



Mobile Learning in Tanzanian Primary Schools: Adoption Rates and Literacy Progressions

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Abstract

Mobile learning devices have been introduced in Tanzanian primary schools as a means to improve literacy and educational outcomes. A mixed-methods approach was employed, including surveys and observational studies conducted among students and teachers in randomly selected schools. Mobile learning device adoption varied significantly between regions with urban areas showing higher rates than rural ones (70% vs. 35%). Despite initial enthusiasm, sustained literacy improvements were not uniformly observed across all schools, highlighting the need for ongoing support and training. Schools should prioritise teacher training in mobile learning integration to ensure effective use of devices and maximise educational benefits. Mobile Learning, Primary Schools, Tanzanian Education, Literacy Improvement

Keywords: *African Geography, Educational Technology, Mobile Learning, Digital Divide, Methodology, Quantitative Research, Qualitative Analysis*

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