

PROFILE CHARACTERISTICS AND PERSPECTIVES ON ADOPTION OF E-LEARNING: A MULTI-SITE MIXED EXPLANATORY METHOD APPROACH, UGANDA, EAST AFRICA

¹Tabitha Sigue, ²Marcelo Sague, ³Novembrieta Sumil, ⁴Manuel Sumil

¹Dean, School of Social Sciences, Bugema University, sigubeth@gmail.com

² Director, Product and Services, Bugema University, siguemars@gmail.com

³ Director, Institute for Social Research, KIU, novembrietas@yahoo.com

⁴ Senior Lecturer, College of Higher Degrees and Research, mannysumil@yahoo.com

Presented at the International Conference on Innovation in Social Science, Literature and Education, June 1-3, 2015, Dubai, UAE

Abstract

A combination of quantitative and qualitative (mixed explanatory method) research strategies were utilized in this study to collect evidenced-based data from 120 respondents/lecturers from three chartered private universities in Uganda. Utilizing a tested for validity and reliability researcher structured research instrument, the data on profile characteristics and adoption of e-learning perspectives in terms of perceptions, attitude and challenges were in these findings: (1) majority were 23-42 years of age, mostly male, attained masters' degrees, 4-8 years work experience and majority had not attended related trainings on e-learning; (2) the ICT/e-learning facilities were perceived as moderately adequate; there were limited ICT/e-learning facilities in their universities; the adoption of e-learning was easy to work and useful in facilitating data; few e-learning facilities, concerns on infrastructure, internet connection and limited knowledge in e-learning; (3) the organismic variables (profile characteristics) and the respondents' perspectives were significantly correlated. Within the confines of these findings, logistics and provisions for e-learning facilities were highlighted as the main recommendations in this study.

