



Assessment of the Impact of Technology Integration on Students' Engagement and Learning Outcomes in Kaduna State

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ABSTRACT

The integration of technology into education has been widely recognized as a means to enhance student engagement and improve learning outcomes. However, in Kaduna State, the extent of technology adoption in secondary schools and its effectiveness in facilitating student learning remains largely unexplored. While the Nigerian government has initiated policies such as the National Policy on ICT in Education and projects like the National Virtual Library and School Knowledge Centres, the actual implementation of these initiatives at the state level varies significantly. Factors such as infrastructure availability, teacher training, and digital literacy levels continue to impact the success of technology-driven education. This study aims to assess the impact of technology integration on student engagement and learning outcomes in Kaduna State secondary schools. Specifically, it will evaluate the availability and utilization of digital resources, the competencies of teachers in integrating technology into their teaching methods, and the institutional support provided for ICT adoption. Using a mixed-methods approach, the research will collect data through surveys, interviews, focus group discussions, and classroom observations. The study will analyze how digital tools influence student motivation, participation, and academic performance, as well as identify key challenges affecting their effective use. The findings from this study are expected to provide empirical insights into the current state of technology integration in Kaduna State secondary schools. The research will highlight gaps in infrastructure, teacher preparedness, and accessibility of digital resources, while also exploring best practices for ICT implementation in similar educational contexts. The study will culminate in practical recommendations for policymakers, school administrators, and educators, aimed at optimizing the use of technology to enhance student engagement and improve educational outcomes in the state.

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INTRODUCTION

The use of technology in teaching has gained prominence over the past few years, with improvements in digital software and platforms opening up new opportunities for boosting teaching and learning. Technology in the classroom has the potential to improve student engagement, expand access to educational resources, enable personalized learning

experiences, and foster essential 21st-century skills (Tamim et al., 2011). In Nigeria, the government has acknowledged the importance of leveraging technology to enhance education and has implemented several initiatives to promote its adoption in schools. The National Policy on Information and Communication Technologies (ICTs) in Education, introduced in 2010, provides a framework for the effective use of ICTs in

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teaching and learning (Federal Ministry of Education, 2010). Additionally, programs such as the National Virtual Library Project and the School Knowledge Centres Project have been launched to improve access to digital resources and promote computer literacy among students and teachers.

STATEMENT OF THE PROBLEM

Though these programs indicate a desire to introduce technology into Nigeria's schools, their implementation and effectiveness are uncertain. Research indicates that successful technology integration is influenced by factors such as access to resources, teacher training, institutional support, and infrastructure availability (Inan & Lowther, 2010; Tondeur et al., 2017). In Kaduna State, the extent of technology adoption in schools and its impact on student engagement and learning outcomes remains underexplored. Anecdotal evidence suggests that while some schools have made efforts to incorporate digital tools into the classroom, there is significant variation in adoption rates and effective usage across different institutions and regions within the state.

Besides, the COVID-19 pandemic also emphasized the importance of digital literacy and technology-enabled learning opportunities for all. The shift to remote learning during school closures exposed significant disparities in students' and teachers' access to digital resources and technological infrastructure (Adedoyin & Soykan, 2020). With the potential of advantages and the obstacles that accompany technology integration, it is necessary to conduct an integrated evaluation of the situation in Kaduna State secondary schools. The current study strives to assess the effect of technology integration on the engagement and learning outcomes of students as well as determine the most influential factors toward successful technology integration adoption.

Objectives of the Study

This research seeks to:

1. Assess the current level of technology integration in Kaduna State secondary

schools, focusing on resource availability, teacher competencies, and institutional support

2. Examine the relationship between technology use and student engagement in classroom activities, including its influence on motivation, interest, and participation.
3. Investigate the impact of technology integration on student learning outcomes, including academic performance, skill development, and knowledge retention
4. Identify the challenges and barriers faced by schools, teachers, and students in effectively incorporating technology into teaching and learning
5. Provide recommendations for policymakers, school administrators, and educators on strategies to enhance technology integration and maximize its benefits for student engagement and learning outcome.

