



Mobile Learning Applications and Student Performance in Mathematics Instruction at Rural Kenyan Secondary Schools,

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Abstract

Mobile learning applications are increasingly being integrated into educational settings to enhance student engagement and performance in mathematics. A mixed methods study combining quantitative data from standardised test scores and qualitative insights through interviews with students and teachers was conducted over two years. Mobile learning applications showed significant improvements in mathematics performance among rural Kenyan secondary school students, particularly in areas where traditional teaching methods were less effective. The integration of mobile learning applications has the potential to bridge educational gaps in remote regions by providing accessible and interactive learning materials. Further research should explore scalability and cost-effectiveness of such interventions across different contexts, while ongoing support for teachers is essential for successful implementation.

Keywords: Kenya, Mobile Learning, Quantitative Methods, Qualitative Research, Educational Technology, Participatory Action Research, Indigenous Knowledge Systems

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