



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

Chenjerai Mutua¹, Orindi Kioni², Kamungei Nderitu³, Wangeci Wangari^{3,4}

¹ International Centre of Insect Physiology and Ecology (ICIPE), Nairobi

² Department of Research, Jomo Kenyatta University of Agriculture and Technology (JKUAT)

³ Jomo Kenyatta University of Agriculture and Technology (JKUAT)

⁴ Department of Research, International Centre of Insect Physiology and Ecology (ICIPE), Nairobi

Published: 17 December 2005 | **Received:** 03 August 2005 | **Accepted:** 08 November 2005

Correspondence: cmutua@yahoo.com

DOI: [10.5281/zenodo.18819103](https://doi.org/10.5281/zenodo.18819103)

Author notes

Chenjerai Mutua is affiliated with International Centre of Insect Physiology and Ecology (ICIPE), Nairobi and focuses on Education research in Africa.

Orindi Kioni is affiliated with Department of Research, Jomo Kenyatta University of Agriculture and Technology (JKUAT) and focuses on Education research in Africa.

Kamungei Nderitu is affiliated with Jomo Kenyatta University of Agriculture and Technology (JKUAT) and focuses on Education research in Africa.

Wangeci Wangari is affiliated with Department of Research, International Centre of Insect Physiology and Ecology (ICIPE), Nairobi and focuses on Education research in Africa.

Abstract

Educational Technology (EdTech) has been recognised as a potential solution to bridge educational gaps in low-resource settings, particularly in rural and underserved areas of Kenya. A mixed-methods approach was employed, combining quantitative data from surveys of teachers and students, and qualitative insights through interviews with school administrators and focus group discussions in selected schools across Kenya. The analysis reveals a significant adoption rate of digital learning platforms among Kenyan educators (72%), particularly in primary schools. However, challenges such as insufficient internet connectivity and inadequate teacher training hindered full-scale implementation. While EdTech shows promise for enhancing educational access and quality in low-resource settings, effective policy support is crucial to address the identified barriers and maximise its benefits. Policy recommendations include investing in digital infrastructure, providing ongoing professional development for teachers, and fostering community engagement to ensure sustainable adoption of EdTech solutions.

Keywords: Kenya, Geographic Focus, Low-Resource Settings, Adoption Studies, Technology Integration, E-Learning, Distance Education

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

Email: info@parj.africa

Request your copy of the full paper today!

SUBMIT YOUR RESEARCH

Are you a researcher in Africa? We welcome your submissions!

Join our community of African scholars and share your groundbreaking work.

Submit at: app.parj.africa



Scan to visit app.parj.africa

Open Access Scholarship from PARJ

Empowering African Research | Advancing Global Knowledge