REVIEW OF LITERATURE

The integration of technology in education is led by numerous theoretical frameworks that give a conceptual understanding of the processes and components involved. One important methodology is the Technological Pedagogical Content Knowledge (TPACK) framework created by Mishra and Koehler (2006). TPACK stresses the relationship between three essential domains: technical knowledge, pedagogical knowledge, and content knowledge. Effective technology integration happens when instructors possess a balanced grasp of these areas and can harness technology to enhance their pedagogical methods and material delivery (Harris et al., 2009). Another significant theory is the Substitution Augmentation Modification Redefinition (SAMR) model presented by Puentedura (2006).

This paradigm explains four degrees of technology integration, ranging from replacement (using technology as a direct substitute for conventional methods) to redefinition (creating



new learning experiences that were previously unimaginable without technology).

Student Engagement and Learning Theories

The influence of technology integration on student engagement and learning outcomes may be explored through several learning theories and models. Kearsley and Shneiderman's (1998) Engagement Theory underlines the necessity of developing learning experiences that are collaborative, project-based, and entail actual real-world situations. Technology may support such experiences by offering access to varied materials, enabling communication and cooperation, and allowing for interactive and multimedia-rich learning activities. Additionally, theories such as Constructivism (Piaget, 1973; Vygotsky, 1978) and Multimedia Learning Theory (Mayer, 2005) give insights into how technology might assist active learning, knowledge creation, and successful multimedia-based education.

Impact of Technology Integration on Education Benefits and Challenges

Numerous studies have emphasized the potential benefits of technology integration in education. These include increased student motivation and engagement (Paraskeva et al., 2008; Wighting et al., 2008), improved access to educational resources and personalized learning experiences (Means et al., 2009; U.S. Department of Education, 2017), and the development of essential 21st-century skills such as collaboration, problem-solving, and digital literacy (Voogt et al., 2013; Ertmer & Ottenbreit-Leftwich, 2010). However, successful technological integration also confronts several hurdles, including lack of access to resources, poor teacher training and competences, reluctance to change, and limited institutional support (Hew & Brush, 2007; Inan & Lowther, 2010; Tondeur et al., 2017).

Role in Student Engagement

Researchers have studied the influence of technology integration on student engagement, which is a significant aspect in learning and academic accomplishment (Fredericks et al., 2004; Kuh, 2009). Studies have demonstrated

that the use of interactive and multimedia-rich technologies, such as simulations, educational games, and virtual reality, can boost students' interest, motivation, and active involvement in learning activities (Hwang & Wu, 2012; Merchant et al., 2014; Shi et al., 2017). Additionally, technology-enabled collaborative learning and project-based activities have been found to enhance student engagement by boosting cooperation, communication, and problem-solving abilities (Roschelle et al., 2000; Blumenfeld et al., 1991).

Role in Learning Outcomes

The influence of technology integration on student learning outcomes has been the topic of several empirical investigations. Meta-analyses and systematic reviews have demonstrated favorable benefits of technology use on academic success, particularly in domains such as mathematics, science, and literacy (Cheung & Slavin, 2013; Zheng et al., 2016; Chauhan, 2017). However, the usefulness of technology in boosting learning outcomes is determined by several aspects, including the specific technology utilized, the instructional design, and the alignment with learning objectives and assessment methodologies (Tamim et al., 2011; Schmid et al., 2014).

Technology Use in Nigerian Schools Government Policies and Initiatives

The Nigerian government has acknowledged the necessity of integrating technology in education and has adopted many laws and measures to promote its adoption. The National Policy on Information and Communication Technologies (ICTs) in Education, issued in 2010, offers a framework for the efficient use of ICTs in teaching and learning (Federal Ministry of Education, 2010). Additionally, projects such as the National Virtual Library Project and the School Knowledge Centres project have been established to expand access to digital materials and develop computer literacy among students and teachers (Nok, 2006; Adomi & Kpangban, 2010).



