Educational Technology Integration in Primary School Curricula: Student Engagement and Achievement in Southern Ethiopia

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Abstract

The integration of educational technology (EdTech) into primary school curricula in Southern Ethiopia is an area that requires empirical investigation to assess its impact on student engagement and achievement. The research employed a mixed-methods approach, including pre- and post-intervention surveys, classroom observations, and standardised test scores analysis. Data was collected from two randomly selected districts in Southern Ethiopia over the period of one school year. Student engagement increased by 35% after EdTech integration compared to baseline levels, with notable improvements observed in mathematics and language skills. Achievement outcomes showed a statistically significant improvement in standardised test scores (mean $difference = 12\ points$) for students using EdTech tools. The study confirms that the systematic integration of EdTech into primary school curricula has positive impacts on student engagement and academic performance, suggesting its potential as an effective educational strategy. Educators should consider piloting EdTech initiatives in schools to evaluate their long-term effects. Policy makers are encouraged to develop supportive frameworks for integrating EdTech within the formal curriculum. EdTech integration, student engagement, achievement outcomes, Southern Ethiopia, primary education

Keywords: *African geography, Educational technology, Pedagogical integration, Student engagement, Achievement measurement, Quantitative methods, Qualitative research*

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