



Mobile Apps in Mathematics Education: Evidence from Rural Kenyan Secondary Schools,

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Abstract

Mobile learning applications have been introduced in various educational settings to enhance student engagement and performance, particularly in mathematics education where traditional teaching methods may struggle. A mixed-methods approach was employed, including pre- and post-assessments to measure changes in students' mathematical skills, alongside qualitative interviews with teachers and parents for contextual insights. A notable improvement of 20% in mathematics test scores among participating students was observed after the introduction of mobile learning apps, indicating a significant positive effect on educational outcomes. The integration of mobile learning applications into mathematics education at rural Kenyan secondary schools has demonstrated promising results in enhancing student performance. Schools and policymakers should consider investing in high-quality mobile learning platforms to complement traditional teaching methods and improve overall academic performance.

Keywords: Kenya, Mobile Learning, Instructional Design, Quantitative Research, Educational Technology, Rural Education, Blended Learning

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