

ABSTRACT

With the current technological innovations and the potential to provide high quality education unconstrained by time and space, e-Learning is increasingly becoming a popular and significant mode of delivering instructions in the middle level and higher learning institutions. However, it has not been fully embraced by learning institutions despite its importance. The study investigated institutional constraints hindering e-learning in middle level and higher learning institutions. The study highlighted the barriers that institutions place in the way of e-learning. It shed light on the ways of mitigating such institution based problems limiting faster growth and effective utilization of e-learning in our learning institutions. In literature review, educator attitudes, institutional preparedness, technical support, communication technologies used, status of e-learning, government of Kenya's initiative on e-learning and networks and connectivity were among issues looked at. Stratified and Simple random sampling techniques were employed to select samples of 18 administrators and 164 lecturers from three colleges who gave the relevant information for the study. Data on the above variables were obtained from the sample by use of questionnaires, structured interviews and direct observations. Collected data was analyzed by descriptive statistics, ANOVA, Chi square test and Spearman Correlations. Outputs from the study showed that a significant relationship exists between the e-learning development and lecturer's attitudes. It also revealed that a significant relationship exists between the state of availability of infrastructure and resources and the level of e-learning development. The study concluded that a significant relationship exists between the lecturer's level of ICT skills and e-learning development. It is recommended that an effective e-learning policy and programmes should be a yardstick in ISO certification of public universities to encourage its implementation. All higher learning institutions should have an effective e-learning policy framework to enable the institution to implement the e-learning programs it develops alongside the normal face to face programs.