



# **Adoption and Impacts of Educational Technology in Kenyan Low-Resource Settings**

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## **Abstract**

Educational technology (EdTech) has become an integral part of modern educational practices worldwide, yet its adoption and impact vary significantly across different socio-economic contexts. Qualitative research methods were employed, including semi-structured interviews with educators and school administrators, document analysis of educational policies, and observations at selected schools. Data was analysed using thematic coding techniques. Findings indicate that despite initial enthusiasm, the sustained adoption of EdTech in low-resource settings faced significant challenges such as inadequate infrastructure, lack of technical support, and insufficient teacher training. The study concludes that while there were instances where EdTech platforms were successfully integrated into Kenyan schools' curricula, these were largely sporadic and did not achieve broad-scale adoption due to systemic issues in resource provision and capacity building. Recommendations include the need for a more robust infrastructure development strategy, enhanced teacher training programmes focused on EdTech integration, and policy frameworks that prioritise equitable access to digital educational resources. Educational Technology, Low-Resource Settings, Kenya, Adoption, Impact

**Keywords:** *African contexts, ethnography, grounded theory, participatory action research, digital divide, indigenous knowledge systems, qualitative inquiry*

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