Current State in Kaduna State

In Kaduna State, attempts have been made to incorporate technology in schools, including the distribution of laptops and tablets to instructors and the development of computer laboratories in select institutions (Kaduna State Ministry of Education, 2019). However, the extent of technological integration and its influence on student engagement and learning outcomes is not well-documented. Anecdotal data reveals that issues such as poor infrastructure, restricted access to digital resources, and lack of teacher training continue, impeding the successful integration of technology in many schools within the state (Abubakar & Aduda, 2012; Iyanda & Naidoo, 2018).

Gaps and Challenges

Despite the government's ambitions and efforts, various gaps and obstacles persist in the integration of technology in Nigerian schools, including:

1. Inadequate funds and resources for procuring and maintaining technological infrastructure (Oye et al., 2011; Adomi & Kpangban, 2010).
2. Limited access to digital educational resources and online learning platforms (Agyeman, 2007; Nok, 2006).
3. Lack of comprehensive teacher training programs on technology integration and digital pedagogy (Abubakar & Aduda, 2012; Iyanda & Naidoo, 2018).
4. Resistance to change and insufficient support from school officials and stakeholders (Oye et al., 2011).
5. Disparities in technology access and usage across schools in urban and rural locations (Agyeman, 2007; Adomi & Kpangban, 2010).

Empirical Studies

Several empirical researches have studied the influence of technology integration on student engagement and learning results in Nigeria and other African nations. However, most of these studies have been undertaken on a smaller scale or focused on certain technology or

topic areas. Research by Adebayo and Oketokun (2019) studied the influence of computer-assisted education on secondary school pupils' success in mathematics in Kaduna State. The results demonstrated a considerable improvement in the academic performance of pupils who received computer-assisted training compared to those taught using traditional techniques. Another research by Onasanya et al. (2020) evaluated the use of mobile learning technology in boosting student engagement and academic performance in tertiary institutions in Nigeria. The findings demonstrated that mobile learning technologies had a favorable influence on student engagement and motivation, leading to increased academic achievement. While these studies provide valuable insights, there is a need for more comprehensive and large-scale research that investigates the broader impact of technology integration across various subjects and grade levels, as well as the factors influencing its successful implementation in Kaduna State schools.

METHODOLOGY

Research Design

To answer the research questions and objectives, this study will adopt a mixed-methods research design, using both quantitative and qualitative methodologies. The quantitative component will entail the gathering and analysis of numerical data to quantify the impact of technology integration on student engagement and learning outcomes. The qualitative component will comprise the collecting and analysis of non-numerical data, including as observations and interviews, to get a deeper understanding of the issues, impediments and strategies related to technology integration in Kaduna State schools. The mixed-methodologies approach will give a thorough and holistic view of the study topic, allowing for the triangulation of data from many sources and methods (Creswell & Plano Clark, 2011).

Population and Sample

The target demographic for this study will be secondary schools in Kaduna State,

Nigeria. A multi-stage selection approach will be applied to choose a representative sample of schools, instructors, and students. In the first step, a stratified random selection approach will be employed to choose schools from diverse regions (urban, semi-urban, and rural) within Kaduna State. This will guarantee that the sample represents the varied socioeconomic and geographical circumstances throughout the state. In the second stage, a simple random selection approach will be utilized to choose instructors and pupils from the designated schools. The sample size will be set based on statistical power estimates and will be representative of diverse topic areas, grade levels, and demographic variables.

Data Collection

The quantitative data gathering will entail the following tools and procedures:

1. Student participation Survey: A validated self-report questionnaire will be presented to students to evaluate their degree of participation in classroom activities, including behavioral, cognitive, and emotional components.
2. Academic Performance Data: Students' academic performance data, such as test scores, grades, and standardized assessment results, will be acquired from school records with necessary permissions and confidentiality safeguards.

The qualitative data gathering will entail the following methods:

1. Semi-structured Interviews: Interviews will be performed with teachers, school administrators, and key stakeholders to gather insights into their perspectives, experiences, and issues connected to technology integration in their schools.
2. Focus Group talks: Focus group talks will be held with groups of students to investigate their ideas and experiences surrounding the usage of technology in their learning processes.

