



# Online Learning Platforms in Agricultural Education: A Mixed-Methods Analysis of Student Performance Outcomes in Eastern Kenya

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## Abstract

Online learning platforms have become integral to educational delivery in various sectors, including agriculture where traditional face-to-face methods are often constrained by geographical and resource limitations. The research employs a mixed-methods approach combining quantitative data from standardised test scores and qualitative insights through interviews with students and educators. Findings indicate that while average test scores showed no significant improvement over the period studied (-), qualitative feedback highlighted increased engagement and adaptability of online platforms compared to traditional methods. Despite challenges, the study underscores the potential of online learning for enhancing agricultural education in Kenya, particularly regarding student participation and resource flexibility. Further research should explore long-term efficacy and scalability of online platforms in agricultural settings while considering socio-economic factors impacting access and usage.

**Keywords:** *Kenya, Geographic Differentiation, Mixed Methods, Quantitative Analysis, Qualitative Inquiry, Educational Technology, Performance Evaluation*

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