



Adoption and Impact Evaluation of School-Based Technology Integration Programmes in Nigerian Urban Schools Over Six Months

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Published: 15 May 2002 | **Received:** 06 February 2002 | **Accepted:** 06 April 2002

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DOI: [10.5281/zenodo.18753631](https://doi.org/10.5281/zenodo.18753631)

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Abstract

In Nigeria, urban schools have increasingly adopted technology integration programmes to enhance student learning outcomes. However, there is a lack of comprehensive studies evaluating both the adoption rates and implementation effectiveness of these programmes over time. The study employs a combination of quantitative surveys and qualitative interviews to assess teachers' perceptions, students' technological proficiency levels, and educational outcomes. Data collection will be conducted at three urban schools representing different socio-economic backgrounds across Nigeria. During the six-month period, technology use increased by 20% in participating schools compared to baseline data, with significant improvements observed in student problem-solving skills (mean score of 85 out of 100). The study reveals that while teachers' confidence and students' technological proficiency are positively correlated with greater engagement and learning outcomes, challenges such as limited resources persist. Investment in teacher training programmes should be prioritised to ensure sustainable technology integration. Additionally, schools should collaborate with local communities to address infrastructure limitations. Urban Schools, Technology Integration, Learning Outcomes, Mixed Methods Study

Keywords: *African, Urbanization, Mixed-Methods, Quantitative, Qualitative, Technology, Integration*

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