Teacher Training Programmes on Digital Education Tools and Student Performance in South African Secondary Schools: An Analysis from an African Perspective

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Abstract

Teacher training programmes on digital education tools have become increasingly important in enhancing educational outcomes, particularly in South African secondary schools where technology integration is still evolving. The study employed a mixed-methods approach, including pre- and post-training assessments of students' technological skills and academic performance, along with qualitative interviews with teachers and analysis of school data. A significant improvement (30%) was observed in students' digital literacy scores after participating in the training programmes, correlating positively with their overall academic achievements. The findings suggest that targeted teacher training on digital education tools can significantly enhance student performance, particularly in STEM subjects where technology integration is most prevalent. Schools and educational authorities should prioritise continuous professional development for teachers to keep pace with technological advancements and ensure equitable access to digital resources.

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