

NAI

**FACTORS INFLUENCING ADOPTION OF E-LEARNING IN
PUBLIC SECONDARY SCHOOLS: A SURVEY OF SELECTED
SCHOOLS IN MERU SOUTH DISTRICT
KENYA**

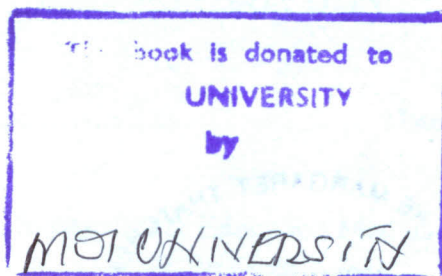
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ABSTRACT

The main purpose of this study was to investigate factors influencing adoption of E-learning programs in public secondary schools in Meru South District. The study investigated whether cost of ICT infrastructure, human skills available, attitude of teachers and school management influenced adoption of E-learning in public secondary schools in Meru South District. Review of various literatures on E-learning tends to support the fact that E-learning is slowly being adopted in many institutions of learning. The study was based on the theory of Diffusion by Roger (1995) which is the process by which an innovation is adopted and gains acceptance by members of a certain community. A survey research was carried out in 22 secondary schools in Meru south district which has forty three public secondary schools with a population of 370 teachers. From each school six teachers and the principal were selected as respondents using stratified sampling method. Data was collected from teachers using a questionnaire while interview schedule was used to collect data from Head teachers. Data collected was then analyzed using descriptive and inferential statistical methods and Statistical Package for Social Sciences (SPSS) tool used to analyze the results. Data was presented using tables and figures. Words were used to describe the tables and figures, as well as summarizing the results. Interpretation of the findings in the context of previous research and implication of the findings was done. The study findings show that majority of schools have not adopted E-learning in Meru South District. Generally it was found out that cost of ICT infrastructure, human skills available, teachers' attitude and the school management have great influence in the adoption of E-learning in Public secondary school in Meru south District. Chapter five makes recommendations to policy makers and the school managements on the need to reduce cost of ICT infrastructure by waiving tax on them, having ICT equipment assembled locally, lobbying development partners to donate ICT equipment in school, training more ICT teachers, in servicing teachers in E-learning, sensitizing the school managements on the benefits of E-learning through seminars and making E-learning compulsory to all schools. In addition, recommendations have been made on the areas for further research, like readiness to adopt E-learning in primary schools, Universities as well as other government departments, establishing the extent to which ICT teachers are trained and the effect of E-learning in national examinations. It is hoped that apart from the research adding information to the body of knowledge, it will be used in schools to guide in adoption of E-learning in secondary schools in Meru South District and Kenya at large.