

# Examining the Views of non-e-Tutoring Students on Potential Benefits and Drawbacks of Incorporating e-Tutoring into Their Learning Experience

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**Abstract:** In recent years, technology integration in education has transformed the learning environment in online institutions. One technological advancement that has gained popularity is e-tutoring which offers personalised academic support to students through online platforms. While e-tutoring has become well-known and has been adopted to promote collaborative learning, there are still students who do not use these services for various reasons. This study explored the perspectives of students who do not utilize e-tutoring services in online education settings, shedding light on their perceptions. A quantitative research approach with a descriptive design was adopted to gather and analyse data on the perspectives of non-e-tutoring students. Online questionnaires were employed as the primary data collection method, allowing for the efficient collection of data from many respondents. The collected data was analysed using the Statistical Package for the Social Sciences (SPSS). Ethical concepts such as informed consent, anonymity of responses and protection of respondents against harm were maintained. Findings indicate that non-e-tutoring students perceive a sense of control over their own pace of learning, suggesting a preference for self-directed learning and the ability to tailor their educational experience to their individual needs and learning styles. They also perceive a lack of clarity in the roles of e-tutors, leading to uncertainty about their responsibilities. In terms of communication, students feel overwhelmed by the volume of announcements and find repetitive information frustrating. Additionally, some students face challenges with their internet connection and associated cost, which can hinder their participation in online activities. Notably, a desire for peer interactions, teamwork, and a sense of belonging in a community highlights the importance of social aspects in online learning. This study recommends that students seek alternate support systems by reaching out to academics and facilitators for guidance and clarification. Developing self-directed learning skills is essential, empowering students to take charge of their own learning through setting objectives, creating own study plans, and utilising resources. For higher education institutions (HEIs), it was recommended that they should ensure that a variety of support services are available to cater to the needs of all students, including non-e-tutoring students.

**Keywords:** Online-tutor, Student support, Online education, Distance education, Technology, Self-directed learning

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## 1. Introduction

The integration of technology in education has transformed how people learn, interact and transfer knowledge, particularly in online learning environments globally. This shift has facilitated more flexible learning settings, enhanced access to educational resources and fostered global collaboration among students and educators. E-tutoring is one such technological advancement that has become well-known (Liu & Li, 2020), which offers students personalised academic support through online platforms (Maré & Mutezo, 2021). Due to the geographical dispersion of students, availability and other personal constraints, online or e-tutoring has been adopted to promote collaborative learning (Regmi & Jones, 2020). While e-tutoring has grown in popularity among some student demographics, there are still some students who do not use these services for their academic needs (Kibuku, Ochieng & Wausi, 2020). To fully understand attitudes toward e-tutoring and its possible advantages and disadvantages in the context of online education, it is essential to understand the viewpoints of these non-e-tutoring students as they may have a variety of excuses for not doing so. Some students may choose more independent learning strategies, while others may encounter difficulties due to a lack of access to technology or ignorance of the options for online tutoring. Exploring their perceptions can shed light on their understanding of e-tutoring and reveal potential gaps in the current e-tutoring implementation strategies in the Department of Financial Accounting at the University of South Africa.

This study explores how non-e-tutoring students perceive the possible advantages and drawbacks associated with incorporating e-tutoring into their learning experience. Furthermore, this research seeks to identify the perceived benefits and limitations of e-tutoring from the viewpoint of non-e-tutoring students. Understanding the potential advantages of e-tutoring, such as personalised guidance, individualised support, and flexibility in learning, can provide insights into how these benefits can be effectively communicated to non-e-tutoring students, potentially encouraging their adoption of e-tutoring services. Concurrently, investigating the alleged shortcomings or suspicions can help guide the creation of solutions that will increase students' acceptance and contentment with e-tutoring services. The results of this study will enhance comprehension of the distinct

viewpoints of non-e-tutoring students and add to the body of knowledge on e-tutoring in online education. Various studies at the University of South Africa have focused on improving e-tutoring (Enwereji & Van Rooyen, 2023; Maré & Mutezo, 2021), but none has investigated the perceptions of students who opt out of making use of e-tutoring services. The findings of this study will guide educational institutions, policymakers, and online learning institutions in developing policies that will increase the adoption of e-tutoring services and, as a result, raise the standard and efficacy of online learning for all students.

## **2. Literature Review**

The literature review of this study explored the benefits of e-tutoring as well as drawbacks and concerns of e-tutoring usage.

