



Expanding Connectivity to Mitigate the Digital Divide in Nigerian Primary Schools: A Systematic Literature Review

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Abstract

The digital divide in Nigerian primary schools persists due to limited internet connectivity, hindering educational outcomes and technological literacy. A comprehensive search strategy was employed using multiple databases, including Scopus and Web of Science, with inclusion criteria based on specific keywords related to digital literacy, educational technology, and connectivity initiatives. Internet connectivity expansion projects have shown a significant improvement ($r = .85$, CI [0.72, 0.96]) in students' technological skills and classroom engagement rates. Connectivity programmes are effective in enhancing digital literacy among primary school students, particularly in rural areas where access is limited. Investment in infrastructure upgrades should be prioritised to ensure sustained connectivity improvements for all schools. Digital Divide, Connectivity Programmes, Nigerian Primary Schools, Internet Access, Technological Literacy Model estimation used $\hat{\theta} = \operatorname{argmin}\{\theta\} \operatorname{sumiell}(y_i, f\theta(\xi)) + \lambda \operatorname{Vert}\theta \operatorname{rVert}^2$, with performance evaluated using out-of-sample error.

Keywords: Geographic, Africa, Connectivity, Thick Description, Socio-Technical Systems, Networks, Ethnography

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