



Teacher Empowerment Through Technology and Its Impact on Learning Outcomes in Urban Rwandan Primary Schools,

Teacher Empowerment
Through Technology and Its

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41

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Abstract

Teacher empowerment through technology has been identified as a critical strategy for enhancing educational outcomes in urban Rwandan primary schools. The research employed a mixed-methods approach, combining quantitative data from standardised test scores and qualitative interviews with teachers and students to analyse the effects of technology on classroom practices and student performance. Data analysis revealed that incorporating educational technology into teaching methods significantly improved students' mathematics scores by an average of 15% compared to traditional teaching methods. The findings suggest that integrating modern technologies in teacher training programmes can lead to substantial improvements in learning outcomes, particularly in mathematics subjects among primary school students in urban areas of Rwanda. Based on the study's results, it is recommended that Rwandan educational policymakers and administrators prioritise investment in technology infrastructure and professional development for teachers to maximise student learning gains. Teacher Empowerment, Technology Integration, Learning Outcomes, Primary Schools, Urban Rwanda

Keywords: *African geography, urbanization, technology diffusion, instructional design, participatory action research, educational reform, community engagement*

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