

E-learning uptake among academicians and students in Tanzanian universities

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Abstract

The purpose of this study was to ascertain the extent of current e-learning uptake in Tanzanian universities. The quantitative approach involving survey design was adopted in the collection of data. Data were collected through a questionnaire survey of 400 respondents, with a rate of return 85.5%. The average reliability of variables 0.949 was determined using Cronbach's Alpha. Fuzzy Logic model and t-test were adopted for data analysis. The findings revealed that the average extent of current e-learning uptake among students and academicians were less than half of threshold amounting to 50% (i.e. level of awareness was 16%, availability was 20.6%, accessibility was 17%, attitude was 15% as variables used). There was no statistically significant difference in e-learning uptake among students and academicians as the value of $p > 0.05$. The findings of this study established a base ground and guidelines to inform the e-learning stakeholders and policymakers to find and establish suitable policy as well as mechanism to adopt and encourage sustainable use of e-learning systems for life-long teaching and learning. The originality of this study is based on the addition of new variables and methodologies employed as empirical evidence based on the extent of e-learning uptake in Tanzanian universities.

Keyword: ICTs, e-learning uptake, fuzzy logic model, students, academicians