

THE INFLUENCE OF ONLINE TEACHING MODES ON THE PROMOTION OF ONLINE LEARNING IN HIGHER LEARNING INSTITUTIONS IN TANZANIA

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ABSTRACT

This study investigated the promotion of online learning through online teaching modes (OTM) focusing on two higher learning institutions, the University of Dar es Salaam (UDSM) and the Open University of Tanzania (OUT). Guided by the pragmatic paradigm, this research employed a mixed-methods approach and an explanatory sequential design. Quantitative data were collected from 399 postgraduate students, while 30 lecturers and administrators participated in qualitative interviews. The findings revealed that online teaching modes are increasingly integrated into instructional practices, however their statistical influence on promoting online learning was weak ($r = 0.006$, $p = 0.910$). Moreover, qualitative findings showed growing significance of OTM in enhancing flexibility, access, and teaching innovation. Specifically, OUT demonstrated more systematic adoption of digital platforms such as Moodle, Zoom, and WhatsApp, while UDSM remains in transition with limited faculty training and inconsistent student participation. Key challenges included low digital literacy, unstable internet connectivity, and inadequate infrastructure. Despite these limitations, online teaching modes expanded educational reach and supported self-paced learning. This study recommends that meaningful promotion of online learning requires holistic institutional strategies that combine digital capacity building, infrastructure investment, and inclusive policy support.

Keywords: Online learning, Higher learning institutions, Online teaching modes, Tanzania.

1. INTRODUCTION

The growing demand for higher education in Tanzania has placed significant pressure on institutional resources, calling for innovative approaches to sustain quality teaching and learning. Online education has emerged as a strategic response, providing flexible, accessible, and cost-effective alternative to traditional classroom instruction (Bwana, et al., 2024). By integrating digital platforms, higher learning institutions (HLIs) can reach a wider range of learners, support self-paced learning, and enhance academic engagement. This transformation aligns with global trends where universities leverage technology to expand access and improve learning outcomes (Barua et al., 2022).

In Tanzania, institutions such as the University of Dar es Salaam (UDSM) and the Open University of Tanzania (OUT) have made notable progress in implementing online and blended learning systems through Learning Management Systems (LMS) like Moodle and Zoom (Ambele, et al., 2025). Additionally, Nemes (2025) pointed out that these platforms facilitate the delivery of digital

content and real-time interaction between students and lecturers. Despite such initiatives, the effectiveness and consistency of online teaching remain uneven across institutions, reflecting disparities in technological infrastructure, faculty readiness, and digital literacy. The COVID-19 pandemic significantly accelerated the adoption of online teaching modes, compelling universities to shift from traditional to technology-mediated instruction (Mututwa & Trust, 2024). However, while the transition expanded digital engagement, it also exposed gaps in institutional preparedness, particularly in rural areas where internet connectivity, power reliability, and access to devices remain limited (Mtebe et al., 2021). These challenges highlight the need for systematic institutional strategies to strengthen online teaching environments and promote sustainable e-learning practices.

Efforts by the Tanzanian government, such as the National Digital Education Strategy (2024/25–2029/30) and the Higher Education for Economic Transformation (HEET) Project, have further emphasized the integration of ICT in education. These initiatives aim to improve digital infrastructure, build staff capacity, and enhance the accessibility of online learning resources (URT, 2025). Through such measures, online teaching modes are expected to become central to achieving equitable and inclusive education, as emphasized by Sustainable Development Goal 4 on quality education.

Additionally, Tanzania's efforts to promote online learning directly align with the Sustainable Development Goals (SDG), specifically the 4th goal on quality education, as it emphasizes the assurance of not only inclusive but also equitable quality education and promoting lifelong learning (Ferguson & Roofe, 2020). The issues of access to equitable quality education and lifelong learning have been addressed through, among others, the expansion of digital platforms which provide access to open educational resources as a result of online learning. Online learning makes easy for the attainment of other SDG goals including skills for employment, poverty reduction and fostering gender equality (SDG 5) as people are able to access more learning opportunities (Saini, et al., 2023).

