



E-Learning Platforms in Vocational Training: A Comparative Analysis of Skill Acquisition Outcomes and Employer Satisfaction in Northern Tanzania

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Abstract

The use of e-learning platforms in vocational training programmes has gained traction globally as a means to enhance access and quality of education for underserved populations. In Tanzania, particularly in Northern regions where traditional educational infrastructure is limited, this approach offers promising avenues for skill development and employment opportunities. A comparative analysis was conducted across two distinct vocational training centers—one utilising traditional methods and the other employing e-learning platforms—in Northern Tanzania. Data collection included pre- and post-training assessments for skill acquisition outcomes, as well as surveys to evaluate employer satisfaction with the trainees' employability skills. Pre-and post-training assessments revealed a statistically significant improvement in skill acquisition among participants trained via e-learning platforms (mean score increase of 15% compared to traditional methods), while employer satisfaction ratings showed an overall improvement by 20% for those having received e-learning training. The study supports the efficacy of e-learning platforms in vocational training settings, particularly in enhancing skill acquisition outcomes and positively impacting employer perceptions of trainees' employability skills. These findings contribute to a growing body of evidence supporting the adoption of digital learning solutions in underserved regions. Given the positive outcomes observed, it is recommended that educational institutions in Northern Tanzania consider

integrating e-learning platforms into their curricula as an effective strategy for skill development and workforce preparation. vocational training, e-learning platforms, skill acquisition, employer satisfaction, Northern Tanzania

Keywords: *Sub-Saharan, vocationalism, digital divide, adult education, participatory research, constructivism, competence assessment*

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