



Impact Evaluation of Online Learning Resources in Southern Tanzania: A Three-Year Study

Kabwili Mwangusa¹

¹ Department of Interdisciplinary Studies, Ardhi University, Dar es Salaam

Published: 03 June 2007 | **Received:** 19 March 2007 | **Accepted:** 01 May 2007

Correspondence: kmwanguusa@yahoo.com

DOI: [10.5281/zenodo.18854964](https://doi.org/10.5281/zenodo.18854964)

Author notes

Kabwili Mwangusa is affiliated with Department of Interdisciplinary Studies, Ardhi University, Dar es Salaam and focuses on Arts & Humanities research in Africa.

Abstract

Online learning resources have become increasingly prevalent in developing countries, offering educational opportunities to students who lack access to traditional classroom settings. The study employed a mixed-methods approach, combining quantitative data from standardised test scores with qualitative insights gained through interviews with teachers and parents. The study underscores the potential benefits of online learning resources for educational outcomes but highlights the need for ongoing support to optimise their effectiveness. Further research should focus on developing more engaging content and providing teachers with additional technological training to maximise resource impact.

Keywords: *Tanzania, Sub-Saharan, E-Learning, Pedagogy, Evaluation, Technology Acceptance Model, Educational Equity*

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

Email: info@parj.africa

Request your copy of the full paper today!

SUBMIT YOUR RESEARCH

Are you a researcher in Africa? We welcome your submissions!

Join our community of African scholars and share your groundbreaking work.

Submit at: app.parj.africa



Scan to visit app.parj.africa

Open Access Scholarship from PARJ

Empowering African Research | Advancing Global Knowledge