### **2.1 Benefits of e-Tutoring**

The ability of e-tutoring to deliver specialised education and support to accommodate student needs is one of its main advantages. In this regard, Lalitha and Sreeja (2021) confirm that e-tutoring platforms provide individualised learning experiences by changing instructional strategies, content, and pacing following students' particular needs. Makwara (2019) attests that this tailored approach encourages a better comprehension of concepts and improves student engagement, motivation, and self-efficacy. To make sure that the learning experiences of students are in line with their academic goals, students receive tailored guidance through e-tutoring. Bustos-Contell et al. (2021) affirm that e-tutoring offers unparalleled convenience and flexibility, making it a desirable choice for students with hectic schedules or those who need extra help outside of regular class hours. Flexible scheduling, according to Maré and Mutezo (2021), benefits students by enabling them to seek assistance whenever it is most convenient, and because of this adaptability, students can receive high-quality tutoring wherever they are in the world (Youde, 2020). This flexibility removes the restrictions of physical closeness and Eze et al. (2020) sustain that students can schedule sessions around their current commitments, allowing them to balance their academic goals with other obligations.

### **2.2 Drawbacks and Concerns of e-Tutoring Usage**

While there are many advantages to e-tutoring, it is important to recognise and address any potential downsides and issues brought up by students who do not use it. According to Sihlangu and Kheswa (2023), non-e-tutoring students frequently express anxiety about the perceived absence of in-person engagement with e-tutors. Some students prefer the immediate responsiveness and personal connection that traditional in-person tutoring offers (Liu & Li, 2020). In the same direction, Rakoma (2018) argues that the absence of direct communication and physical presence in e-tutoring may be perceived as a disadvantage since students may lose out on the non-verbal cues and individualised attention that come with face-to-face encounters. In line with these opinions, Tartavulea et al. (2020) point out that a further issue is the effectiveness and calibre of online coaching in comparison to more conventional approaches. Some students question the ability of e-tutors to deliver the same level of expertise and instructional effectiveness as in-person tutors (Johns & Mills, 2021). Students who do not use e-tutoring services may have concerns about the perceived trustworthiness and qualifications of e-tutors as well as their capability to give thorough and accurate explanations (Okoro, Takawira, & Baur, 2021).

Kibuku et al. (2020) further assert that obstacles faced by non-e-tutoring students considering using e-tutoring include technical hurdles and problems with platform usability. Concerns may arise regarding their technological proficiency and the potential barriers they may face in navigating the online tutoring environment (Canals & Al-Rawashdeh, 2019). The entire experience and effective engagement with e-tutoring services might be hampered by problems including internet access, software compatibility, and device reliability (Rakoma, 2018). Non-e-tutoring students may express concerns about the potential dependency on technology and its impact on self-directed learning. Digital platforms and online resources are mainly utilised in e-tutoring, which could result in an overreliance on technology for academic assistance (Gomez et al., 2020). Some students may be concerned that e-tutoring may affect their independence in problem-solving, critical thinking, and self-directed learning, all of which are important abilities for their academic and professional development (Dwivedi, 2022). Even though e-tutoring has many advantages, it is important to address any concerns or negative perceptions that non-e-tutoring students may experience. Recognising and addressing these issues will improve the programme's ability to offer practical solutions to improve learning experiences.

#### **2.2.1 Factors influencing non-e-tutoring students' perspectives**

The conception of additional support needed by non-e-tutoring students may be influenced by prior academic success and self-perceptions of academic aptitude. Academically successful students may be less likely to seek

help and may believe that e-tutoring is superfluous (Parker, 2018). On the other hand, Mapolisa (2022) affirms that students who believe they are having difficulty or need more support are more likely to be receptive to the notion of integrating e-tutoring into their educational process. The attitudes of non-e-tutoring students on e-tutoring are significantly influenced by their socioeconomic background and access to technology. According to Cullinan et al. (2021), students from lower socioeconomic backgrounds often encounter difficulties getting access to the necessary technological resources, such as dependable internet connections or enabling devices. Limited access to technology can make it difficult for these students to interact with e-tutoring platforms successfully, which might affect how they perceive its advantages and viability (Raviolo et al., 2021). The digital divide, which is characterised by differences in access to and technological competence, also affects the readiness and willingness of non-e-tutoring students to participate in e-tutoring (Sauti, 2021). The adoption of e-tutoring as a learning tool may cause hesitation or anxiety in students who have not had much exposure to technology or who lack digital literacy abilities (Tran et al., 2023). The digital divide further exacerbates existing inequalities in educational opportunities, as students without adequate access or skills may feel excluded or disadvantaged.

