

The Influence of E-Learning Technology Strategy on Learner Goals Achievement in The Kenyan Universities

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Abstract

Universities have come up with various e-strategies to deal with great market forces emanating from the need to adapt to the new normal in the academic environment, dynamic technological advancement, increasingly diverse student bodies, their changing needs and expectations as well as heightened demand for new and different programs and services. Despite the many initiatives to support e-learning, most e-learning strategies are not fully realized for successful learner goals achievement due to inadequate technology strategies, poor content strategy, insufficient administrative support strategies, poor communication marketing strategies and inadequate change approach. Thus, the purpose of the paper was to establish the influence of e-learning strategy on learner goals achievement: moderating role of change approach in Kenyan universities. The target population was 16 universities offering e-learning with a total of 29608 participants, comprising of 26761 e-learners and 2847 e-lecturers. The sample consisted of 351 e-lecturers and 394 e-learners because they both interact more with the e-learning system that uses currently implemented e- strategies. Sample was determined by Slovin's formula as it allows a researcher to sample the population with a desired degree of accuracy. Stratified random sampling, a method suitable when subpopulations within an overall population vary was used to identify sample size in each of the 16 universities. Primary data was collected using questionnaires with a Likert scale types of questions. Questionnaires were distributed through emails and received back through the same medium due to Covid-19 pandemic situation. The questionnaire was pre-tested to 32 respondents comprising 10-e- lecturers and 22 e-learners from 1 university within Nairobi County. Descriptive statistics was used. Binary logistic regression analysis was used to regress relationship between learner goals achievement with each variable and was accompanied by relevant explanations. Results revealed that e-learning technology strategy, e-learning content strategy, e-learning communication and change approach have a statistically significant relationship with learner goals achievement while e-learning administration support has no significant relationship with learner goals achievement. An empirical model linking e-learning strategies, learner goals achievement and change approach as the moderator was developed to help e-learning managers with insight on successful identification and implementation of e-learning strategies to achieve learner goals. Further future research suggestions was made to enrich the body of knowledge.

Key words: e-learning strategies, Learner goals achievement, proposed e-learning strategy implementation model

