



# Mobile Learning Applications in Mathematics Instruction: A Theoretical Framework for Rural Kenyan Secondary Schools

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## Abstract

Rural secondary schools in Kenya often face challenges related to access to quality teaching resources for mathematics education. Not applicable as this is a theoretical framework article. This theoretical framework provides educators and policymakers with insights into how mobile technology can be effectively integrated into mathematics instruction in rural settings. Investment in infrastructure for internet connectivity and training of teachers on the use of mobile learning applications is recommended to maximise educational impact.

**Keywords:** *Kenya, Mobile Learning, Blended Education, E-Learning, Virtual Classes, Indigenous Knowledge Systems, Participatory Action Research*

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