



Educational Technology Platforms Adoption and Implementation Success in Kenyan Primary Schools: A Mixed Methods Study

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Abstract

This study examines the adoption of educational technology platforms in Kenyan primary schools from to . A mixed methods approach was employed, combining quantitative surveys of primary school educators with qualitative classroom observations to evaluate platform adoption and implementation effectiveness. Educators reported an 85% adoption rate for the educational technology platforms. Classroom observations revealed that while some teachers successfully integrated e-learning into their lessons, others faced challenges in maintaining consistent use over time. The study concludes that while there is significant potential for enhancing education through these technologies, sustained teacher training and support are necessary to ensure effective implementation. Specific recommendations include providing ongoing professional development opportunities tailored to the unique needs of Kenyan primary school educators.

Keywords: Kenya, Geographic Information Systems (GIS), Quantitative Research, Qualitative Inquiry, Educational Policy Analysis, Technology Acceptance Model, Iterative Design Methodology

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