Mobile Apps Intervention on Primary School Reading Skills in Northern Ghana: A Longitudinal Study

Abena Adomakye[1]

[1] Department of Surgery, Accra Technical University

Author notes

Abena Adomakye is affiliated with Department of Surgery, Accra Technical University and focuses on Medicine research in Africa.

Abstract

Primary education in northern Ghana faces challenges related to limited access to resources and qualified teachers, particularly in reading skills development. A mixed-methods approach was employed, including pre- and post-intervention assessments of students' reading scores using mobile apps and qualitative interviews with teachers to gather insights into app usage and impact. Students showed an average increase of 20% in reading comprehension scores after two years of regular use of the educational apps, although variability was noted among different schools. The mobile education apps demonstrated a significant positive effect on primary school students' reading skills, particularly in areas with limited access to traditional teaching resources. Further studies should be conducted to explore long-term effects and potential scalability of the intervention model. Mobile Education Apps, Reading Skills, Primary School, Northern Ghana Treatment effect was estimated with $text\{logit\}(\pi)=beta\,0+\beta^{\rightarrow}\,p\,X_i$, and uncertainty reported using confidence-interval based inference.

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

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