Digital Literacy Training and Educational Impact: A Survey of Senegalese Village Teachers in Seychelles

Kasimba Kajoë[1]**, Ndakalani Nguinje**[2]

[1] Seychelles Regional Studies Centre

[2] Department of Advanced Studies, Seychelles Centre for Indigenous Knowledge

Author notes

Kasimba Kajoë is affiliated with Seychelles Regional Studies Centre and focuses on Arts & Humanities research in Africa. Ndakalani Nguinje is affiliated with Department of Advanced Studies, Seychelles Centre for Indigenous Knowledge and focuses on Arts & Humanities research in Africa.

Abstract

Digital literacy has become a critical skill in contemporary education, particularly for teachers who play a pivotal role in preparing students for digital environments. In Seychelles, there is an increasing demand for educators to be proficient in utilising digital tools effectively. A survey was conducted with a sample of 120 Senegalese village teachers, utilising a structured questionnaire designed by the researchers. The survey covered aspects such as participants' current digital literacy levels, post-training improvements, and their perceptions regarding student engagement and academic outcomes. The findings indicate that after undergoing digital literacy training, there was an increase in students' participation rates from 45% to 60%, with a significant improvement in the average test scores by 12%. Teachers also reported enhanced confidence in using digital tools for teaching purposes. This study suggests that digital literacy training can significantly enhance both student engagement and academic performance, thereby supporting effective educational practices in Seychelles and beyond. Educators should be provided with ongoing support to maintain their digital skills, while policymakers could consider integrating digital literacy into teacher training programmes as a standard practice.

Keywords: *African Digital Literacy, Pedagogical Change, Technological Integration, Community-Based Education, Indigenous Knowledge Systems, Participatory Action Research, E-Learning Platforms*

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ REQUEST FULL PAPER

Email: info@parj.africa

Request your copy of the full paper today!

SUBMIT YOUR RESEARCH

Are you a researcher in Africa? We welcome your submissions!

Join our community of African scholars and share your groundbreaking work.

Submit at: app.parj.africa

Scan to visit app.parj.africa

Open Access Scholarship from PARJ

Empowering African Research | Advancing Global Knowledge