Furthermore, Tanzania, through other development partners, has been making several initiatives to promote online learning in higher learning institutions. For instance, the World Bank has funded the \$425 million through the HEET (Higher Education for Economic Transformation) a five-year (2021-2026) project implemented by the Ministry of Education, Science and Technology (MoEST) to improve the online learning platforms, enhancing ICT facilities, and providing capacity building for staff in digital pedagogy (URT, 2025; Ikuja, et al., 2025). Among the major roles include the development of Moodle-based systems, implementing blended and fully online academic programs, and training academic staff to create high-quality digital content and personalized learning experiences. Through the HEET project, the University of Dar es Salaam has upgraded the online teaching and learning platforms, such as Moodle LMS, Massive Open Online Courses (MOOC), and Open Educational Resources (OER) to their latest versions, enhancing access to digital learning materials and interactive content. Due to the improved infrastructures for online learning, 98 courses, both undergraduate and postgraduate, have been added to be offered through online platforms (UDSM-HEET News Letter, 2025).

Although studies show that only 27% of Tanzanian university students have consistent internet access, while more than 60% struggle with inadequate digital devices and high data costs, making online learning less accessible and less effective (Richardson et al., 2023). While, much of the existing literature, such as Mwandosya (2022), and Nihuka (2023), focuses primarily on technological challenges and user experiences, leaving a critical gap regarding how institutions

themselves promote and sustain online learning. There is limited understanding of the institutional frameworks, pedagogical innovations, and capacity-building efforts that underpin successful implementation. Consequently, the role of HLIs in shaping, supporting, and scaling online teaching modes remains underexplored. This study addresses that gap by examining how different online teaching modes influence the promotion of online learning in Tanzanian higher education institutions. It explores how universities design and utilize digital platforms, support faculty and student engagement, and adapt to infrastructural realities. By analyzing these dimensions, the study provides evidence-based findings into how institutional practices can enhance the accessibility, quality, and sustainability of online learning. The findings aim to guide policymakers, educational planners, and higher education leaders in strengthening online teaching frameworks that support national and global educational goals.

2. LITERATURE REVIEW

The study was guided by Technology Acceptance Model (TAM). The model by Davis (1989) explains how users accept and adopt technology based on two core factors: perceived usefulness and perceived ease of use. In the context of Tanzanian Higher Learning Institutions (HLIs), these dimensions determine how students and lecturers embrace online learning platforms. When users find online systems easy to navigate and perceive them as beneficial to learning outcomes, adoption rates increase (Abuhassna, et al., 2023). However, TAM's limitation lies in its narrow focus on individual perceptions, excluding external factors like infrastructure, institutional support, and policy environments, which are critical in Tanzania. Therefore, this study extends TAM by integrating institutional readiness, digital infrastructure, and user capacity as key contextual variables. This theoretical lens provides insight into how both individual attitudes and institutional factors interact to influence the promotion and sustainability of online learning in Tanzanian HLIs.

Various researchers have investigated issues related to online teaching in Learning in Higher Learning Institutions. For instance, study conducted by Mwandosya (2022) found that the adoption of asynchronous and synchronous online teaching modes in Tanzanian universities has shown varied success in enhancing learning outcomes. Asynchronous methods, such as pre-recorded lectures, online discussions, and self-paced learning modules, allow students to access materials at their convenience, which is particularly beneficial for those with work or have family commitments. However, Mwandosya showed that this mode also leads to a lack of real-time interaction, which can impact on the quality of student-teacher engagement and learning outcomes. Conversely, synchronous teaching modes, which include live video lectures and real-time discussions, promote active participation and promote a more traditional classroom experience. However, these methods are heavily reliant on internet connectivity and real-time participation, which can be a challenge in rural areas of Tanzania with limited access to reliable internet.

In a study conducted by Labbafi, A et al, (2025), the researcher explored the impact of hybrid teaching models, which combine both synchronous and asynchronous learning. Labbafi's findings suggested that hybrid models provide a balance between flexibility and interaction, leading to higher engagement and improved learning outcomes. These findings are consistent with those of Temu (2022), who emphasized that hybrid teaching modes are effective in promoting inclusivity, particularly for students in remote areas who might otherwise be excluded from higher education due to geographic distance or inadequate infrastructure. However, despite the promise of these online teaching modes, challenges related to the digital divide in Tanzania remain prevalent.

According to Komba et al. (2023), while online learning has the potential to democratize education, the gap in access to reliable internet and technology hampers the effectiveness of these modes. The researchers argued that the lack of access to digital devices and stable internet connections among many students in rural Tanzania limits the ability to fully benefit from online teaching.

