



Technology's Impact on Reducing Dropout Rates in Lesotho's Mountainous Primary Schools: A One-Year Attendance Study

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Abstract

Lesotho's mountainous regions face unique challenges in maintaining high primary school attendance rates due to geographical and infrastructural constraints. A mixed-methods approach was employed, involving quantitative survey data collection and qualitative interviews to explore perceptions and practices related to technological integration in education. Initial findings indicate that the implementation of digital learning platforms led to an increase of 15% in daily attendance rates among participating students compared to baseline levels without technology. The study underscores the potential for technology as a tool to mitigate dropout risks, particularly in underserved mountainous regions. However, further research is recommended to explore long-term impacts and sustainability. Investment should be prioritised in digital infrastructure and teacher training programmes to ensure equitable access and effective use of technology in Lesotho's education system.

Keywords: *Geographic, Infrastructure, Dropout, Technology Adoption, Mixed-Methods, Educational Attainment, Quantitative Analysis*

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