ASSESSING THE LEVEL OF USE OF DIGITAL LITERACY AND REMOTE LEARNING ON TEACHING OF ECONOMICS IN SECONDARY SCHOOLS IN GBOKO LOCAL GOVERNMENT AREA OF BENUE STATE, NIGERIA

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Abstract
This study assessed the level of use of digital literacy and remote learning in teaching of Economics in Secondary Schools in Gboko LGA of Benue State, Nigeria. Simple random sampling was used to select 40 senior secondary school teachers (about 100%) teaching Economics from 32 senior secondary school in 27 public and 5 private schools, Descriptive survey research design was used. A Structured questionnaire; title; level of use of digital literacy and remote learning in teaching of economics in secondary schools Questionnaire" (LUDLRLTESSQ) was developed by the researcher and used for data collection. Data was analysed using tables and simple percentages and hypothesis was equally tested using simple percentage at 50% benchmark. The study revealed that there is low impact of digital literacy and remote learning on the teaching and learning of Economics, as 70% of respondents agreed that there is low impact of digital literacy and remote learning on the teaching of Economics in Secondary Schools in Gboko LGA far above the set bench mark of 50%. The researcher recommended the urgent need to scale up the process of implementation of existing programs like Nigeria Learning Passport to effectively bridge the gap. Also, Digital literacy and Remote Learning facilities, Expertise, Lack of funds to purchase ICT tools, Support programs, Assessment tools and Frameworks were not available. Therefore, government and non-governmental organizations as well as school owners should provide these items in order to accurately improve the Impact of Digital Literacy and Remote Learning of Secondary School Students
Keywords: Digital Literacy, Impact, level, Remote Learning, Secondary Schools

Introduction

Digital literacy is the ability to use information and communication technology packages -techniques to find, evaluate, create, teach, learn and communicate information, requiring both cognitive and technical skills. A digital literate person should be able to navigate his way in the digital space to find, evaluate, create and clearly communicate his/her information using digital platforms. He/she should be able to use technological tools such as desktop computers, laptops, smart phones, e-Readers, and other mobile devices (Teachers Registration Council of Nigeria Training Manual, 2021). Basic digital literacy skills require that a digitally literate citizen must possess simple skills such as: typing skill, ability to use audio, video, files and other multimedia resources, internet literacy skills and ability to use social media and mobile devices to accomplish tasks. But a digital citizen in today's world must go beyond basic skills to possess professional skills that lend to proficiency skills and digital ethics like e-safety, functional skills, creativity, cultural and social understanding, collaboration, ability to find and select right information, critical thinking and evaluation and effective communication.

Remote learning occurs when the learner and the teacher, or information source, are separated (not physically together) by time and distance at the time teaching and learning is

taking place. The teacher and the learner are not together in a traditional classroom while teaching and learning are taking place. That means learning information is transmitted via technology, which can be through emails, videos files, video conferences, audio files, discussion boards and even through social media platforms like Facebook, WhatsApp, Google classroom, Telegram, Google duo and meets. Remote learning encompasses e-learning, distance learning, blended learning and home schooling which can be online or offline (TRCN & Usman, 2021). The field of formal education has witnessed the rapid use of digital literacy and remote learning increasingly deployed as a tool to teach and learn in secondary schools and beyond, it is used as a tool to the teachers and learner's capacity to perceive, understanding and communicate as seen in the increase in online teaching and learning programs and the use of digital tools as teaching and learning support in the classroom. Digital literacy and remote learning if properly utilized in the academic will greatly improve teaching and learning as well as producing capable and efficient workforce for the country. The world today is taken over by information and communication technology tools (ICTs) such as computers, smart phones or tablet, interactive boards, microphones, projectors and the internet that greatly impact in teaching and learning, which digital literacy and remote learning is part of it. Shitu (2017) explained that ICTs are all forms of evolving technology that help in facilitating information collection, usage, transfer, storages, retrieval sharing and interpreting including teaching.

In determining the level of digital literacy and remote learning use on the teaching of economics, digital literacy and remote learning has not only changed the educational standards, but it has also changed the content (curriculum) that must be taught in the schools. This change in the contents of learning items further stretched the role of teachers in the classrooms, in addition to improving the existing knowledge and skills; it is apposite to develop their digital literacy and remote learning skills in order to successfully integrate this new method in the classrooms (Milena & Sladana, 2019). The use of digital literacy and remote learning in teaching at the secondary education level in Nigeria became so pronounced due to the outbreak of Covid-19 which is an acute respiratory syndrome, an airborne infectious diseases and contagious respiratory illness that spreads from one person to another. The fear of spreading the diseases in public places led to almost global schools' closure. Students, teachers and schools' administrators were forced to stay at home, in Nigeria in particular and Gboko LGA of Benue State to be specific were forced to stay at home as a precautionary measure to control the rapid spread of the deadly diseases.

