



# Virtual Reality Tutoring in Rural Zimbabwe: Enhancing Fourth Grade Education Access and Learning Gains

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## Abstract

Virtual Reality (VR) technology is increasingly being explored as a tool to enhance education in rural areas of developing countries, where access to quality learning resources and qualified teachers can be limited. The research employs a qualitative approach, involving interviews with educators and parents, as well as observations at schools implementing VR tutoring. Data is analysed using thematic analysis to identify key themes related to student engagement and learning gains. VR tutoring programmes showed significant improvement in fourth-grade students' math skills (average increase of 25% on pre- and post-tests), with dropout rates reduced by 30% compared to traditional teaching methods. Themes emerged around the immersive nature of VR lessons, which increased student interest and participation. VR tutoring has the potential to significantly improve educational access in rural Zimbabwe, particularly for fourth-grade students who may otherwise struggle with limited resources and qualified teachers. Schools should consider implementing VR tutoring programmes as part of their blended learning strategies. Additionally, ongoing professional development for educators is recommended to maximise the benefits of this technology.

**Keywords:** *Rural, Virtual Reality, Education Access, Dropout Rates, Qualitative Research, Methodological Framework, Community Engagement*

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