



## Digital Literacy Training: Its Impact on Teachers in Busoga Region, Eastern Uganda

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### ABSTRACT

**Objective:** This study evaluated the impact of digital literacy training on teachers in Busoga region, Eastern Uganda. Specifically, it assessed the impact of digital literacy training on teachers' skills and knowledge, evaluated facilitators' effectiveness in delivering the training program, and investigated teachers' proposals for promoting ICT integration in secondary schools. **Method:** A convergent parallel mixed methods design was used; data was collected from 300 teachers through online questionnaires and focus group discussions. **Results:** It was revealed that the digital literacy training very positively impacted the skills/knowledge of teachers in the Busoga Region. Furthermore, the result indicated high satisfaction with the facilitators' skills and responsiveness. Finally, teachers proposed the need for infrastructure enhancement, capacity building, resource provision, connectivity, and incorporation of ICT tools like smartphones, laptops, and projectors in teaching and learning. **Novelty:** This study contributes valuable empirical insights to the discourse on digital literacy training, stressing its role in fostering effective teaching practices. As technology continues to evolve, understanding its nuanced impact on teachers becomes increasingly crucial for shaping the future of education.

### INTRODUCTION

Digital literacy refers to the ability of teachers to access, manage, understand, integrate, communicate, evaluate, and create information safely and appropriately through digital technologies for teaching and learning. Many secondary school teachers must focus more on integrating technology into teaching frameworks (Abendan et al., 2023; Deping & Burhanudeen, 2023). It is imperative to note that the importance of digital literacy training for teachers has been recognized since the invention of digital technologies in the 1940s, and this has resulted in a paradigm shift, redefining the skills teachers need to equip students for the digital age (Divakar, 2024; Pattnayak et al., 2024; Yu, 2024). Since then, digital literacy training has become teachers' global professional development component. Several scholars have reported that the integration of digital tools and resources into teaching methodologies has become essential to meet the evolving needs of 21st-century learners (Bondarenko & Gudkova, 2023; Danca et al., 2023; Hafeez, 2021; McWhorter, 2021; Nikolova & Evtimova, 2022; Ng et al., 2022; Shuhidan et al., 2020).

In the context of countries in Sub-Saharan Africa, challenges such as limited access to technology, inadequate infrastructure, and disparities in digital literacy levels are enormous and pose significant barriers to effective teaching (Kilag et al., 2023; Okoed, 2023). It should be noted that where digital disparities are prevalent, digital literacy training programs have the potential to bridge gaps and empower teachers to deliver quality teaching (Rodriguez et al., 2023). However, the effectiveness of these programs

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