



Educational Technology Integration and Four-Year Adoption Rates among Adolescents in Urban Lagos: Enhancing Computer Literacy

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Abstract

Educational technology (EdTech) integration is increasingly recognised as a critical tool for enhancing computer literacy among adolescents worldwide. In urban Lagos, Nigeria, where rapid technological advancements are transforming educational practices, there is a growing need to understand the adoption rates of EdTech solutions over time. A cross-sectional survey approach was employed, involving a stratified random sampling method to ensure representation from various urban zones of Lagos with diverse socioeconomic profiles. Data collection utilised online questionnaires designed by the research team, including demographic questions, frequency of EdTech usage, and perceptions of its benefits. Initial findings suggest that while overall adoption rates have increased over four years, there is a notable disparity in uptake across socio-economic groups. For instance, adolescents from lower-income backgrounds showed a slower rate of adoption compared to their higher-income counterparts. The study concludes with an exploration of the implications for educational policy and practice in urban Lagos, emphasising the need for targeted interventions to promote equitable access to EdTech resources among all socioeconomic levels. Based on the findings, recommendations include developing tailored training programmes for teachers and parents, implementing subsidies or grants for families in lower-income areas, and fostering a culture of continuous professional development related to EdTech integration within schools. Educational Technology Integration, Four-Year Adoption Rates, Adolescents, Urban Lagos, Computer Literacy

Keywords: *Sub-Saharan, Lagos, Quantitative, Technology Acceptance Model, Socioeconomic Factors, Digital Divide, Gender Roles*

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