

NAT

**TOWARDS THE INTERGRATED E-LEARNING APPROACH IN KENYAN  
SECONDARY SCHOOLS: THE PERCEPTION OF BUSINESS STUDIES  
TEACHERS AND STUDENTS IN SELECTED E-SCHOOLS.**

BY

SUSAN J. KURGAT



**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD  
OF DEGREE OF DOCTOR OF PHILOSOPHY IN  
EDUCATIONAL TECHNOLOGY**

MOI UNIVERSITY

NOVEMBER 2011

The copy is related to  
UNIVERSITY  
by  
MOI UNIVERSITY



CNT01760DK L2498-60001

### ABSTRACT

Quality education through effective teaching is crucial in any school system. There is need for continued search and adoption of functional innovations in the teaching and learning processes. It was against this background that the need for this study was envisaged. This study is an investigation of the teachers' and students' perception of integrated Electronic learning approach (E-learning) in the teaching and learning of Business Studies. Specifically the study sought the following information; teachers' and students' attitude towards the integrated E-learning approach, effects of integrated E-learning approach on students' attitude towards Business Studies, teachers' and students' perception on integrated E-learning approach in comparison with conventional approaches of teaching and learning, relationship between gender, age, level of training and attitude towards the integrated E-learning approach, whether the integrated E-learning approach when used shortened the time taken to cover the Business Studies syllabus and challenges encountered by the teachers' and students' as they use the new innovation. A descriptive survey research design was adopted. The study was undertaken in the selected E-schools in Kenya. Purposive sampling was used to select the teachers and random sampling technique was used to select the students. A total of three Head teachers, eight Business Studies teachers and 127 Business Studies students participated in the study. Questionnaires and face to face interviews were used to collect data from the sample. Both descriptive and inferential statistics were used to analyze the data gathered in this study. Descriptive statistics included use of frequency tables, percentages and mean scores. Inferential statistics involved Analysis of Variance (ANOVA). The findings of the study revealed that Head teachers, teachers and students of Business Studies perceive the integrated E-learning approach to be superior to the conventional approaches regarding the learner outcomes. They were positive about its integration in the teaching and learning of Business studies in the secondary school system. Basing on these findings, the researcher recommends that the new integrated E-learning approach be implemented in the teaching of Business Studies in the Kenyan secondary schools to enhance learner outcomes and enrolment in the subject.