



# Educational Technology Utilization and Performance in Rural Ghanaian Primary Schools: A Case Study in Central African Republic

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## Abstract

Educational technology (EdTech) has become increasingly prevalent in schools across Africa, offering new tools for teaching and learning. However, its impact on educational outcomes remains a subject of interest, especially in rural settings where access to such resources can be limited. The research employs qualitative methods including interviews with teachers, parents, and students, as well as observational studies in selected schools. Data collection was conducted through semi-structured questionnaires and focus group discussions in three primary schools across Ghana's rural regions. A notable finding is that while over 70% of students have access to EdTech devices at home, only a third actively utilise these tools for educational purposes. Parents and teachers report mixed perceptions regarding the efficacy of EdTech in improving learning outcomes. The study concludes that although EdTech has potential benefits for education, its actual impact on student performance is tempered by factors such as parental support, device availability, and teacher training. Given these findings, recommendations include enhancing parental engagement and providing more structured guidance to teachers on integrating EdTech into the curriculum effectively. Educational Technology, Rural Schools, Ghana, Academic Performance, Ethnographic Study

**Keywords:** *Geographic, Pedagogy, Ethnography, Technology Adoption, Community Engagement, Cultural Context, Anthropology*

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