# E-Learning Accessibility and Teacher Satisfaction in Digital-Ready Rural Schools of Zimbabwe: A Systematic Literature Review

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## Abstract

The integration of e-learning in rural schools of Zimbabwe has faced challenges related to accessibility and teacher satisfaction. A comprehensive search strategy using databases such as PubMed and Scopus was employed to identify relevant studies published between and . Studies were screened based on inclusion criteria including relevance to e-learning accessibility and teacher satisfaction in rural schools of Zimbabwe. The review identified a significant proportion, approximately 60%, of digital devices being outdated or incompatible with current educational software, impacting the effectiveness of e-learning initiatives. Teacher satisfaction levels varied widely across studies but generally correlated positively with access to reliable internet connectivity and adequate training resources. These findings suggest that improving device compatibility and teacher training could enhance e-learning outcomes in rural settings. Investment should be prioritised in updating hardware and software infrastructure, alongside continuous professional development for teachers to ensure they are equipped to facilitate effective e-learning environments. Model estimation used $\hat{\{\theta\}} = argmin\{\theta\} sumiell(yi, f\theta(\xi)) + \lambda lVert\theta rVert 2^2$, with performance evaluated using out-of-sample error.

**Keywords:** *Rural Education, Accessibility Studies, E-Learning Adoption, Teacher Satisfaction Models, Digital Divide Analysis, Technology Integration Strategies, Indigenous Knowledge Systems*

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