



## Online Learning Platforms' Adoption Among Adult Basic Education Students in Lagos, Nigeria 2004

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### Abstract

Online learning platforms have gained increasing attention in recent years as a means to enhance access and flexibility for adult basic education (ABE) students. A mixed-methods approach was employed, including surveys, interviews, and focus group discussions with a sample of 150 ABE students from various socio-economic backgrounds across Lagos. Data were analysed using content analysis and thematic synthesis. The findings indicate that while there is significant interest in online platforms, concerns about internet access and digital literacy are prevalent among the participants. Moreover, a majority (70%) reported improved learning outcomes with these tools compared to traditional classroom settings. Online learning platforms offer potential for enhancing educational opportunities for ABE students in Lagos, but addressing infrastructure and skill gaps is crucial for their effective implementation. Schools should invest in improving internet connectivity and provide digital literacy training programmes. Policymakers are encouraged to integrate online learning into the curriculum as a viable alternative to traditional teaching methods. Adult Basic Education, Online Learning Platforms, Lagos, Nigeria

**Keywords:** *African, Methodology, Pedagogy, Quantitative, Qualitative, Acceptance, Technology*

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