Educational Technology Adoption and its Impact on Student Learning Outcomes and Teacher Satisfaction in Rural Ethiopian Schools, 2003

Mekonnen Debela[1], Zewdu Tadesse[2,3], Yonas Abebe[1,4]

[1] Haramaya University

[2] Department of Interdisciplinary Studies, Addis Ababa University

[3] Department of Research, Addis Ababa Science and Technology University (AASTU)

[4] Addis Ababa Science and Technology University (AASTU)

Correspondence: mdebela@yahoo.com

Author notes

Mekonnen Debela is affiliated with Haramaya University and focuses on African Studies research in Africa.
Zewdu Tadesse is affiliated with Department of Interdisciplinary Studies, Addis Ababa University and focuses on African Studies research in Africa.
Yonas Abebe is affiliated with Haramaya University and focuses on African Studies research in Africa.

Abstract

This study examines the adoption of educational technology in rural Ethiopian schools and its impact on student learning outcomes and teacher satisfaction. A mixed-methods approach was employed, combining quantitative data from surveys with qualitative insights from interviews to gauge the impact of educational technology on both educators and learners. Teachers reported a significant increase (35%) in their use of digital resources for teaching compared to pre-technology adoption levels. Students showed improved learning outcomes by an average grade point increase of 0.7 in mathematics scores, attributed largely to interactive multimedia content. The findings suggest that the integration of educational technology has positively influenced both teacher satisfaction and student performance, indicating its potential as a scalable intervention for rural education reform. School administrators should invest in ongoing professional development programmes for teachers to maximise the benefits of technological tools. Policymakers could consider subsidizing or equipping schools with necessary hardware and software resources. Educational Technology Adoption, Rural Schools, Student Learning Outcomes, Teacher Satisfaction

ABSTRACT-ONLY PUBLICATION

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