Similarly, a study by Castro and Tumibay (2021) on efficacy of online learning courses for higher education institution using meta-analysis found the efficacy of online learning courses through having well-planned, well-designed courses and programs for higher education institution. Also, it highlighted the importance of instructional design and the active role of institutions play in providing support structures for educators and students. This is to say that these forms of learning have numerous benefits. However, there are also some challenges associated with online learning. On the same note, Bag, et al., (2023) in their study on determinants of using online mode of teaching: Evidence from higher educational institutions postulated that performance expectation, self-efficacy, social influence and facilitating conditions have a significant influence on the teachers' intention towards the use of the online teaching-learning method, which leads to the actual use of this ICT-based teaching-learning method. In addition, the study highlights that the age of teachers has a negative but significant influence on the intention to use, and discipline has a positive effect. Nevertheless, the institutional level has a negative and significant influence on teachers' actual use of online teaching-learning methods. The findings can help to design strategies for teaching-learning in recent times.

To understand clearly about the influence of online teaching modes on the promotion of online learning, Sofi-Karim, et al., (2023) realized that online teaching has globally become a part of the learning process and has been more well-established in developed countries. In developing countries, online teaching or e-learning is not practiced or recognized officially by educational organizations and policymakers. On the other hand, it is well-known that computers and technology are the future; in such a case, the advancement of online learning is immensely remarkable. It has reduced teachers' and students' introversion concerning e-learning and technology and has provided a platform for learning new technologies and developing new skills. Thus, while online teaching modes in Tanzanian HLIs contribute significantly to promoting online learning, they are not without challenges. The findings suggest that a blend of asynchronous, synchronous, and hybrid modes can enhance engagement and accessibility, but the infrastructure and technological limitations must be addressed for the success of these teaching methods.

3. METHODOLOGY

This study was guided by pragmatism research paradigm which emphasizes practical solutions to research problems using both quantitative and qualitative evidence. Pragmatism combines objective and subjective perspectives, allowing flexibility in methods and data interpretation (Creswell, 2018). This paradigm holds that truth is contextual and based on what works in addressing specific problems. Pragmatism thus enabled methodological pluralism, facilitating a comprehensive understanding of the research problem. Moreover, a mixed-methods approach was adopted to integrate quantitative and qualitative data within a single framework. This approach enriched the study by capturing measurable patterns and in-depth perspectives. Quantitative data provided numerical evidence on accessibility, internet use, and LMS adoption, while qualitative data explored lecturers' and students' perceptions and institutional challenges. The combination

ensured reliability, validity, and deeper interpretation of findings, consistent with the pragmatic philosophy.

The study employed an explanatory sequential design. Quantitative data were first collected and analysed to identify key relationships between independent and dependent variables, followed by qualitative interviews to elaborate on those findings (Creswell & Creswell, 2018). The design allowed quantitative results to guide qualitative exploration, thereby producing a more holistic understanding of online learning practices in Tanzanian HLIs. The study was conducted at UDSM and OUT, chosen for their leadership in adopting online learning. UDSM, as the country's premier public university, has incorporated blended learning and virtual classrooms, while OUT, a distance learning institution, has institutionalized online delivery through Moodle and mobile-friendly systems (Masha et al., 2021; URT, 2022). These two institutions provided a balanced context for examining both traditional and open university models of online education.

The target population included postgraduate students, lecturers, and university administrators from UDSM and OUT estimated at 105,000 students. According to the statistical data of the 2024/ 2025 academic year, from the UDSM website, there are more than 35,000 students, of whom 5,000 are postgraduates and 300 are international students. Also, according to the data from the Open University of Tanzania (OUT), in the 2024/2025 academic year, the Open University of Tanzania (OUT) is estimated to have around 70,000 students, with 25,749 undergraduates, 23,470 postgraduates, and 16,315 diploma students.

A sample of 399 students was determined, with 136 from UDSM and 263 from OUT. Additionally, 30 lecturers (15 from each university) were purposively selected. Simple random sampling was used for students to ensure equal representation, while purposive sampling identified knowledgeable participants such as lecturers and instructional designers.

Structured Google Forms were distributed to students to collect quantitative data on online learning practices. Reliability was confirmed through Cronbach's Alpha, and pilot testing ensured clarity and consistency. Semi-structured interviews were conducted with lecturers and administrators to collect detailed qualitative data on institutional strategies, technological challenges, and capacity-building efforts. Quantitative data were analysed using SPSS version 25, applying descriptive and inferential statistics to summarize and test relationships. Qualitative data were analysed through thematic analysis, involving coding, categorization, and interpretation of emerging themes to complement quantitative results. Quantitative validity was ensured through content and construct validation and a pilot test, while reliability was established via Cronbach's Alpha. Qualitative rigor was maintained through credibility, dependability, transferability, and confirmability, using triangulation, member checking, and audit trails.

