

## **Assessing the e-readiness for video-conferencing adoption and its perceived impacts on higher education in Kenya**

### **Abstract:**

This paper presents an investigation of the readiness of academic staff and students towards the use of videoconferencing (VTC) in teaching and learning. The aim is to shed some light on why Electronic learning initiatives have not succeeded in academic institutions in Kenya. E-readiness was measured by evaluating human readiness and institution readiness. Human readiness was gauged by evaluating the skills, attitudes and perception of the people to be involved in VTC whereas Institution readiness was measured by evaluating the infrastructure, technology, course content, availability of human resources and availability of finances to implement VTC. It was discovered that the factors that staff and students would consider before they accept VTC as investigated in this study are performance, quality of education, efficiency, financial savings, control of students, security of academic material and top management support. The main contribution of this paper lies in highlighting the fact that the implementation of videoconferencing in education will be shaped by how its impacts are perceived by both the learners and lecturers.