

# **E-learning use and teaching and learning performance in Tanzanian universities**

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## **ABSTRACT**

The use of E-learning as a new educational technology is currently a top priority in many universities in developing-countries. The main purpose of this research is to determine how e-learning affects the teaching and learning (T&L) performance in Tanzanian universities. Employing a questionnaire tool, a quantitative approach was used to collect the data. A total of 390 out of 400 respondents including lecturers and students were taken into account, with a 97.5% response rate. Data in SPSS version 21 were analyzed using partial least squares structural equation modeling (PLS-SEM) technique and confirmatory factor analysis (CFA). According to the findings of this study, only one of the nine hypotheses tested have a non-significant effect on T&L performance, as indicated by  $p$ -values  $>0.01$ . Further, there is no statistically significant effect of perceived usefulness in using e-learning in T&L performance by lowering cost/expenses. Furthermore, other variables assessed including performance expectancy, ease of use, and perceived usefulness have significance effect on T&L performance by increased quality of instructional material delivery, convenience in teaching and learning facilities. The findings of this study inform policymakers on how to reformulate information and communication technology (ICT) policy to clearly spell out the adoption of e-learning for providing facilities in universities. The policy should, in particular, have a clear vision of implementing an appealing, conducive teaching and learning service delivery environment, as well as achieving appropriate and high T&L performance. By influencing the cost/expenses in T&L, quality of instructional material, and the convenience of T&L service delivery as the indicators of performance, this paper contributes to improve understanding of the factors of e-learning (including performance expectancy, perceived usefulness, and ease of use) on teaching and learning performance of the Tanzanian universities. These factors, which have a substantial influence on T&L performance in Tanzanian universities through affecting its indicators, were not thoroughly addressed in earlier relevant studies.

**Keywords:** ICTs, E-learning, website, implementation, Tanzania, Universities