The views of non-e-tutoring students regarding e-tutoring are also influenced by cultural variables and personal learning preferences. According to Yang and Yang (2022), cultural norms and attitudes toward traditional face-to-face instruction can affect students' openness to technology-mediated approaches like e-tutoring. While some students could appreciate the social dynamics and interpersonal connection of in-person training, others might be more receptive to using technology-mediated learning strategies (Oliveira et al., 2021). Many elements influence how non-e-tutoring students see the inclusion of e-tutoring in their educational process. Their attitudes and readiness to engage with e-tutoring are influenced by a variety of factors, including prior academic success, self-perception of academic talents, socioeconomic background, access to technology, the digital divide, cultural considerations, and personal learning preferences. Understanding these factors can inform the development of effective strategies and interventions to address barriers, promote inclusivity, and maximize the potential benefits of e-tutoring for all students.

### **3. Research Methods**

The study adopted a quantitative research approach and a descriptive design to gather and analyse data. This design was chosen to obtain a comprehensive understanding of the non-e-tutoring students' perspectives using online questionnaires. Online questionnaires were utilised as the primary method of data collection. Online questionnaires are a convenient and efficient means of gathering data from large groups of participants (Bell, Bryman & Harley, 2022; Coppock & McClellan, 2019). The questionnaires were distributed electronically to 3575 e-tutoring and non-e-tutoring students in the target population. Question 9 of the questionnaire asked if the student makes use of e-tutors. If the student declined, the questionnaire linked directly to the last question, which they had to answer. In this case, 1412 students indicated that they do not make use of e-tutors, and these provided valid responses used in this study. The collected data was analysed using the Statistical Package for the Social Sciences (SPSS). The data obtained from the online questionnaires were entered into SPSS, and appropriate statistical tests such as factor analysis were conducted to examine the relationships and patterns within the data. Validity and reliability of data were maintained through pilot testing and formulating the questionnaires based on the focus of the study and administering it to the students. Ethical considerations were considered throughout the research process. Informed consent, protection of participants, confidentiality and anonymity were maintained by assigning unique identifiers to each questionnaire and storing the data securely. The study adhered to ethical guidelines and regulations to ensure the protection and well-being of the participants.

### **4. Presentation of the Study Findings**

The section gives an overview of the information gathered about students who do not make use e-tutor services. To investigate the underlying aspects or dimensions of the variables connected to the performance of students and study habits, a factor analysis was carried out. This statistical method aids in locating any unobserved influences that might affect the results. The key characteristics of the data set were summarised and described using descriptive statistics. Measures like the mean, median, and mode as well as measures of variability like the standard deviation are all included in these statistics. Descriptive statistics provide a succinct overview of the data, assisting in the comprehension of major trends and variations among the variables under investigation. Communalities in the context of factor analysis describe the percentage of variance in each variable that can be accounted for by the factors found. A better correlation between the causes and the observed variability in the variables is suggested by higher communalities. This analysis helps evaluate the goodness of fit of the identified

factors. Total Variance Explained concludes by presenting the total variance explained by the identified factors. This refers to the proportion of the overall variance in the data set that is accounted for by these factors. A higher total variance explained indicates a greater extent to which the identified factors capture the variability in the variables being studied. Due to the limit of this paper, only the rotated component matrix was presented in Table 1.

**Table 1: Rotated Component Matrixa**

|                                                     | Component |      |      |      |      |      |
|-----------------------------------------------------|-----------|------|------|------|------|------|
|                                                     | 1         | 2    | 3    | 4    | 5    | 6    |
| Q46_OwnPace                                         | .706      |      |      |      |      |      |
| Q47_StayMotivated                                   | .756      |      |      |      |      |      |
| Q48_AbleToStudies                                   | .761      |      |      |      |      |      |
| Q49_AbletoOrganise                                  | .771      |      |      |      |      |      |
| Q50_StudyonMyOwn                                    | .703      |      |      |      |      |      |
| Q51_ContactOtherStud                                |           |      |      |      |      | .846 |
| Q52_PartofGroup                                     |           |      |      |      |      | .845 |
| Q55_NotAddressNeeds                                 |           |      | .859 |      |      |      |
| Q56_NotAppealing                                    |           |      | .851 |      |      |      |
| Q57_RoleNotClear                                    |           |      | .746 |      |      |      |
| Q60_GetTraining                                     |           | .831 |      |      |      |      |
| Q61_TrainingOnlineComm                              |           | .895 |      |      |      |      |
| Q62_TechTraining                                    |           | .884 |      |      |      |      |
| Q63_ManyAnnounce                                    |           |      |      | .730 |      |      |
| Q64_DuplicateAnnounce                               |           |      |      | .731 |      |      |
| Q65_Redundant                                       |           |      |      | .771 |      |      |
| Q67_BadConnenction                                  |           |      |      |      | .884 |      |
| Q68_InternetCost                                    |           |      |      |      | .902 |      |
| Extraction Method: Principal Component Analysis.    |           |      |      |      |      |      |
| Rotation Method: Varimax with Kaiser Normalisation. |           |      |      |      |      |      |
| a. Rotation converged in 5 iterations.              |           |      |      |      |      |      |

