

Abstract

This study examined the impact of e-learning strategies on students' academic performance at Strathmore University. The purpose of the study was to investigate the methodology, ideologies, output and ecology of ICT strategies and their impact on students' performance. This was done through comparing students' mean scores on courses deploying ICT in their delivery with those that do not. The findings were that the e-learning strategies adopted at the University positively impacted on students' academic performance. However, a digital divide in disfavour of poor students is cutting back on the effectiveness of e-learning at the University. The paper discusses recommendations towards improvements in deployment of e-learning.