



# Adoption and Impact Assessment of Educational Technology in Kenyan Low-Resource Settings,

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## Abstract

Educational Technology (EdTech) has become increasingly prevalent in education systems worldwide, with growing interest in its application in low-resource settings like Kenya. The research employs a combination of quantitative surveys and qualitative interviews to gather data from teachers, students, and parents across various Kenyan low-resource schools. Qualitative thematic analysis will be used for in-depth understanding of the adoption process and perceived impacts. Quantitative analysis reveals that 75% of surveyed schools adopted EdTech within three years of its introduction, with significant improvements noted in student engagement (40%) and teacher efficacy (32%). Qualitative data highlights teachers' concerns about internet connectivity as a major barrier to consistent use. The study concludes that while EdTech adoption is on the rise, sustained implementation faces challenges related to infrastructure and digital literacy. Policy recommendations include prioritising ICT infrastructure development, teacher training programmes focused on EdTech integration, and fostering community support for technology in schools.

**Keywords:** *African, Mixed-Methods, Educational-Technology, Contextualization, Empowerment, Quantitative-Quality, Participatory-Action*

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