



Adoption and Impact Dynamics of Educational Technology in Kenyan Low-Resource Schools,

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Abstract

This study explores the adoption and impact of educational technology (EdTech) in low-resource schools in Kenya during a specific period. The study employs mixed methods, integrating both quantitative data from standardised assessments (e.g., test scores) and qualitative insights through interviews with educators and focus group discussions among students. A significant proportion (45%) of teachers reported using EdTech daily in their classrooms, while student engagement levels were notably higher in schools where EdTech was integrated into the curriculum. Teacher training programmes facilitated greater technology integration and improved educational outcomes. The findings suggest that teacher support and professional development are crucial for effective adoption and impact of EdTech in low-resource settings. Educational policymakers should prioritise investing in teacher training and infrastructure to maximise benefits from EdTech implementations. educational technology, low-resource schools, Kenya, mixed methods study

Keywords: *Kenyan, low-resource, educational technology, mixed methods, adoption impact, qualitative, quantitative*

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