



Adoption Rates and Performance Impact Analysis of E-Learning Platforms Among Nigerian Primary School Teachers: A Policy Perspective

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Abstract

E-learning platforms have become integral in education systems globally, offering innovative solutions for teaching and learning. In Nigeria, primary school teachers face significant challenges in adopting these technologies due to limited access and training opportunities. A mixed-methods approach combining survey data with qualitative interviews was employed. The study targeted 500 randomly selected primary school teachers across Nigeria's major cities and rural areas. The findings indicate that only 32% of surveyed teachers reported using e-learning platforms regularly, highlighting a substantial gap in technology adoption. Additionally, there is a noticeable disparity in performance improvements between those who use these tools and those who do not. This study underscores the critical need for targeted policy interventions to improve teacher training on e-learning technologies and increase access to such resources in Nigerian schools. The government should prioritise funding for professional development programmes focused on integrating e-learning platforms into classroom practices. Additionally, expanding internet connectivity in remote areas is recommended.

Keywords: *Sub-Saharan, pedagogy, e-learning, digital divide, teacher education, formative assessment, blended learning*

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