



Digital Literacy Programmes and Academic Performance among Secondary School Students in Uganda: A Mixed-Methods Inquiry

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Abstract

Digital literacy is increasingly recognised as a critical skill for academic success in secondary schools across Africa. In Uganda, where access to digital resources is uneven and educational technology integration varies widely, understanding the impact of digital literacy programmes on students' performance remains understudied. The research employed a combination of quantitative surveys ($N = 1200$) \wedge *qualitative interviews* ($n = 50$). Quantitative data was analysed using descriptive statistics and regression models to measure academic performance. Qualitative analysis focused on thematic content from interview transcripts. Findings indicate that students who participated in digital literacy programmes scored an average of 8% higher on standardised test scores compared to their peers who did not participate. Qualitative data revealed themes such as increased confidence and improved study habits among programme participants. The mixed-methods approach successfully illuminated the positive relationship between digital literacy programmes and academic performance, providing evidence that supports policy recommendations for expanding digital literacy initiatives in Ugandan schools. Based on these findings, it is recommended that educational authorities prioritise funding for digital literacy programmes to enhance students' learning experiences and improve overall academic outcomes. Future research should consider longitudinal impacts and wider contextual factors. digital literacy programmes, secondary school students, academic performance, mixed-methods study, Uganda

Keywords: *African geography, Digital divide, Quantitative analysis, Qualitative inquiry, Socioeconomic status, Technological access, Youth empowerment*

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