



# Male Teachers' Adoption of Educational Technology in South African Rural Schools: Performance Gains and Efficacy Growth Analysis

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## Abstract

Male teachers in South African rural schools are increasingly adopting educational technology (EdTech) tools to enhance teaching practices and student performance. The study employed a mixed-methods approach combining quantitative data from pre- and post-intervention assessments with qualitative interviews to evaluate changes in teaching practices and student outcomes. Male teachers who actively integrated EdTech tools saw an average six-month performance gain of 15% in their students' test scores, with notable improvements in literacy and numeracy skills. The findings suggest that effective integration of EdTech by male teachers can significantly boost student learning outcomes, warranting further policy support and professional development initiatives. School districts should prioritise the provision of EdTech resources and ongoing professional training for male educators to maximise educational gains in rural schools.

**Keywords:** *Male, African, Rural, Pedagogy, Technology, Assessment, Evaluation*

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