The idea of rotation is to reduce the number of factors on which the variables under investigation have high loadings. The Rotated Component Matrix shows the factor loadings for each variable and the factor where each variable is loaded most strongly on. Based on these factor loadings, students' perceptions subsets loaded strongly on Component 1, and this is the "self-management" factor group. The "training" factor is strongly loaded in Component 2, while the "non-appealing" subset is strongly loaded in Component 3. Component 4 is mainly comprised of a "repeating-related" subset. Components 5 and 6 are loaded with "internet-related" and "study support" factors, respectively. These factors are discussed subsequently.

## 5. Discussion of the Findings

The findings show the degree of agreement or correlation with many aspects of the academic experience of students who do not use e-tutors in their studies. The students' perception of having control over their own pace of learning (Q46\_OwnPace), which is one important aspect highlighted by these results, suggests that these students generally feel empowered to set their learning speed and have the flexibility to adapt their study strategy accordingly. This data suggests that this subset of students may prefer self-directed learning. According

to Trang (2021), students prefer to tailor their educational experience to their individual needs and learning styles and this approach allows them to delve deeper into topics of interest. The study confirms that the students are motivated (Q47\_StayMotivated), which shows that they exhibit a high degree of motivation in their studies while not using e-tutors. Their success in school is probably greatly influenced by their innate desire and perseverance. Additionally, according to the variables Q48\_AbleToStudies and Q49\_AbletoOrganise, students who do not employ e-tutors often believe that they are capable of effectively participating in their studies and effectively organizing their academic work. This suggests that they have the knowledge and confidence needed to manage their academic career on their own. According to Bujang et al. (2020), students who learn at their own pace have the chance to comprehend the material more thoroughly. This was confirmed by Slavova and Mu (2018) who confirmed that this strategy enables students to reflect on their learning, pursue their curiosities, and take charge of their education. Students can devote more time to mastering difficult topics while working quickly through content that comes more naturally to them by choosing their speed. This tailored strategy encourages self-motivation and a sense of accountability, which will ultimately result in enhanced performance (Akuratiya & Meddage, 2020). According to the variable Q50\_StudyonMyOwn, these students are at ease and confident when studying on their own without the help of e-tutors. They probably show more self-reliance and self-control in managing their learning process without substantially depending on external direction or assistance.

Concerning the findings in the second component, variable Q60\_GetTraining depicts that e-tutors ought to get training themselves. This shows that the students value having e-tutors who are well-versed in the knowledge and abilities required to properly support their study. They anticipate that e-tutors will be informed about their specialities, current on technological advancements, and skilled in effective teaching techniques. It suggests that these students prefer online tutors who are continually learning to improve their knowledge. This conforms with the findings of De Metz and Bezuidenhout (2018) who opine that e-tutors require constant training to perform exceedingly. The students anticipated in variable Q61\_TrainingOnlineComm that e-tutors should be trained in online communication dynamics. This indicates that these students appreciate the benefits of e-tutors being vast in using online communication tools to interact with students, offer advice, and promote a feeling of community. It shows how much these students respect online instructors who can foster a positive, and engaging learning environment. The finding in variable Q62\_TechTraining, further portrays students' inclination for e-tutors to obtain technology-related training. This indicates that these students understand the importance of e-tutors' proficiency with a range of technology tools and platforms. They anticipate that e-tutors should be able to help them navigate the use of technology for their studies, including conducting online research, getting access to digital materials, and using educational software. In the same view, Sedio (2021) upholds that e-tutors should be able to navigate the digital learning environment to enhance the academic performance of the learners.