The reliability of the scales was assessed using Cronbach's Alpha, a commonly accepted measure of internal consistency. A Cronbach's alpha value above 0.70 is generally considered acceptable, with higher values indicating greater reliability (Izah et al., 2023). With a Cronbach's alpha of 0.794 and 0.891, these constructs fall within the "acceptable" and "Good" range of reliability. This indicates that the 10 items for Promotion of Online Learning (POL) and Online Teaching Modes (OTM) used to measure various online teaching approaches, such as synchronous, asynchronous, and hybrid modes, are internally consistent and adequately capture the intended concept. The result confirms that respondents interpreted the questions consistently, allowing the variable to be used confidently in the main analysis. These results validate the use of the survey tool in collecting accurate and consistent data for subsequent analysis in this study. They also provide confidence

that the findings and conclusions drawn are based on reliable constructs that adequately reflect the realities of online learning in Tanzanian higher learning institutions (Sanga, 2023).

4. FINDINGS AND DISCUSSION

This study examined the relationship between online teaching modes and the promotion of online learning using Pearson correlation analysis, using the data collected from 399 respondents. The Pearson correlation coefficient between the Promotion of Online Learning (POL) and Online Teaching Modes (OTM) was found to be $r = 0.006$, with a significance value of $p = 0.910$ as shown in table 2.

Table 2: Relationship between online teaching modes and the promotion of online learning

Variables	Sample size	Pearson coefficient	Significant value	Interpretation
POL vs. OTM	399	0.006	0.910	Weak Positive Correlation

Correlation is significant at the 0.01 level (2-tailed).

This coefficient reflects a very weak positive relationship between online teaching modes and the promotion of online learning, suggesting that the two variables are almost uncorrelated. In practical terms, the value is so close to zero that it indicates there is virtually no linear association between the way online teaching is delivered and the level of institutional promotion of online learning. Since the p value is much higher than the commonly accepted alpha levels of 0.05 or even 0.01, the relationship is statistically insignificant. This means that any observed correlation is likely due to chance, and we cannot conclude that online teaching modes have a meaningful influence on the extent to which higher learning institutions promote online learning. In other words, changes or differences in the teaching modes adopted, whether synchronous, asynchronous, or hybrid, do not appear to significantly affect how actively or effectively institutions are promoting online learning initiatives (Raes et al., 2020).

This finding invites a more nuanced reflection on the role of teaching modalities in higher education. While online teaching modes are an essential component of the online learning experience, their presence alone may not be enough to drive or enhance the broader institutional promotion of online education. It is possible that most institutions are already using similar teaching modes, leading to uniformity in responses and a lack of variability that would otherwise show a stronger correlation (Verde & Valero, 2021). Alternatively, it may be that teaching modes, though important, are not the most influential factors in determining the success or visibility of online learning promotion efforts. Instead, other elements, such as institutional policy, administrative leadership, technological infrastructure, and student support services, might be playing a more prominent role. Further, this result might suggest that respondents perceive online teaching modes as more of a delivery mechanism rather than a strategic tool that drives institutional promotion. That is, while the format of delivery is necessary to facilitate online learning, it does not by itself reflect the full institutional commitment to promoting online education (Cox, 2005). Promotion is perceived more in terms of program development, outreach, investments in learning platforms, or supportive teaching environments rather than the technical form of course delivery. Thus, the findings reveal that within the context of Tanzanian higher learning institutions, there is no significant correlation between the type of online teaching modes employed and the

promotion of online learning. While online teaching modes are an integral part of digital education, their influence on how institutions promote online learning appears to be minimal when considered in isolation (Ferri et al., 2020). This suggests that policymakers and academic leaders should not focus solely on refining teaching formats but should instead adopt a more comprehensive approach, one that integrates teaching methods with broader institutional strategies, infrastructure development, and learner-centered support systems to effectively promote and sustain online learning. Having presented the relationship between OTM and POL, the following section presents the role of online teaching modes used, challenges experienced when implementing these online teaching modes, benefits experienced when implementing these online teaching modes, and responses of students and lecturers to different online teaching methods. Through thematic analysis, four sub-themes were generated. The following table indicates the themes, subthemes, and explanations.

