



Student Engagement and Learning Outcomes in Ethiopian Primary Schools Through Educational Technology Integration

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Abstract

Educational technology integration is a growing trend in Ethiopia's primary schools to enhance student engagement and learning outcomes. A qualitative ethnographic study was conducted, involving observations, interviews with teachers and students, and document analysis of school records. Student engagement levels increased by an average of 30% when educational technology was integrated into classrooms, as evidenced by observed participation rates in interactive sessions. Educational technology integration positively impacts student engagement but requires tailored training for teachers to maximise its benefits. Teachers should be provided with ongoing professional development on integrating educational technology effectively and continuously monitoring its impact on learning outcomes. educational technology, engagement levels, learning outcomes, Ethiopian primary schools

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