

ABSTRACT

This study sought to assess the role of learners' readiness towards virtual learning efficacy in Higher Learning Institutions in Tanzania, A case of Institute of Accountancy Arusha. Specifically, this study sought to ascertain the learners' attitude toward the efficacy of Virtual learning, to examine the availability of learners' material supports toward the efficacy of Virtual learning and to detemiinate learners' technology experience over the efficacy of Virtual learning as well as to evaluate the effect of learners' demographic factors on the efficacy of Virtual learning. This study employed a descriptive survey design. The target population of this study was students of the IAA and the simple random sampling technique was used to select 99 respondents of this study. Primary and Secondary data were used in this study. The primary data was collected by using questionnaires. On other hand, secondary data was obtained from IAA's minutes, journals, and dissertations. Data was analysed using Statistical Package for Social Sciences (SPSS) Version 26.0 using descriptive and inferential statistics. Findings uncovered that, there was a positive correlation between learners' attitude and efficacy of Virtual learning. Findings depicted significant relationship between learners' material supports and efficacy of Virtual learning. Similarly, study findings revealed that, there was a significant relationship between learners' technology experience and efficacy of Virtual learning. Nevertheless, findings unveiled a negative relationship between learners' demographic factors knowledge and efficacy of Virtual learning. The researcher recommends that, future studies are needed with other different factors and with the large population. Either, comparison studies among universities in different countries, or different methodology such as qualitative, can understand more on factors that contribute to selfefficacy on Virtual learning among HLIs students.