

Abstract

The purpose of this study was to assess the status of e-learning in public universities in Kenya. Data were collected using questionnaires administered to both students and lecturers randomly sampled from seven public universities. Questionnaire responses were triangulated with interviews from key informants and focus group discussions (FGDs). Data were analyzed qualitatively and through use of descriptive statistics. Findings revealed that e-learning is at its infant stage in universities in Kenya. Majority of universities lacked senate approved e-learning policies to guide structured implementation. A few lecturers (32%) and students (35%) used e-learning and few courses (10%) were offered online. Majority of online uploaded modules (87%) were simply lecture notes and not interactive. Again, universities in Kenya lacked requisite ICT infrastructure and skills. The study recommends that universities partner with the private sector to improve ICT infrastructure, build capacity, and standardize e-learning programs in the country.