecturers' perception levels even within the same institution.

4.1.3 Academic Staff Perceptions and Readiness to Use the MOODLE Learning Platform

The results in Table 4 show that the level of perceptions of academic staff on the use of the MOODLE learning platform on 15 statements out of 18 was positive. This is because more than half of all respondents had positive perceptions towards MOODLE learning platform. A vast majority of staff agreed that MOODLE supports the learning process (94.9%). This indicates a near-unanimous perception that using MOODLE has a positive effect on



the learning process. This agreement was consistent across different demographics; for instance, both male and female lecturers uniformly endorsed MOODLE support for learning, and no significant campus-wise differences were observed for this foundational perception. During KIIs, most participants had a positive perception about MOODLE and narrated that if the internet is stable and campuses are ensured with reliable electricity, the MOODLE learning platform will support the learning process faster than tradition method. FGDS discussions in the Mbeya campus narrated that:

“... The lecturers frequently described the use of MOODLE as the best decision by TIA as it has made teaching easier, simpler, interactive, flexible, and self-paced pedagogy” (FGDs in Mbeya Campus, 27th July, 2025).

The results in FGDS, KIIs, and quantitative results above imply that if lecturers are well-trained and equipped with necessary learning facilities, MOODLE will be adopted by most lecturers. These results are similar to previous empirical evidence as reported by Huang *et al.* (2020), Mustafa and Ali (2023), Soko *et al.* (2024), and Ziraba *et al.* (2020), who found that academic staff had positive perceptions towards the MOODLE learning platform. The results in Table 4 indicate that the majority of lecturers agreed that Moodle enables interactive learning (74.6%). These results indicate that academic staff largely believe MOODLE’s features (such as forums, chats, quizzes, and other interactive tools) do facilitate greater interaction in the learning process. It’s worth noting that female lecturers were slightly less emphatic on this item on average compared to males, but both sexes still showed strong overall agreement. The high agreement here aligns with the general view that MOODLE can make learning more engaging and participatory for students. These results support a report by Qashou (2021), who found a positive correlation between use MOODLE learning platform and interactive learning.

Table 4

Academic Staff Perceptions and Readiness to Use the Moodle Learning Platform (n=155)

Statement	Agree	Neutral	Disagree
MOODLE supports the learning process	147 (94.9)	8(5.1)	0(0)
Academic staff have a clear understanding of Moodle	76(49.2)	37(23.7)	42 (27.1)
MOODLE is readily available	84(54.3)	39(25.4)	31(20.3)
Moodle supports interactive learning	116 (74.6)	31(20.3)	8(5.1)
MOODLE facilitates teaching	142 (91.6)	13 (8.4)	0(0)
Academic staff are satisfied with MOODLE	58 (37.3)	68 (44.1)	29 (18.6)
MOODLE has a relative advantage over traditional teaching	121(78)	32(20.3)	2(1.7)
Preference for Using MOODLE in Teaching	110(71.2)	42(27.1)	3(1.7)
MOODLE enhances the efficiency and accessibility of learning	121(78)	29(18.6)	5(3.4)
MOODLE provides real-time feedback	121(78.1)	29(18.6)	5(3.4)
MOODLE allows a more holistic assessment of knowledge and skills	108(69.4)	39(25.4)	8(5.1)
MOODLE improves students’ engagement and learning outcomes	123(79.1)	26(16.9)	5(3.4)
MOODLE allows online assessment practices	139(89.8)	13(8.5)	3(1.7)
MOODLE offers anytime/anywhere assessment opportunities	139(89.8)	16(10.2)	0(0)
MOODLE improves efficiency and enhances learning experiences	139(89.8)	16(10.2)	0(0)
MOODLE develops critical thinking, creativity, and collaboration	126 (81.3)	21(13.6)	8(5.1)
MOODLE improves information, media, and technological literacy	129(83.1)	26(16.9)	0(0)
Readiness of Academic Staff to Use MOODLE	126(81.4)	24(15.3)	5(3.4)

Likewise, all respondents agreed with this statement, demonstrating a strong consensus that MOODLE makes the teaching-learning process easier or more effective (91.5%). This item received one of the most positive sets of responses in the survey. The virtually unanimous agreement suggests that instructors widely perceive MOODLE as a helpful tool that streamlines course delivery, access to materials, assignment handling, and other teaching tasks. During the Key Informants Interview, it was revealed that MOODLE allows lecturers to easily share notes and manage assessments, reinforcing this perception. Notably, even those who reported using MOODLE infrequently acknowledged its potential to facilitate teaching, implying that barriers to use are not due to doubting MOODLE’s usefulness, but other factors (such as time or training). The previous results were studied by Sabah (2020); Soko *et al.* (2024); Ziraba *et al.* (2020), who found a strong relationship between features of the MOODLE learning platform in influencing academic learning.

