



E-Learning Platforms Usage by Remote School Teachers in Zimbabwe: Performance Metrics and Adaptability Analysis

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Abstract

Remote school teachers in Zimbabwe are increasingly relying on e-learning platforms to deliver education during periods of lockdowns or other disruptions. A mixed-method approach was employed, including surveys and interviews to gather data from 120 remote school teachers across different regions of Zimbabwe. Analysis revealed that while the majority (85%) reported satisfactory performance in terms of content delivery, there were significant variations in technical support needs among users. For example, 30% of respondents indicated difficulties with video streaming quality, indicating a need for platform optimization. The study highlights the importance of robust technical infrastructure and user-friendly interface design to enhance the effectiveness of e-learning platforms used by remote school teachers. Investment in ongoing training sessions for teachers on using these platforms effectively, along with improvements in platform stability and accessibility, is recommended. Model estimation used $\hat{\theta} = \text{argmin} \{ \theta \} \text{sumiell} (y_i, f\theta(\xi)) + \lambda | \text{Vert} \theta |$, with performance evaluated using out-of-sample error.

Keywords: *African Geography, E-Learning Platforms, Adaptability Analysis, Performance Metrics, Remote Teaching, Digital Divide, Educational Technology*

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