



# Analysis of E-Learning Platforms Adoption Among Nigerian Primary School Teachers: Its Impact on Student Engagement and Performance

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## Abstract

In recent years, there has been increasing interest in utilising e-learning platforms to enhance educational outcomes, particularly among primary school teachers in Nigeria where traditional teaching methods are predominant. The methodology employed in this study involves a structured survey administered to a sample of 300 primary school teachers across Nigeria's major urban centers. Data was collected using an online questionnaire designed to gather information on teacher perceptions, platform usage frequency, and the observed impact on student performance. Findings indicate that while over 75% of respondents adopted e-learning platforms, there were significant variations in their utilization rates based on factors such as educational background and access to technology. Notably, teachers who reported higher levels of engagement with digital tools also saw a marked improvement in student performance metrics. The study concludes that while e-learning platforms have the potential to significantly enhance learning outcomes among Nigerian primary school students when effectively implemented by teachers, there is room for improvement in terms of teacher training and technological infrastructure support. To maximise the benefits of e-learning platforms, it is recommended that educational institutions provide ongoing professional development opportunities for teachers focused on digital literacy. Additionally, improving access to reliable internet connectivity within schools will be crucial for achieving sustained positive impacts. E-Learning Platforms, Student Engagement, Performance Improvement, Nigerian Primary School Teachers

**Keywords:** *African, Geographic, Adoption, Technology, Engagement, Performance, Methodology*

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