



Gender Equity in Digital Access and Usage across Kenyan Primary Schools: A Socioeconomic Impact Study

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Abstract

In recent years, digital technology has become increasingly integrated into education systems globally. However, disparities in access and usage of digital resources remain a significant challenge, particularly in developing countries where socioeconomic factors play a crucial role. The study employs a mixed-methods approach involving both quantitative surveys ($N = 300$) and qualitative interviews with school administrators and parents. Data were collected from randomly selected primary schools across Kenya's major regions. Socioeconomic indicators such as household income, education level of parents, and digital literacy skills are also considered to contextualize findings. Results indicate a significant gender disparity in both digital access (girls: 45%, boys: 60%) and usage frequency (girls: 30%, boys: 50%). These disparities correlate with lower socio-economic status, highlighting the need for targeted interventions to bridge this gap. The findings suggest that socioeconomic factors significantly influence digital access and usage among primary school students in Kenya. Targeted educational programmes combined with policy measures aimed at improving parental digital literacy are recommended as potential solutions. Policy makers should prioritise funding for digital infrastructure projects specifically designed to support underserved communities, while schools must incorporate digital education into curricula and provide necessary training for teachers and parents.

Keywords: *African Geography, Gender Studies, Socioeconomic Factors, Digital Divide, Access Barriers, Usage Patterns, Qualitative Research*

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