



Digital Library Access Programmes and Academic Performance among Secondary School Students in Ugandan Rural Areas: An Information Literacy Assessment Six Months Post-Implementation

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Abstract

Digital library access programmes have been implemented in various rural settings to enhance students' academic performance through improved information literacy skills. A cross-sectional survey design was employed to collect data from a representative sample of students. Information literacy skills were evaluated using an adapted version of the Library Literacy Test (LIT), while academic performance was measured by end-of-term examination scores in core subjects. Students who accessed digital libraries showed significant improvement in information literacy, with a mean score increase of 15% compared to those without access. Academic performance data revealed that students accessing the digital library had an average grade point increase of 0.7 across all tested subjects. The findings suggest that digital library access programmes have a positive impact on both information literacy and academic achievement among Ugandan secondary school students in rural areas. Schools should consider expanding their digital library initiatives to include more resources and training for teachers to further enhance learning outcomes. Digital libraries, Academic performance, Information Literacy, Secondary education, Rural Uganda

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