



Educational Technology Integration in South African Primary Schools: A Comparative Study of Two-Year Technological Access and Usage Patterns

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Published: 05 October 2005 | **Received:** 11 July 2005 | **Accepted:** 24 August 2005

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DOI: [10.5281/zenodo.18816783](https://doi.org/10.5281/zenodo.18816783)

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Abstract

Educational technology (EdTech) integration in South African primary schools has been a focus of research due to its potential to enhance learning outcomes and bridge educational inequalities. The study employed a mixed-methods approach involving quantitative data collection through surveys and qualitative insights from interviews. Schools were selected based on geographical distribution to ensure diversity in sample representation. A notable finding revealed that while initial access was broadly available, consistent usage patterns varied significantly between schools, with some showing persistent engagement over the two-year period. The study highlights disparities in EdTech integration effectiveness across different regions of South Africa and underscores the need for targeted interventions to promote sustained technological use in classrooms. Policy recommendations include prioritising equitable access to EdTech resources, implementing ongoing professional development for teachers, and fostering collaborative learning environments that leverage digital tools effectively. South African primary schools, educational technology integration, usage patterns, success rates

Keywords: *African contexts, comparative analysis, educational technology, socio-technical systems, ethnography, qualitative methods, case studies*

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