



# E-learning Platforms in Remote Ethiopian Villages: Adoption and Academic Performance

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## Abstract

The widespread adoption of e-learning platforms in urban areas has been well documented; however, their application and impact in remote rural settings remain underexplored. The research employed a mixed-methods approach involving surveys, interviews, and data analysis of student performance metrics. Data was collected from 50 randomly selected villages across Ethiopia. A significant proportion (62%) of respondents reported adopting e-learning platforms for English language learning in their remote villages. Academic performance showed an average improvement of 15% among students using these platforms compared to non-users. The findings suggest that while e-learning platforms are widely adopted, there is room for improvement in ensuring equitable access and effective use across rural settings. Future research should focus on developing localized content and training programmes tailored to the specific needs of remote Ethiopian villages. e-learning platforms, academic performance, remote villages, English language teaching, Ethiopia

**Keywords:** *Africanization, Digital Divide, E-Learning, Indigenous Knowledge Systems, Participatory Action Research, Socio-Ecological Framework, Techno-Politics*

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