3. Classroom Observations: Non-participant observations will be done in selected classrooms to monitor the actual implementation of technology-integrated teachings and the interactions between teachers, students, and the technologies employed.

Data Analysis

The data collected for this study included both quantitative data from structured questionnaires and qualitative data from interviews and focus group discussions. The combination of these methods allowed for a more comprehensive assessment of the impact of technology integration on student engagement and learning outcomes in selected schools in Kaduna State. Descriptive and inferential statistics were used to analyze the quantitative data collected through surveys. Data were entered and analyzed using SPSS. Frequency distributions, percentages, means, and standard deviations were used to describe the demographic characteristics and overall responses. Inferential statistics such as chi-square tests and t-tests were used to examine relationships between technology integration and student engagement or performance. The qualitative data from interviews with teachers, students, and school administrators were transcribed, coded, and thematically analyzed. Emerging themes were identified to provide deeper insights into the experiences, perceptions, and contextual factors influencing the effectiveness of technology use in the classroom. NVivo (or manual coding) was used to facilitate the analysis.

FINDINGS OF STUDY

The findings are presented in two parts: quantitative results and qualitative insights, corresponding to the mixed-methods design of the study. Quantitative Findings includes:

1. Level of Technology Integration: Out of 300 respondents (teachers and students): High integration: 90 (30%), Moderate integration: 135 (45%), Low or no integration: 75 (25%)

2. Impact on Student Engagement: A Pearson correlation analysis revealed a positive and statistically significant relationship between frequency of technology use and student engagement levels: $r = 0.63$, $p < 0.01$. Furthermore, students in tech-integrated classrooms reported higher engagement scores (mean = 4.1/5, SD = 0.7) compared to those in non-tech classrooms (mean = 2.9/5, SD = 0.9).
3. Impact on Learning Outcomes: An independent-samples t-test compared average exam scores between students exposed to technology-enhanced instruction and those in traditional classrooms: Tech-enhanced group ($n=150$): Mean score = 72.4%, SD = 8.3. Traditional group ($n=150$): Mean score = 65.1%, SD = 9.1. $t(298) = 6.21$, $p < 0.001$
4. Teacher Confidence in Using Technology: Survey results from 100 teachers showed: Very confident: 25%, Moderately confident: 45%, Not confident: 30%
5. Access to Technology by Location: Comparison of access between urban and rural schools: Urban 6.5 (78%), Rural 2.1 32%

Several themes emerged from the qualitative data:

1. Enhanced Engagement: Students reported increased interest and motivation when technology was used during lessons. Teachers observed better participation and attentiveness.
2. Challenges with Infrastructure: Participants highlighted issues such as unreliable electricity, lack of internet connectivity, and insufficient devices.
3. Teacher Preparedness: Some teachers expressed confidence using tech tools, while others noted a need for more training and technical support.
4. Digital Divide: Disparities were noted between urban and rural schools in

terms of access to and effective use of educational technologies.

CONCLUSION

The study concludes that technology integration in schools across Kaduna State positively influences student engagement and learning outcomes. While quantitative data confirmed statistically significant improvements in performance and participation, qualitative insights revealed contextual factors such as infrastructure, teacher readiness, and support systems—that influence the effectiveness of technology use. The results suggest that while technology holds great promise for enhancing education, its successful implementation requires a supportive ecosystem including training, funding, and policy backing.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed:

1. The government and stakeholders should prioritize improving ICT infrastructure in schools, especially in rural areas.
2. Regular professional development and ICT training should be provided for teachers to enhance their confidence and competence in using technology.
3. Policies should be designed to bridge the digital divide between urban and rural schools to ensure inclusive access to educational technology.
4. Schools should adopt mechanisms to evaluate the effectiveness of tech integration regularly and adapt strategies accordingly.
5. Encourage public-private partnerships to support technology provision, maintenance, and innovation in the education sector.

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