

## Does the School Financing Role Matter in E-Learning Adoption? An Explanatory Sequential Study in Midwifery Schools in Uganda

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### Abstract

Despite the high level of investment on e-learning programs in Uganda, there is a low adoption of this new pedagogy in midwifery schools. This trend is likely to frustrate government's efforts to improve the skill mix, competencies and numbers of midwives. This research sought to establish whether school financing role was essential to e-learning adoption, and the salient traits of school financing role to be focused on by midwifery schools. An explanatory sequential mixed methods design was employed, ten midwifery schools were sampled with 167 respondents. A moderate positive relationship between school financing role and e-learning adoption ( $r = 0.402$ ,  $p = 0.000$ ,  $n = 167$ ), was ascertained and school financing role accounted for 15.7% of the variance in e-learning adoption. The salient traits were; diversified sources of funds, deliberate efforts to expand sources of funds, coordination mechanisms for the sources of funds, affordable school fees structure, and a convenient fees payment system. Midwifery schools ought to implement these traits if they are to improve e-learning adoption.

**Keywords:** school financing role, e-learning adoption, midwifery schools, Uganda, developing country

### INTRODUCTION

The early 1970s were characterized by a paradigm shift in education that argued for a move from elite to mass access to higher education globally (Amano & Kimmonth, 2010; Trow, 2007). As a result, the demand for education, especially in sub Saharan Africa, has more than doubled in the past two decades (Baker, 2014; Lewin, 2009). Bureaucrats and change agents in institutions of higher learning have been grappling with how to manage this rapid change. Amidst this abrupt change, brick and mortar traditional educational systems are becoming more difficult to develop and maintain given the growing demand for higher education (Mbatia, 2008). On the other hand, e-learning has gained popularity and has been positioned as a modern pedagogy aimed at managing this abrupt change (Bates, 2005).

In East Africa and Uganda in particular, e-learning has been positioned as a pedagogy likely to increase the supply of midwives (Amref, 2015). As a result, the e-learning training approach is being used in many health training institutions in Uganda, and particularly by Ministry of Education and Sports (MoES) through the