



Educational Technology Adoption and Its Time-Locked Effectiveness Among Primary School Teachers in Rural Tanzania: A Mixed Methods Study

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Abstract

Educational technology (EdTech) is increasingly being integrated into primary school curricula globally to enhance teaching and learning outcomes. In rural Tanzania, where access to resources and infrastructure may be limited, EdTech adoption can have significant impacts on pedagogical practices and student performance. The study employs both quantitative surveys (N = 150) and qualitative interviews (n = 20) to gather data from primary school teachers and students across four rural districts. Data analysis includes descriptive statistics for survey responses and thematic coding of interview transcripts. Among the surveyed teachers, 78% reported adopting at least one type of EdTech tool during the study period. Teachers who used digital platforms showed a significant improvement in student engagement scores compared to those without EdTech (p<0.05). This mixed methods study provides insights into how rural Tanzanian teachers perceive and utilise educational technology, highlighting its potential as an effective tool for enhancing teaching practices and student learning outcomes. School districts should provide ongoing professional development opportunities to support EdTech integration and ensure equitable access to resources. Policymakers could also consider implementing pilot programmes to test the efficacy of different EdTech tools in various educational settings. Educational Technology, Primary School Teachers, Rural Tanzania, Mixed Methods Study

Keywords: African Geography, Educational Technology, Rural Development, Mixed Methods, Time Series Analysis, Quantitative Research, Qualitative Inquiry

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