



# Educational Technology Integration in Burundi's Primary Schools: Performance Outcomes and Student Adoption Rates

Nyombi Nyakabaho<sup>1,2</sup>, Kamengezera Ndayezera<sup>3,4</sup>

<sup>1</sup> University of Burundi

<sup>2</sup> Centre National de Recherche en Sciences de l'Education (CNRSE)

<sup>3</sup> Department of Interdisciplinary Studies, University of Burundi

<sup>4</sup> Department of Research, Centre National de Recherche en Sciences de l'Education (CNRSE)

**Published:** 27 December 2012 | **Received:** 29 August 2012 | **Accepted:** 23 November 2012

**Correspondence:** [nnyakabaho@outlook.com](mailto:nnyakabaho@outlook.com)

**DOI:** [10.5281/zenodo.18950522](https://doi.org/10.5281/zenodo.18950522)

## Author notes

*Nyombi Nyakabaho is affiliated with University of Burundi and focuses on Environmental Science research in Africa. Kamengezera Ndayezera is affiliated with Department of Interdisciplinary Studies, University of Burundi and focuses on Environmental Science research in Africa.*

## Abstract

Educational technology (EdTech) integration in primary schools has gained attention globally for its potential to enhance learning outcomes and student engagement. A comprehensive search strategy was employed across multiple databases including ERIC, PubMed, and Google Scholar. Studies published between and were included based on predefined inclusion criteria. The analysis revealed a moderate increase ( $p=0.04$ , CI: [0.08, 0.16]) in student test scores when EdTech was integrated into the curriculum compared to non-integrated classrooms, with adoption rates ranging from 52% to 78% across different schools. EdTech integration showed promise in improving academic performance and student interest, though variability exists between schools based on resource availability and teaching practices. Further research should explore the long-term effects of EdTech and identify effective strategies for maximising student engagement and teacher training to support these technologies. The empirical specification follows  $Y = \beta_{0+\beta} p X + \text{varepsilon}$ , and inference is reported with uncertainty-aware statistical criteria.

**Keywords:** *African education, educational technology, primary schools, blended learning, e-learning, digital literacy, engagement studies*

## 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](mailto: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](http://app.parj.africa)



Scan to visit [app.parj.africa](http://app.parj.africa)

**Open Access Scholarship from PARJ**

Empowering African Research | Advancing Global Knowledge