



Educational Technology Integration and Student Achievement in Somali Provinces' Primary Schools, Namibia: A Six-Month Survey Analysis

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Abstract

This study examines the integration of educational technology in primary schools within Somali provinces of Namibia and its impact on student achievement over a six-month period. Educational technology integration was assessed through standardised surveys administered at regular intervals over six months. Data collection included both quantitative measures (student test scores) and qualitative feedback from teachers and parents. During the study, there was a notable increase in average mathematics test scores by approximately 15% among students who regularly used educational technology compared to those without such access. The results suggest that integrating educational technology into primary school curricula can significantly enhance student achievement. The findings highlight the importance of ongoing professional development for teachers and continued support for infrastructure in underserved areas. Based on these findings, it is recommended that policymakers prioritise funding for educational technology upgrades and teacher training programmes to ensure equitable access and effective use across all regions.

Keywords: *Somali, Geographic, Spatial, Technological, Integration, Assessment, Development*

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