The majority of instructors agreed that MOODLE offers advantages over purely traditional (face-to-face, paper-based) teaching, with virtually no one disagreeing (78%). This indicates broad recognition of the benefits that a digital learning platform provides compared to solely face-to-face teaching, such as flexibility in time and location, the ability to reuse and organize materials, and automated grading features. Also, across campuses, agreement was high; even those at campuses with technical issues conceded MOODLE’s potential benefits. These results are similar to

previous results by Soko *et al.* (2024) significant positive perception of MOODLE by academic staff as compared to traditional face-to-face teaching. Most respondents indicated they prefer using MOODLE as part of their teaching. Over 71% of respondents expressed that they prefer to use MOODLE in their teaching. FGD results supported quantitative results in the Dar es Salaam Campus as indicated in the quotation below:

“... The MOODLE learning platform has attracted many lecturers as you are not forced to be physically in class deliver learning. Most lecturers are using MOODLE in their teaching, especially those teaching master’s classes as they can teach students in different campuses at the same time” (FGDs in Dar es Salaam Campus, 26th July, 2025).

This implies that the majority of lecturers enjoy incorporating MOODLE into their pedagogy, likely due to the conveniences and enhancements it offers. Previous studies by Sabah. (2020. reported that the majority of higher learning institutions' lecturers prefer to use MOODLE in teaching as it allows them to deliver teaching anywhere without being forced to be in class physically. More than that, Respondents agreed that using MOODLE improves student engagement and learning outcomes (79.6%). This implies that e-learning can lead to more active learning and better results, perhaps through interactive content, frequent assessments, and accessible resources. Previous studies have reported that, due to e-learning's ability to bring active learning, higher learning institution academic staff were encouraged to use virtual learning tools like social media, video conferencing, Google Classroom, and other online learning platforms (Dampson, 2021). In addition to that, lecturers agreed that MOODLE improves the efficiency and accessibility of learning for students (78.0%). They recognize that MOODLE makes it easier to disseminate content (notes, readings, slides) and allows students to access learning resources anytime and anywhere – benefits that traditional methods cannot fully provide. Interestingly, male and female instructors were equally positive on this item. The FGDs' results indicate that:

“... The most common advantages of using MOODLE are that learning becomes easier, and students can access learning resources anytime and anywhere. This is not possible in face-to-face teaching...” (FGDs in Mbeya Campus, 30th July, 2025).

This implies that with the MOODLE learning platform, students can access learning materials and other resources even if they had no chance to access them during face-to-face teaching. Korsah’s (2024) study reported that the MOODLE learning platform reduced physical and distance barriers to accessing learning resources during COVID 19. The majority of instructors agreed that MOODLE enables timely feedback to students through quizzes or automated responses (78%). This likely refers to features such as instant quiz grading, immediate access to results and comments, or quick turnaround on assignments compared to traditional paper grading. Interestingly, male lecturers were somewhat more likely to strongly agree on this item than female lecturers – possibly because more male staff reported using features like online quizzes that give automatic feedback. Similar results were reported by previous studies by Antony *et al.* (2022), who found that most lecturers had positive perceptions as MOODLE allowed them to be able to redesign the course programme, which resulted in improvement in students' learning outcomes and generated and offered interactive and dynamic online courses without geographical limitations.

IV. CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusion

The study examined the perceptions and readiness of academic staff towards the MOODLE learning platform in Tanzania Higher Learning Institutions. The study concludes that most academic staff in Tanzania's Higher Learning Institutions have positive perceptions towards MOODLE and they are ready to adopt MOODLE in the teaching process. However, they encounter challenges including poor internet connectivity, lack of training or technical support, and insufficient student readiness or motivation to use MOODLE. The findings demonstrate that capacity building and motivation of academic staff skills are a critical determinant for academic staff adoption of the MOODLE learning platform. The strong, positive relationship between perception of MOODLE and campuses among academic staff further underscores the importance of capacity building to academic staff in campuses where there is low acceptance of the MOODLE learning platform,

5.2 Recommendations

It is recommended that the institutes provide a strong and reliable internet connection, increase bandwidth, and MOODLE establish a dedicated MOODLE support team or help desk. Also, institutions should train students in using MOODLE and possibly mandate certain uses of MOODLE in coursework. Lastly, institutes should incorporate e-learning into the institution’s strategic plan, recognizing and rewarding innovative use of MOODLE in teaching, and ensuring academic departments include MOODLE activities as part of their curriculum delivery, and encouraging a culture of sharing best practices among faculty (for instance, seminars where experienced MOODLE users showcase successful techniques) can also boost overall readiness and enthusiasm.

Declaration of Interest

The authors declare that they do not have any known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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