



Innovative Educational Technology and Student Performance in Somali Borderlands Schools: A Policy Analysis

Wambugu Kiunjuri¹, Kibet Mutihakwa², Oginga Mutula^{3,4}

¹ University of Nairobi

² Technical University of Kenya

³ Department of Research, African Population and Health Research Center (APHRC)

⁴ Department of Advanced Studies, Technical University of Kenya

Published: 20 April 2009 | **Received:** 20 December 2008 | **Accepted:** 27 March 2009

Correspondence: wkiunjuri@gmail.com

DOI: [10.5281/zenodo.18896050](https://doi.org/10.5281/zenodo.18896050)

Author notes

Wambugu Kiunjuri is affiliated with University of Nairobi and focuses on African Studies research in Africa.

Kibet Mutihakwa is affiliated with Technical University of Kenya and focuses on African Studies research in Africa.

Oginga Mutula is affiliated with Department of Research, African Population and Health Research Center (APHRC) and focuses on African Studies research in Africa.

Abstract

The Somali borderlands in Kenya are characterized by a unique educational landscape, where traditional teaching methods often clash with modern learning needs. This context necessitates an examination of how innovative educational technology (IET) adoption can impact student performance. The study employs a mixed-methods approach, combining quantitative data from school performance metrics with qualitative insights through interviews with educators and students. A detailed analysis of IET usage patterns across selected schools is conducted to gauge effectiveness. Findings indicate an increasing trend in IET adoption rates among Somali borderlands schools, particularly evident in secondary education where technology integration shows a significant positive correlation with improved student performance metrics. The results suggest that while there are challenges related to infrastructure and teacher training, the potential benefits of integrating IET into educational practices are substantial for improving learning outcomes. Recommendations include enhancing digital literacy among teachers, providing ongoing professional development on technology integration, and advocating for more robust government support for IET implementation in borderlands schools.

Keywords: *Somali, Geographical, Technology, Methodology, Performance, Pedagogy, Development*

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

Email: info@parj.africa

Request your copy of the full paper today!

SUBMIT YOUR RESEARCH

Are you a researcher in Africa? We welcome your submissions!

Join our community of African scholars and share your groundbreaking work.

Submit at: app.parj.africa



Scan to visit app.parj.africa

Open Access Scholarship from PARJ

Empowering African Research | Advancing Global Knowledge