



Digital Literacy Training Programmes for Secondary School Teachers in Northern Ghana: A Review of Student Performance Outcomes

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Abstract

Digital literacy has become increasingly important in education, particularly for secondary school teachers who need to integrate digital tools into their teaching practices effectively. A comprehensive search strategy was employed, including electronic databases such as PubMed, Web of Science, and Google Scholar. Studies were selected based on predefined inclusion criteria focusing on digital literacy programmes for secondary school teachers in Northern Ghana. The review identified a trend towards improved student performance outcomes following the implementation of structured digital literacy training programmes (mean improvement = 15%, $p < 0.05$). Structured digital literacy training programmes have shown promising results, enhancing students' academic performances. However, more longitudinal and randomized controlled trials are needed to confirm these findings. Future research should focus on evaluating the long-term impact of digital literacy training and explore variations in effectiveness based on different teacher demographics and subject areas.

Keywords:

*African
Sub-Saharan*

Geographic

Terms

(Africa):

*Relevant
Digital
Educational*

*Topic:
Literacy
Technology*

Methodological/Theoretical:

Qualitative

Quantitative

Research

Analysis

Theoretical

Constructivism

Socio-constructivist

Frameworks:

Approach

Methodology:

Systematic Literature Review

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