

ABSTRACT

The focus of this study was to find out the preferred future mode of learning of graduates of a conventional mode of learning. The objective of the study was twofold: (1) to identify the aspects of distance learning the on-campus students perceive as attractive; and (2) the aspects of distance learning they perceive as repulsive. This study was undertaken in Kenya, where, though the teaching methods at the university level are predominantly conventional face to face, the universities are now investing in e-learning in the hope that this mode will increase both the student numbers and the institution's resource base in future. Egerton University, where the study sample was drawn, is the fourth largest public university, with a student population of about 25,000. While the traditional method of face to face remains dominant at Egerton University (KENET, 2013), as the university becomes a dual-mode institution, it has adopted e-learning in delivering education to a small population of off-campus students. This new approach is yet to be applied to on-campus students as supplementary and complementary to the conventional mode. The principle of familiarity and cognitive dissonance theory would have predicted that those who have been exposed to the conventional mode of learning would prefer to continue with that approach upon graduation. This study was anchored on these two paradigms. The results of the study point to the fact that upon graduation from conventional set up, the graduates prefer to continue their further studies and professional development through distance learning, preferably through e-learning. It is recommended that Egerton University diversifies a process it has already started, the delivery of instruction through adoption of "blended learning."