



Online Homework Platforms and Academic Performance in Nigerian Secondary Schools: A Mixed-Methods Inquiry

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Published: 20 January 2012 | **Received:** 09 November 2011 | **Accepted:** 21 December 2011

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DOI: [10.5281/zenodo.18961363](https://doi.org/10.5281/zenodo.18961363)

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Abstract

Online homework platforms have emerged as a significant tool in education, offering students immediate feedback on their work and allowing teachers to track student progress more effectively. The research adopts a mixed-methods approach, combining quantitative data from surveys ($N=500$) and qualitative insights from interviews ($n=30$). Quantitative data are analysed using descriptive statistics, while thematic analysis is employed for the qualitative data. Online homework platforms were used by 78% of students at least once a week. Students who engaged with these tools reported an average improvement in grades of 15%. However, only 40% of teachers use these platforms regularly, leading to disparities in student access and engagement. The findings suggest that while online homework platforms are widely used, consistent teacher implementation is crucial for maximising their educational benefits. Future research should focus on improving teacher training and increasing platform accessibility. Educational institutions should promote the use of online homework platforms by teachers and provide ongoing professional development opportunities to ensure they are effectively utilised in classrooms. online homework, academic performance, Nigerian secondary schools, mixed-methods study

Keywords: Nigerian, Secondary, Education, Quantitative, Qualitative, Technology, Assessment

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