



Educational Technology Adoption and Remote Learning Outcomes in Mozambican Secondary Schools: A Mixed Methods Investigation,

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Abstract

Mozambique's secondary schools have been grappling with limited access to educational resources, particularly in remote areas. A mixed-methods study combining quantitative survey data from 120 schools with qualitative interviews to explore ET usage patterns and student performance. The survey revealed that 75% of schools adopted at least one form of ET, with tablets being the most popular. Qualitative insights highlighted improved engagement but noted persistent digital divide issues. While ET adoption has shown promise in enhancing learning outcomes, continued support is needed to bridge technological gaps and ensure equitable access. Investment should prioritise training teachers on effective use of ET and infrastructure improvements in underserved regions.

Keywords: *Geographic, Education Technology, Remote Learning, Quantitative Analysis, Qualitative Inquiry, Mixed Methods, Educational Access*

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