Teacher Training Programmes in Democratic Republic of Congo: Impact on Technology Integration and Student Achievement

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Abstract

Teacher training programmes have been implemented in various African countries to enhance technology integration in schools, aiming to improve student achievement and educational outcomes. The study employed a mixed-methods approach, including quantitative data from standardised test scores and qualitative insights from teacher interviews and classroom observations across selected DRC schools. Data was collected over two academic years to track changes in technology use and student performance metrics. An analysis of the test scores revealed that students who were taught by teachers trained through these programmes showed a statistically significant improvement in their mathematics and reading comprehension scores compared to those from non-trained classrooms ($p < 0.05$). The findings suggest that teacher training programmes have a positive impact on technology integration and student achievement in DRC schools, warranting further research and policy implementation. Educational policymakers should prioritise the development of comprehensive teacher training programmes focused on integrating technology effectively into curricula. This includes ongoing professional development opportunities to maintain skills and knowledge up-to-date with technological advancements. Teacher Training Programmes, Technology Integration, Student Achievement, Democratic Republic of Congo, Educational Policy

ABSTRACT-ONLY PUBLICATION

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