



# Educational Technology's Impact on Teacher Adoption and Its Influence on Student Achievement in Monrovia Public Schools Two Years Post-Implementation: An African Perspective

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## Abstract

Educational technology (EdTech) has become increasingly prevalent in schools worldwide, aiming to enhance teaching and learning experiences. In Liberia's capital city, Monrovia, EdTech implementation was initiated two years prior, offering teachers new tools for instruction. We employed a mixed-methods approach including surveys and interviews. The survey focused on gathering quantitative data from teachers regarding their technology use, while interviews explored qualitative insights into teacher perspectives and practices. The survey revealed that approximately 75% of participating teachers reported adopting EdTech in their classrooms, with significant variations across different school types and grade levels. While early results suggest positive trends in teacher adoption, there is a need for further research to understand long-term impacts on student learning outcomes. Further evaluations should be conducted to monitor the sustained benefits of EdTech integration, with particular attention paid to equitable access and professional development needs for teachers. Educational Technology Adoption, Teacher Practices, Student Achievement, Monrovia Public Schools

**Keywords:** *Africanization, Monrovia, Technological Determinism, Pedagogical Change, Educational Reforms, Participatory Action Research, Socio-Educational Development*

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