

## Abstract

Some universities in Kenya have taken up e-learning to flexibly deliver learning and bridge the educational access gap. Despite the benefits that e-learning offers to the e-learners, there are challenges that they must cope with. The aim of this paper is to present the challenges that emerged from a research that was undertaken in two Institutions of Higher Learning (IHLs). It also presents the coping strategies that e-learners used to overcome the challenges. The research used the constructivist version of Grounded Theory (GT) methodology. It used in-depth interviews and participant observations to gather data from the e-learners, e-tutors, e-learning managers and e-learning platforms. Therefore, the research yielded qualitative data which was analyzed using Atlas.ti software. Data was analyzed thematically to establish the patterns of challenges and the equivalent coping strategies. The results are presented using the Gioia technique and the discussion used the vignettes technique from participants in order to preserve their voice. The challenges that emerged relate to: e-content, coursework, internet access, e-learning technology, Information and Communication Technology (ICT) skills and training, interaction and collaboration, personal issues, teaching of Science, Technology, Engineering and Mathematics (STEM) courses and the tutorials. Recommendations on how to tackle these challenges have also been suggested. An understanding of these challenges is important to the e-learning players so that they can adopt interventions to mitigate them and hence improve interaction and collaboration. The results presented in this paper