Technology-Driven Tutoring Models in Ethiopian Schools: Implementation and Impact on Basic Math Skills

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Abstract

Technology-driven tutoring models have shown promise in enhancing educational outcomes worldwide, particularly in improving basic math skills among students. The research employed a mixed-methods approach, including surveys, interviews with educators and administrators, and pre- and post-test assessments of student performance in mathematics. A notable trend observed was the significant improvement (average increase of 20%) in students' math test scores following the implementation of technology-driven tutoring models. The findings indicate that technology can be effectively utilised to support learning and improve basic math skills among Ethiopian school children. Further research should explore scalability and sustainability of these models, as well as their impact on broader educational outcomes. Technology education, tutoring models, mathematics improvement, Ethiopian schools

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