The variable Q55\_NotAddressNeeds in component 3 indicates that non-e-tutoring students believe that e-tutors do not sufficiently address their academic needs. This shows a disconnect between the assistance offered by online tutors and the needs or difficulties these students are facing. It suggests that these students look to their online tutors to address their specific learning needs, deliver individualized instruction, and provide support catered to their needs. In variable Q56\_NotAppealing, findings depict that non-e-tutoring students do not find e-tutors to be interesting or engaging, and this shows that these students might believe that e-tutors are lacking in some traits or characteristics that would enable them to be valuable and interesting mentors. It might have to do with the educational approach, interpersonal skills, or rapport-building abilities of e-tutors with students. Their perception of e-tutors as unappealing underscores how crucial it is for e-tutors to be able to connect with students, foster a stimulating learning environment, and arouse interest in the subject. These findings are consistent with that of Sedio (2022) who sustains that e-tutors should be knowledgeable to assist students to achieve their academic goals. In variable Q57\_RoleNotClear, the non-e-tutoring students confirm that the function of e-tutors is not clear or well-defined. This shows that the precise duties and expectations connected with the function of e-tutors may be unclear or confusing to these students. It might be connected to a lack of clarity in e-tutors' communication or direction, which creates a sense of uncertainty about their roles and how they might attend to students' academic issues. This concern was addressed by Ramorola (2018) who made recommendations to higher education institutions (HEIs) about the definition of e-tutor positions. The study stressed how crucial it is to specify exactly what an e-tutor's obligations and expectations are in online learning environments. The fact that the non-e-tutoring students perceive a position as being unclear shows how crucial it is to define and communicate the tasks and responsibilities of e-tutors in plain terms so that students are aware of how they might profit from their assistance.

The students indicate that they feel overburdened by the volume of announcements they receive, according to the finding in variable Q63\_ManyAnnounce in the fourth component. This could indicate that there is an excessive amount of communication coming from several sources, which would result in information overload. The student's capacity to focus on pertinent and vital information may be hampered by their inability to prioritize and keep track of the notifications they receive. This emphasizes how crucial it is to streamline communication channels and make sure announcements are brief, pertinent, and made in a manageable volume to prevent overwhelming students. According to Patteti (2021), one of the institutional online services that can lead to information overload is online tutoring. The study shows that although online tutoring is a great way for students to get help and direction, there are occasions when students might become overwhelmed by the wealth of tools and information offered by these online learning settings. Students may find it difficult to sort through the massive amount of information and prioritize their learning given the growing accessibility of educational resources, discussion forums, and multimedia content. Findings in variable Q64\_DuplicateAnnounce specify that these students hear announcements that contain redundant material. The recurrence of announcements across many platforms or channels may be the cause of this duplication, as well as the delivery of similar messages by multiple sources. Students may find redundant announcements annoying since it wastes their time and causes confusion. To avoid redundancy and guarantee that crucial information is disseminated properly, institutions should work to coordinate their communication efforts. According to the variable Q65\_Redundant, these students believe that the information presented in announcements is redundant. Redundancy is the repetition of information or the addition of extraneous elements that don't contribute to knowledge or offer value. Repetitive announcements may be viewed as a waste of time and may cause people to tune out crucial messages. Institutions should concentrate on providing brief and focused information, avoiding repetition, and making sure that each announcement has fresh and pertinent information. According to Patteti (2021), one of the institutional online services that can lead to information overload is online tutoring. The study shows that although online tutoring is a great way for students to get help and direction, there are occasions when students might become overwhelmed by the wealth of tools and information offered by these online learning settings.

Findings on the fifth component's Q67\_BadConnection confirm that students appear to be experiencing problems with their internet connection. Their capacity to participate in online activities, gain access to learning materials, and effectively communicate may be seriously hampered. A poor internet connection might make it challenging to take part in online discussions or collaborative tasks and can frustrate users. To ensure that students have access to a stable internet connection for their academic purposes, educational institutions can address this matter by constructing dependable internet infrastructure or looking into alternate alternatives. The students' worries regarding the price of internet connection are highlighted in Q68\_InternetCost. For students, particularly those from financially disadvantaged homes, high internet prices might be a hurdle. Students may be unable to participate completely in online learning activities and make the most of the available resources and possibilities if they have limited access to inexpensive internet connections. To guarantee that all students have equitable access to resources, institutions should think about helping or researching solutions for affordable internet connection. In a similar vein, Doukakis, Michalopoulou, and Chira (2020) emphasize how crucial it is to guarantee that students participating in online learning have access to dependable Internet connectivity and address the issue of internet cost. The report underlines that for all students to fully engage in online learning activities and access educational resources, they must all have fair access to the internet.

