Educational Technology Integration in Tanzanian Primary Schools: A Comparative Analysis of Learning Gains and Teacher Receptivity

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Abstract

Educational technology (EdTech) integration in Tanzanian primary schools is a growing area of interest within African studies. A mixed-methods approach was employed, including quantitative surveys and qualitative interviews with teachers and students. Student learning gains varied significantly by region, with a notable improvement in reading comprehension scores in the central highlands compared to coastal areas. Despite challenges, EdTech integration showed promise for enhancing educational outcomes in Tanzanian primary schools. Future research should focus on scaling up successful interventions and addressing infrastructure issues that hinder technology adoption. Tanzania, Educational Technology, Primary Schools, Student Learning Gains, Teacher Receptivity

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