Mobile Learning Apps in Moroccan Cities: A Theoretical Framework for Assessing Junior High School Students' Performance Enhancements

Zemen Abraha[1], **Mulu Girma**[2], **Getachew Abera**[3]

[1] Jimma University

[2] Department of Interdisciplinary Studies, Addis Ababa University

[3] Haramaya University

Correspondence: zabraha@hotmail.com

Author notes

Zemen Abraha is affiliated with Jimma University and focuses on Business research in Africa.
Mulu Girma is affiliated with Department of Interdisciplinary Studies, Addis Ababa University and focuses on Business research in Africa.
Getachew Abera is affiliated with Haramaya University and focuses on Business research in Africa.

Abstract

Mobile learning apps have become increasingly popular in educational settings around the world, including Morocco. In Ethiopia, where there is a significant focus on education reform and technology integration into classrooms, Moroccan cities are at the forefront of this trend. Theoretical development will be conducted through systematic literature review, expert consultations, and qualitative analysis of existing data sets to identify trends and patterns related to the use of mobile learning apps in educational contexts. The theoretical framework developed will serve as a foundation for future studies aiming to enhance educational outcomes through the use of technology in Moroccan urban schools. Educators and policymakers should consider implementing mobile learning apps alongside traditional teaching methods, with ongoing monitoring and evaluation to ensure their effectiveness.

Keywords: *African Geography, Mobile Technology, Educational Reform, Technological Integration, Quantitative Research, Qualitative Analysis, Instructional Design*

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