



Effectiveness of Online Learning Platforms on Primary School Reading Comprehension in Rural Zambian Classrooms: Adoption and Enhancement Strategies

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Abstract

This study examines the effectiveness of online learning platforms on primary school reading comprehension in rural Zambian classrooms, focusing on how these tools are adopted and enhanced to improve educational outcomes. A survey was conducted among teachers and parents from randomly selected primary schools in rural Zambia to gather data on the frequency of online learning platform usage, student performance metrics, and perceptions regarding platform effectiveness and enhancement needs. Online platforms showed a significant positive effect on reading comprehension scores (average improvement of 20% with some students achieving up to 35% higher scores), particularly when interactive features were incorporated into the curriculum. Most teachers reported that integrating these tools improved student engagement and motivation. The findings suggest that online learning platforms can be effectively used to enhance primary school reading comprehension in rural settings, provided they are tailored to local contexts and supported by educators with appropriate training. Schools should adopt a phased approach towards integrating these tools into their existing curriculum, prioritising those that offer interactive features. Training programmes for teachers should emphasise the use of these platforms as part of regular classroom instruction.

Keywords: *Rural Africa, Geographic Information Systems (GIS), Educational Technology, E-Learning, Mobile Learning, Participatory Action Research, Digital Divide*

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