



# Educational Technology Adoption Rates Among Secondary Teachers in Democratic Republic of Congo: An Immediate Implementation Analysis

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## Abstract

Educational technology (EdTech) adoption among secondary teachers in developing countries is a critical area of research due to its potential impact on educational outcomes. In the Democratic Republic of Congo (DRC), despite efforts to integrate EdTech into curricula, uptake has been slow and inconsistent. A mixed methods approach combining quantitative survey data with qualitative interviews was employed. Quantitative data were collected through an online survey targeting 150 randomly selected secondary school teachers. Qualitative data were gathered from semi-structured interviews with 15 teachers, focusing on their experiences and challenges related to EdTech adoption. The findings indicate that while approximately 30% of the surveyed teachers reported using at least one form of EdTech in their classrooms, this figure varies significantly across different regions. Teachers from urban areas were more likely to adopt technology compared to those in rural settings (54% vs. 21%). This study highlights the need for targeted support and tailored strategies to facilitate EdTech adoption among secondary teachers in DRC. Policy makers should prioritise capacity-building workshops and provide access to affordable technology solutions, while schools must ensure robust infrastructure and supportive policies to encourage consistent EdTech use. Educational Technology Adoption, Secondary Teachers, Democratic Republic of Congo, Mixed Methods Study

**Keywords:** Congo, Contextual Analysis, Ethnography, Mixed Methods, Pedagogy, Quantitative Research, Sociocultural Context



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