



# Enhancing Student Performance Through Educational Technology in Northern Nigerian Primary Schools: A Two-Year Analysis

Usman Musa<sup>1</sup>, Aliyu Ibrahim<sup>2,3</sup>

<sup>1</sup> Department of Advanced Studies, University of Ilorin

<sup>2</sup> Usmanu Danfodiyo University, Sokoto

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

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**Correspondence:** [umusa@yahoo.com](mailto:umusa@yahoo.com)

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## Author notes

*Usman Musa is affiliated with Department of Advanced Studies, University of Ilorin and focuses on Business research in Africa.*

*Aliyu Ibrahim is affiliated with Usmanu Danfodiyo University, Sokoto and focuses on Business research in Africa.*

## Abstract

Educational Technology (EdTech) is increasingly being integrated into primary schools globally to enhance student learning outcomes. In northern Nigeria, where access to resources and equitable education are often limited, EdTech has the potential to bridge these gaps. The research adopted an observational approach focusing on quantitative data collection through pre- and post-intervention assessments. Schools were selected based on geographical representation, ensuring a diverse sample. A notable proportion (45%) of students showed significant improvement in standardised test scores after EdTech integration, with improvements most pronounced in mathematics, reflecting the curriculum's focus areas. The analysis indicates that while there is room for further study and refinement, EdTech has a positive impact on student performance in northern Nigerian primary schools. Given these findings, it is recommended that educational authorities consider expanding EdTech initiatives to more schools and districts across northern Nigeria, particularly focusing on mathematics education.

**Keywords:** *Geography, Africa, Nigeria, EdTech, IntegrativeStudies, Methodology, EducationalOutcomes*

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