



# Digital Literacy Training Programmes' Impact on Secondary School Teachers in Northern Nigeria and Their Students' Academic Performance Over One Year

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## Abstract

Digital literacy has emerged as a critical skill for educators in contemporary educational settings, particularly in Nigeria where digital technologies are increasingly integrated into curriculum development and delivery. A mixed methods approach was employed, incorporating quantitative data from pre- and post-training assessments of teacher knowledge and student test scores alongside qualitative insights through interviews with educators and focus group discussions with students. There was a statistically significant improvement in student mathematics test scores following the DLTP implementation (mean increase: 15% compared to baseline). The mixed methods study demonstrates that targeted digital literacy training for teachers can positively influence both teacher efficacy and student academic outcomes, though further research is recommended to explore long-term impacts. School administrators should consider integrating regular DLTPs into professional development programmes to ensure sustained improvement in students' skills and knowledge acquisition. Digital Literacy Training Programmes, Secondary School Teachers, Academic Performance, Mixed Methods Study

**Keywords:** *African education, digital divide, educational technology, methodological triangulation, participatory observation, qualitative comparative analysis, teacher efficacy*

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