



# Mobile Apps in Tanzania: Evaluating Science Education Impact and Teacher Adoption

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## Abstract

Mobile learning apps have emerged as a promising tool for enhancing science education in rural secondary schools of Tanzania. A mixed-methods approach combining quantitative data from app usage logs and qualitative interviews with teachers was employed. The study highlights the potential of mobile learning apps to bridge educational gaps in rural areas, particularly benefiting girls in science subjects. Investment should be directed towards developing culturally relevant content and training programmes for teachers on integrating these tools effectively into their teaching practices. Mobile Learning Apps, Science Education, Rural Schools, Teacher Adoption, Test Scores

**Keywords:** *Tanzania, Mobile Learning, Rural Education, Quantitative Methods, Qualitative Research, Educational Technology, Teacher Training*

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