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NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY
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DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

**FACTORS INFLUENCING ACCEPTANCE AND USE OF ONLINE LEARNING
PLATFORMS BY NUST FCIS STUDENTS**

BY

**Donald Simbarashe Tererai
(N013 11100P)**

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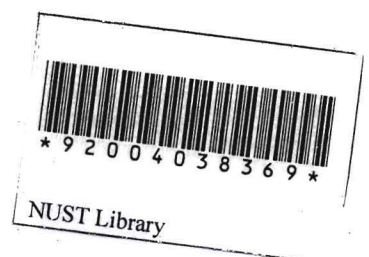
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Academic Supervisor

Mr E. Mupaikwa

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ABSTRACT

Online technologies have provided a new platform for institutions to widen access to education through online learning. Online learning platforms provide learners with flexibility and ubiquity to access learning material anytime and anywhere using the internet. However the availability of an online learning platform (Sakai) had not led to widespread acceptance and use among the FCIS students at NUST. A study was conducted with the aim to determine the factors that influence NUST FCIS students' intentions to accept and use online learning platforms. The theoretical framework for this study was based on the Unified Theory of Acceptance and Use of Technology proposed by Venkatesh (2003). Mixed methods were used in a survey study. A quantitative questionnaire was administered to a sample of 125 students. 25 students were selected for an unscheduled follow up interview. The data was merged and analyzed. The results showed that; NUST FCIS students accept and use online learning if they expect it to improve their performance. They however had not adopted Sakai because they were not sure whether it would improve their grades. The students would adopt online learning if it takes them less effort to learn and use the technology. FCIS students' perceived ease of use of Sakai was high, however adoption was still low because the perceived usefulness was not very high. The findings indicated that adoption of online learning would be high if there was social influence to adopt it; key influencers identified were fellow students and lecturers. Sakai had not been fully adopted due to lack of adequate influence from fellow students and lecturers. Additionally, NUST lacked policies that were specific and deliberate to encourage Sakai usage. It can also be concluded that facilitating conditions have a direct influence on Sakai use. Students had the necessary knowledge to use Sakai, but did not have the necessary resources to use the platform. These findings will enable those who are involved in the implementation of online learning to develop online services that are relevant and acceptable to learners at NUST.