



Adoption and Efficacy of Interactive Whiteboard Use Among Ugandan Primary School Teachers Following Training Programmes in 2011 Context

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Abstract

Interactive whiteboards (IWBs) are digital tools that have been introduced in Ugandan primary schools to enhance teaching and learning experiences. However, their adoption and efficacy vary among teachers. The study utilised a survey method with a sample of 150 randomly selected primary school teachers from across Uganda. The data collected included self-reported usage frequency, perceived effectiveness, and perceived difficulties in using IWBs. Among the surveyed teachers, only 30% reported regular use of IWBs for lesson delivery, indicating a low adoption rate despite training programmes being implemented. The current study highlights the challenges faced by Ugandan primary school teachers in fully integrating and effectively using interactive whiteboards. Given the findings, it is recommended that further training programmes should focus on addressing barriers to IWB use and provide ongoing support for teachers.

Keywords: *African education, African geography, pedagogy, educational technology, teacher training, classroom management, instructional design*

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