INFLUENCE OF WORKPLACE INFRASTRUCTURE ON LECTURERS' PREPAREDNESS FOR E-LEARNING: THE CASE OF UNIVERSITY OF NAIROBI, KENYA

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ABSTRACT

This study was conducted to identify infrastructural gaps and support needs among lecturers at the University of Nairobi, which should be addressed to improve their preparedness to function in an electronic learning (eLearning) environment. A cross-sectional survey design was applied to source data from 212 lecturers and 108 administrative staff. Both quantitative and qualitative techniques were applied to process, analyse and interpret the data. Quantitative analysis was done at the univariate, bivariate and multivariate levels. Hypotheses were tested using cross tabulations with Chi square (χ^2) statistic, while Binary Logistic Regression was used to determine the influence of access to workplace computers, reliability of internet connectivity and timeliness of technical support on the preparedness for eLearning. The study found that participants having access to computers at their workplace were likely to be more competent in computing; thus, better prepared to function in an eLearning environment than those who lacked such access. More specifically, participants having access to computers at the workplace were about 2.8 times more likely to be competent and better prepared for eLearning than their colleagues lacking such access. Participants having reliable internet connectivity were likely to have better computing skills, which put them at a better position for eLearning. More still, those who indicated that workplace internet connectivity was very reliable were about 6.8 times more likely to be prepared for eLearning than their colleagues reporting that internet connectivity was very unreliable. Preparedness for eLearning was significantly associated with the timeliness of technical support. Consequently, enhancing access to computers at the workplace is likely to help lecturers improve skills and overcome fears and anxiety associated with computer use; ensuring adequate and timely access to technical support is likely to discourage apprehensiveness to technology facilities, while reliable internet connectivity remains a key requirement for eLearning.

Keywords: Workplace, Infrastructure, eLearning, Preparedness, Access, Internet reliability, Technical support.