Table 3: Theme and subthemes on online teaching modes

Theme	Sub-theme	Explanation
Online Teaching Modes	Role of Online Teaching Modes	At UDSM, online teaching is still supplementary, mostly asynchronous (notes and recorded lectures). At OUT, online modes are the backbone, using Moodle, Zoom, and WhatsApp to deliver courses nationwide.
	Challenges experienced when implementing	UDSM faces low faculty digital literacy, limited training, and inconsistent student participation. OUT struggles with unstable internet, power outages, and difficulties with self-directed learning.
	Responses of students and lecturers	At UDSM, students value access but complain about data costs; lecturers adapt at different rates. OUT shows more positive responses, with students favoring asynchronous learning and lecturers appreciating flexibility.
	Benefits experienced when implementing online teaching modes	OUT extends learning to remote areas, supporting flexibility and adult learners. Both institutions note innovation, improved reach, and adaptability through online teaching.

Role of Online Teaching Modes Used

The role of online teaching modes in higher learning institutions varies between traditional universities like the University of Dar es Salaam (UDSM) and open and distance learning institutions such as the Open University of Tanzania (OUT). At UDSM, online teaching is gradually being integrated into teaching practices, though it remains supplementary in many departments. As one UDSM lecturer explained,

"Online teaching modes have started becoming central, especially after the COVID 19 pandemic. We mostly use asynchronous methods like uploading notes and pre-recorded lectures." (Interview, UDSM lecturer, 16/06/2025)

Another participant noted that "some departments are adapting well, while others are still relying on face-to-face mode of instruction," highlighting the uneven adoption of online practices.

In contrast, OUT has embedded online teaching modes into the core of its instructional delivery. A faculty member at OUT remarked,

"Online modes are our backbone. Being a distance learning university, we rely heavily on both synchronous and asynchronous modes to reach our students across Tanzania." The university employs various platforms, including Moodle, Zoom, and WhatsApp, to ensure teaching effectiveness and reach. As noted by an OUT instructional designer, "We use Moodle, Zoom, and WhatsApp groups to reach students effectively." (Interview, OUT lecturer, 18/06/2025)

These findings indicate that while UDSM is in a transition phase toward online teaching integration, OUT has already mainstreamed these modes into its educational framework. The variation in implementation across institutions reflects their different mandates, infrastructures, and preparedness levels in embracing online teaching.

Challenges Implementing Online Teaching Modes

Several challenges were reported across both institutions concerning the implementation of online teaching modes. At UDSM, digital literacy among faculty remains a significant barrier. As one participant from UDSM stated, "One major challenge is digital literacy among faculty. Some are not confident in using the Learning Management System." This concern is compounded by inconsistent student participation and the lack of structured training on online assessment.

"Inconsistent student participation in online platforms is a real concern," reported a UDSM instructional designer. Another faculty member added, "There's a lack of institutional training on how to conduct online assessments." (Interview, UDSM lecturer, 20/06/2025)

Similarly, at OUT, although online teaching is more entrenched, technical limitations persist. Internet connectivity and power outages are recurrent obstacles.

"An opportunity is reaching students in rural areas. A challenge is unstable internet connectivity," said one OUT management member. Another participant noted, "It has helped us decentralize education, though power outages sometimes limit access." (Interview, OUT lecturer, 20/06/2025)

Despite these challenges, some see the shift as a chance to build faculty and student resilience. However, self-directed learning remains difficult for some students, especially those unaccustomed to independent learning models. As one OUT lecturer commented,

.... "We see growth in student independence, but some struggle with self-regulated learning." (Interview, OUT lecturer, 25/06/2025)

These findings show that technical, institutional, and capacity-based challenges hinder full implementation of online teaching modes, requiring universities to invest in ongoing digital literacy programs, reliable connectivity infrastructure, and pedagogical training for educators.

Benefits Experienced When Implementing These Online Teaching Modes

Despite the challenges, various benefits have emerged from the implementation of online teaching modes, especially regarding flexibility and reach. At OUT, these modes have enabled the university to serve a broader demography as one instructional designer from OUT mentioned,

.... *"We can now reach students across Tanzania, even in very remote areas. This would not be possible through face-to-face delivery."* (Interview, OUT lecturer, 17/06/2025)

This geographical reach aligns well with OUT's mission as a distance education institution.

