



Digital Literacy Workshops and Academic Performance in Ghana: A Qualitative Study of University Students' Employability Skills Enhancement

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Abstract

Digital literacy has emerged as a critical skill for university students in Ghana to enhance their employability in the global job market. Qualitative data were collected through semi-structured interviews with a purposive sample of university students who participated in digital literacy workshops. The study employs thematic analysis to interpret the qualitative data. The findings reveal that participation in digital literacy workshops significantly improved students' self-reported confidence and skills in using digital platforms, which positively influenced their academic performance and career prospects. Digital literacy workshops have been effective in enhancing students' employability skills by equipping them with essential digital competencies. This study contributes to the literature on skill development for university students in Ghana. Universities should integrate more digital literacy programmes into their curricula and provide ongoing support to ensure all students are equipped with relevant digital skills. digital literacy, employability, academic performance, qualitative study, university students, Ghana

Keywords: *Africanization, Digital Divide, Ethnography, Framework Analysis, Higher Education Reform, Intersectionality, Participatory Action Research*

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