



# Educational Technology Integration in Early Childhood Development: A Mixed Methods Study of Niger City Slums

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## Abstract

Early childhood development in Niger City slums is characterized by limited access to educational resources, particularly digital ones. A mixed methods approach combining qualitative interviews with parents and teachers in slum communities, along with quantitative assessments of child literacy levels and parental digital literacy skills, was employed to gather comprehensive data. EdTech programmes led to a significant improvement ( $p < 0.05$ ) in children's basic reading comprehension scores by 20% compared to pre-intervention levels. The study concludes that integrating EdTech into early childhood education in slum settings can enhance learning outcomes and parental participation, thereby promoting inclusive development. Governments and educational institutions should invest in developing digital literacy programmes for parents and expand access to EdTech resources in slum communities. Early Childhood Development, Educational Technology Integration, Niger City Slums, Mixed Methods Study

**Keywords:** *African Geography, Early Childhood Development, Mixed Methods, Technology Integration, Qualitative Research, Quantitative Analysis, Socio-Economic Factors*

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