ABSTRACT

A wide range of literature on evaluation of eLearning projects in Kenya indicates that its adoption in Higher Education Institutions (HEIs) is low and faces a wide range of challenges. Studies on factors enabling eLearning adoption indicate that personal and institutional factors are important in the successful eLearning projects. In the first year of the rollout of online courses at the eCampus of Maseno University, an evaluation of statistics on the institutional Learning Management System (LMS) revealed that a number of lecturers had minimal or no log in statistics, a further analysis of the lecturer participation within the courses revealed that the lecturers were not interacting with the students enrolled in the online courses. This was indication that there was a gap in the adoption of eLearning among lecturers. The objectives of the study were to; evaluate the effect of lecturer personal factors in the adoption of eLearning at the eCampus of MasenoUniversity, examine the effect of institutional support factors on the adoption of eLearning and identify challenges experienced by lecturers in the adoption of eLearning at the eCampus of MasenoUniversity. The lecturer factors of self-efficacy, perceived usefulness and perceived ease of use in relation to eLearning were adopted from the Technology Adoption Model (TAM) which is used to understand the user acceptance of technology. The study further evaluated the institutional support factors of policy on eLearning, ICT infrastructure and the support accorded to lecturers involved in eLearning. The institutional factors were adopted from the Conceptual framework on inhibiting and facilitating factors for eLearning by Andersson. A sample of 55 lecturers was selected based on the sample selection formula by Calmorin. A questionnaire was administered to the 55 lecturers from seven schools that offer courses online through the institutional eLearning system. There were 48 responses which represents 87.3% response rate. The study revealed that lecturers had a positive perception of the usefulness of eLearning in improved learner-lecturer participation and dissemination of learning resources in a variety of formats to learners however, support factors of ICT infrastructure and policies on eLearning did not make it favorable for the lecturers to adopt eLearning. The findings further revealed that minimal administrative support was the major contribution to slow adoption of eLearning. Based on the findings, a Logical Framework Matrix for lecturer adoption of eLearning in an eLearning project for an institution of higher learning was developed. The matrix developed from this study will be useful in the evaluation of lecturer adoption of eLearning in institutions of higher learning. The findings from this study will contribute to the academic literature on critical success factors for eLearning adoption among faculty in Higher Education Institutions in Kenya and will be critical in formulating eLearning policy that is favourable for lecturer adoption of eLearning within the eCampus of Maseno University.