Evaluating Digital Literacy Programmes on Primary School Students' Performance in Northern Nigerian Schools

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Abstract

Digital literacy programmes have been implemented in primary schools across Nigeria to enhance students' technological skills and knowledge. In northern Nigeria, these initiatives are particularly aimed at improving academic performance and preparing learners for future digital environments. The study employed a mixed-methods approach combining quantitative data from standardised test scores with qualitative insights from teacher interviews and student surveys to assess the programme's efficacy. Findings indicate that students who participated in digital literacy programmes showed a statistically significant improvement in mathematics scores by an average of 15% compared to their peers, highlighting the direct link between technological education and academic achievement. The results suggest that digital literacy programmes can be effective tools for improving educational outcomes, particularly in areas where traditional teaching methods may not adequately prepare students for a more technologically integrated curriculum. Based on these findings, it is recommended that policymakers invest further in digital literacy initiatives to ensure all primary school students have access to the necessary technological skills for success in both current and future educational settings.

Conceptual   *Frameworks:*
Technology   *Acceptance*   *Model*   *(TAM)*

Pragmatic   *Considerations:*
Policy   *Implementation*

Social   *Impacts:*
Socioeconomic Development

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