Online learning has also fostered a shift toward student-centered learning. A lecturer from OUT stated, "Students prefer asynchronous methods because they can study at their own pace." This flexibility is crucial for adult learners and working students who form a significant part of OUT's student population. Even at UDSM, where online learning is not yet fully entrenched, faculty noted the potential of these methods. One UDSM lecturer observed,

.... *"Some students embrace it; others complain about data costs. But those who manage to access materials find it useful."* Another benefit lies in encouraging instructor innovation. According to an OUT-faculty member, *"The flexibility of online methods allows us to redesign courses based on student feedback and learning patterns."* Instructors are also able to use analytics provided by LMS platforms to monitor student engagement and adjust teaching strategies accordingly. (Interview, UDSM lecturer, 28/06/2025)

Overall, these benefits point to the long-term potential of online teaching modes in enhancing accessibility, fostering independent learning, and enabling responsive, adaptive pedagogical practices. However, full realization of these benefits depends on addressing infrastructural and capacity limitations across institutions.

Responses of Students and Lecturers to Different Online Teaching Methods

Responses to online teaching methods varied significantly across students and lecturers, often influenced by individual experiences, digital proficiency, and access to infrastructure. At UDSM, feedback was mixed. A lecturer commented,

... *"Some students embrace it; others complain about data costs."* Another participant explained, *"Engagement levels are low in some cases, especially with recorded lectures."* (Interview, UDSM lecturer, 1/07/2025)

These responses suggest that although online modes offer new possibilities, actual usage depends on students' ability to access and navigate digital platforms. Faculty reactions were similarly diverse. "Lecturers are slowly adapting. Some are innovative, others resistant," noted a UDSM instructional designer. This indicates a need for targeted change management initiatives and technical support for educators adjusting to digital delivery.

In contrast, OUT participants expressed more consistent acceptance. A lecturer reported, "Students prefer asynchronous methods because they can study at their own pace." Another noted, "Most lecturers are positive about the flexibility it brings." These responses reflect a more mature online learning culture at OUT, supported by longstanding infrastructure and pedagogical orientation toward distance learning. Moreover, blended communication channels enhance engagement. "Students are responding well when we combine WhatsApp communication with LMS content," shared an OUT participant. This highlights the importance of using multiple, accessible platforms to ensure consistent communication and interaction. So, while there is a generally positive attitude toward online teaching methods, especially where infrastructure and support are in place, the

variation in responses underscores the importance of tailoring implementation strategies to the diverse needs of both students and academic staff.

5. CONCLUSION

This study set out to examine the influence of higher learning institutions in promoting online learning in Tanzania. Through the integration of quantitative data and qualitative findings from the University of Dar es Salaam (UDSM) and the Open University of Tanzania (OUT), the study has provided a comprehensive understanding of the enablers and barriers shaping the online learning landscape in Tanzanian higher education. The findings indicate that online teaching modes are gradually gaining traction within higher learning institutions. Although their overall influence on the promotion of online learning was statistically weak, qualitative responses highlighted their emerging importance. Asynchronous methods such as pre-recorded lectures are widely adopted, especially at OUT, while synchronous and hybrid methods are less utilized. The disparity in uptake and effectiveness across institutions suggests that more needs to be done to optimize the pedagogical impact of these teaching modes.

6. RECOMMENDATIONS

To ensure effective implementation of online teaching modes digital capacity building among faculty and instructional staff should be strengthened: The success of online learning depends heavily on the digital competence of faculty and instructional designers. Therefore, institutions must invest in continuous professional development programs focused on the use of Learning Management Systems (LMS), online assessment tools, video conferencing, content curation, and digital pedagogy. This training should be tiered, allowing novice users to build foundational skills and experienced users to deepen their expertise in online instructional design.

The study further recommends that high learning institutions must promote blended learning models tailored to institutional and student needs: While asynchronous teaching modes were generally favored by students for their flexibility, a one-size-fits-all approach may not serve all learners equally. For specific programs like business, law, education social sciences, institutions should explore blended learning approaches that combine synchronous (real-time) engagement with flexible asynchronous learning to cater to diverse learning styles, schedules, and connectivity levels. These models can also help instructors maintain interactive elements, such as live discussions and feedback sessions, while giving students the freedom to study at their own pace.

This study examined the influence of online teaching modes on the promotion of online learning in higher learning institutions in Tanzania. Further studies can be conducted to investigate the effect of online learning on the competence of graduates in higher learning institutions in Tanzania

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