



FACULTY OF MANAGEMENT SCIENCES
DEPARTMENT OF ECONOMICS AND MANAGEMENT

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**A PROPOSAL SUBMITTED TO THE DEPARTMENT OF ECONOMICS
AND MANAGEMENT IN PARTIAL FULFILMENT OF THE
REQUIREMENT FOR THE AWARD OF A POST GRADUATE DIPLOMA
IN PUBLIC ADMINISTRATION OF BUSITEMA UNIVERSITY**

SEPTEMBER, 2025

DECLARATION

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DECLARATION

I, **Simali Habert**, declare that this research proposal is my original work and has never been submitted to any University or Institution for any academic award.

Signature:  Date 22nd/09/2025

APPROVAL


APPROVAL

This is to confirm that this dissertation titled "Tax Administration, Taxpayers' Service, and Tax Revenue Collection within Local Government in Uganda: A Case of Sebei Sub-Region" has been submitted with our consent as the nominated and authorized internal supervisors.

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DEDICATION

This research is dedicated to my dear parents (Mr. Wandera Bonny and Mrs. Wanyenze Rita), who have Offered me financial, emotional and spiritual support to see me achieve

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ABSTRACT

The adoption of e-learning in higher education has transformed teaching and learning globally, offering flexible and accessible technology-driven environments. However, its effectiveness in improving academic performance remains context-dependent, relying on factors such as infrastructure, instructional design, and student readiness. This study aims to assess the impact of e-learning adoption on the academic performance of students in the Faculty of Engineering at Busitema University, Uganda. The research employs a mixed-methods design, combining quantitative and qualitative approaches. A stratified random sample of 291 undergraduate engineering students will be surveyed using structured questionnaires, while 15 lecturers will be purposively selected for semi-structured interviews. Academic records and learning management system logs will also be reviewed. Quantitative data will be analyzed using descriptive and inferential statistics, while qualitative data will undergo thematic analysis. The study seeks to examine the extent and forms of e-learning adoption, evaluate students' access, readiness, and challenges, and analyze the relationship between adoption and academic performance. Findings are expected to inform strategies for optimizing e-learning in engineering education within the Ugandan context. Ethical considerations, including informed consent, confidentiality, and institutional approval, will be upheld throughout the research process

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CHAPTER ONE: INTRODUCTION

1.1 Introduction

This chapter consists of the background to the study, problem statement, purpose of the study, objectives of the study, research question, study significance, study justification, Sstudy scope and conceptual frame work.

1.2 Background to the study

The global higher education landscape has increasingly embraced e-learning as a vital tool for teaching and learning. Initially adopted to complement face-to-face instruction, e-learning became indispensable during the COVID-19 pandemic when universities worldwide shifted rapidly to remote learning modes to ensure academic continuity (Li et al., 2024). This transition demonstrated the potential of digital technologies to expand access and flexibility in higher education, while also highlighting disparities in infrastructure, preparedness, and student engagement (Frady, 2022).

E-learning broadly encompasses the use of learning management systems (LMS), virtual classrooms, digital libraries, and online assessment tools. Several studies suggest that e-learning can enhance student learning outcomes by providing interactive resources, self-paced study opportunities, and innovative assessment approaches (Brancaccio et al., 2021). However, research also reveals that its effectiveness depends heavily on institutional readiness, instructional design, and student motivation (Frady, 2022). In contexts where ICT infrastructure and support services are limited, adoption of e-learning may not yield significant improvements in academic performance (Kengoma et al., 2022).

In Uganda, universities have adopted e-learning with varying degrees of success. While government policies and institutional initiatives have supported digital transformation, challenges such as poor internet connectivity, inadequate technical skills, and inconsistent adoption practices persist (Omoda-Onyait & Lubega, 2011). Empirical studies from Ugandan institutions show that although e-learning offers opportunities for wider access and pedagogical innovation, its impact on student performance is constrained by infrastructural and human capacity limitations (Kengoma et al., 2022).

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