



Theoretical Foundations for Assessing Educational Technology Adoption and Its Impact on Student Performance in Rural Ethiopian Primary Schools: An Integrated Framework Approach

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Abstract

Educational technology (EdTech) has emerged as a critical tool for enhancing teaching and learning in rural primary schools across Africa, particularly in Ethiopia where access to quality education remains challenging. Theoretical development will be guided by existing literature reviews, focusing on qualitative studies from Ethiopia and other African contexts to inform the conceptual framework. The theoretical framework proposed will serve as a foundational guide for future research and policy interventions aimed at improving EdTech adoption in rural Ethiopian school settings. Educational policymakers should prioritise teacher training programmes that focus on digital literacy, with a particular emphasis on developing skills related to the use of EdTech tools. Additionally, schools need access to reliable internet connectivity and sufficient hardware resources for effective implementation.

Keywords: *Ethiopia, Geographical Disparity, Socioeconomic Factors, Technology Acceptance Model, Culturally Responsive Teaching, Quantitative Research Methods, Qualitative Research Methods*

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