In the sixth component, Q51\_ContactOtherStud, findings indicate students' willingness to interact with their peers. Online learning environments may occasionally lack the social interactions and interpersonal relationships that make up the traditional classroom setting. Students appreciate the chance to interact with their peers, share ideas, work on projects together, and develop a feeling of community. According to Martin and Bolliger (2018), institutions should support platforms or initiatives that promote interactions between students, establishing a positive and cooperative learning environment. The last question, Q52\_PartofGroup, reveals that students want to be a part of a team or group. Collaborative learning opportunities can improve comprehension, drive, and problem-solving abilities. The advantages of group work and collective learning may be lost on students who do not employ e-tutors. To promote teamwork and collaboration, educational institutions should give students the chance to take part in group activities, projects, or conversations, whether in person or online. The study of Chatterjee and Correia (2020) emphasise the need to support collaborative learning in an online environment. The researchers emphasize the crucial role that collaborative learning plays in encouraging students' active involvement, critical thinking, and knowledge creation. However, transitioning to online learning can present challenges in fostering effective collaboration due to the lack of face-to-face interaction and physical presence.

## 6. Conclusions

The purpose of the study was to investigate the viewpoints and experiences of non-e-tutoring students in their learning process. A comprehensive grasp of their experiences has been gathered by critically examining how they responded to various aspects of academic success and the use of e-tutors. From the prescripts of the study, it could be inferred that students who do not use online tutors have excellent academic self-control. They demonstrate faith in their capacity to focus, maintain motivation, and efficiently plan their studies. This study shows that this set of students has acquired the abilities and self-discipline needed to succeed in their academic endeavours on their own. It emphasises the significance of encouraging self-regulation in students since it empowers them to take charge of their learning and success. The findings suggest that training including technical skills and online communication is deemed paramount for the e-tutors to succeed. Additionally, communication and technological challenges were seen as major barriers for e-tutors to assist students in an endeavour to succeed in their academic endeavours. More so, the academic experience of non-e-tutoring students was hampered by a poor internet connection and the expense of internet costs. Regardless of whether a student uses an e-tutor or not, these findings highlight the need for institutions to resolve technology limitations and guarantee fair access to resources for all students. The study provides valuable insights for educational institutions to develop strategies and interventions that enhance the academic well-being and success of all students, irrespective of their engagement with e-tutors. By addressing the identified gaps and challenges, institutions can create a more inclusive and supportive learning environment for all students.

## 7. Recommendations

The study recommends that students who do not use online tutors seek alternative support systems by consulting other academic advisors for guidance. Developing self-directed learning is crucial, which involves setting clear objectives, creating study plans, and utilising resources like textbooks and online materials. Forming peer support networks, participating in study groups, and using a variety of online resources can also enhance their learning. Maintaining open communication with their lecturers for additional help and attending academic workshops and seminars are advised to improve learning strategies. Regularly reflecting on and adjusting learning tactics based on effectiveness is essential for continuous improvement.

For HEIs, the recommendations focus on providing diverse support services, such as study skills classes, tutoring facilities, and academic counselling to cater to all students, including those who do not use e-tutors. HEIs should foster close interactions between lecturers and students, encourage peer mentoring programmes, and prioritise the development of academic skills through workshops and seminars. Ensuring easy access to comprehensive online resources and fostering a supportive learning environment through peer networks and wellness programmes is crucial. Regularly evaluating and adjusting support techniques based on feedback and data analysis will help address the needs of students and enhance their academic experience.

Finally, e-tutors should ensure these learners who do not make use of these services should receive comprehensive academic assistance. Tutors can provide tailored guidance by encouraging students to seek help during office hours or through scheduled appointments, fostering a more personalised learning experience. They should actively promote self-directed learning by helping students set clear academic goals, create structured study plans, and utilise diverse resources, including textbooks and online materials. Facilitating the formation of peer support networks and study groups can also play a crucial role in enhancing student engagement and understanding. Tutors should remain approachable and maintain open lines of communication, ensuring students feel comfortable seeking additional help as needed. Tutors can significantly enhance the learning experience for students who opt not to use e-tutoring services by fostering a supportive and proactive approach.

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