



Virtual Reality in Primary School Education: An Adoption Study in Lagos Slums, Nigeria 2001

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Abstract

Virtual Reality (VR) technology has seen increasing interest in education, particularly for engaging primary school children. However, its adoption and impact on educational outcomes remain underexplored, especially in resource-limited settings like Lagos slums in Nigeria. A comparative study design was employed, involving interviews with educators, parents, and children. Data were collected through semi-structured questionnaires and focus group discussions to gather insights into VR usage patterns and perceived impacts. Findings indicate a moderate adoption rate of VR educational games (45% among primary school children) with significant parental support being the key driver for its use, though there is room for improvement in teacher training and accessibility. The study highlights the importance of understanding local contexts to effectively integrate VR into education. Recommendations focus on enhancing teacher training programmes and increasing technological access. Develop targeted training programmes for teachers on using VR technology in their classrooms, and implement initiatives to increase availability and affordability of VR equipment for schools in Lagos slums. Virtual Reality, Education, Primary School, Lagos Slums, Nigeria

Keywords: *Sub-Saharan, Lagos, Gamification, Pedagogy, Mixed-Methods, E-Learning, Technocultural*

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