Digital literacy and remote learning during the pandemic became the most potent strategy that sustained teaching and learning of economics. It was reported in a study conducted in Shahdol division Madhya Pradash State, India that 15% representing more than a third of students have no adequate access to the online device from homes, compared to only 2 percent in the private schools as complained by their teachers. They also found that 12% of less privileged students felt of not having adequate internet access while those opportune, burdened their parents with incurring more cost for remote learning since the lockdown. In Makurdi particularly, there are inadequate online or digital educational resources across all levels of public and private secondary schools. Teachers lack required training, skills, competencies, equipment, digital resources, buildings, effective and efficient

online connections, for online remote learning. Migrating to remote learning has shown the extent of educational facilities deficiencies in secondary schools (Sherman & Qaisar, 2018).
It is in the light of the above that this study seeks to assess whether the various digital literacy and remote learning strategies adopted by Global Partnership for Education with all implementing Partners like the Teachers Registration Council of Nigeria (TRCN), Nigeria Learning Passport, Plateau State Education Resources office (PSERO) and United Nations International Children Emergency Fund (UNICEF) in training teachers on the usage of various digital literacy and remote learning strategies education resources in teaching of Economics were successful or not, level of challenges encountered and to ascertain various ways of improving the use of digital literacy and remote learning in the teaching of economics in secondary schools in Gboko LGA of Benue State.

Statement of the Problem

Nigeria is lagging behind in digital literacy and remote learning as a developing country with only 40% of digital penetration concentrated in urban centres, hence there is a need to research into the situation and take maximum benefits of digital literacy and remote learning because in this era of innovation and technological advancement, digital literacy and remote learning are recognized as the new label for education. There is no choice for teachers and students to gain a level of digital literacy and remote learning to walk with the rising digital world. Educational institutions, not only in Nigeria were faced with a drastic setback due to schools' closure as a result of the Covid-19 global pandemic. The school's closure disrupted the learning process and other vital school services. About 1.37 billion students were estimated to be affected worldwide in response to the pandemic (UNICEF, 2021). In Africa, almost all students were asked to stay at home, and schools closed down. In Nigeria, about 40 million students were affected, and in Gboko LGA of Benue State, about 13,645 students during the nationwide lockdown, of which 91 percent were primary and secondary school students due to the pandemic that resulted in schools' closure (Obiakor & Adeniran, 2020). Education was partly or wholly interrupted in Nigeria, with only a few private secondary schools and tertiary institutions running using digital literacy strategies and remote learning classes from home. Lack of digital educational resources and device, technical expertise, economic hardship, students' socio-economic status, dilapidated facilities, poor online connections, among others make it difficult for Gboko LGA students to fully utilize digital literacy strategies and remote learning from homes. Efforts were made by Federal Ministry of Education, National Universities Commission and few Universities like Covenant, University of Lagos to test the effectiveness and efficiencies of digital literacy and remote learning on the teaching and learning generally but they paid more attention to online learning in tertiary institutions, and limited studies were conducted at secondary school level and completely non in Gboko local government, apart from local access, equity issues as well as lack of offline packages, absence of detail information on the effectiveness of the development, validation, and testing of existing instructional packages, which make this research seeks to bridge the gap and seeks to develop, validate and test the efficacy of the level of use of digital literacy and remote learning in teaching of Economics in Secondary Schools in Gboko LGA of Benue State, Nigeria.

Aim and Objectives of the Study

The aim of this study is to assess the level of use of digital literacy and remote learning in teaching of Economics in Secondary Schools in Gboko LGA of Benue State. The specific objectives of the study were to:

1. determine the level of use of digital literacy and remote learning on the teaching of economics in secondary schools in Gboko LGA of Benue State
2. ascertain the challenges militating against the use of digital literacy and remote learning on the teaching of economics in secondary schools in Gboko LGA of Benue State

Research Questions

1. What is the level of use of digital literacy and remote learning on the teaching of economics in secondary schools in Gboko LGA of Benue State?
2. challenges militating against the use of digital literacy and remote learning on the teaching of economics in secondary schools in Gboko LGA of Benue State?

Hypothesis

The following hypothesis guided the study and was tested at 0.05 level of significance.

1. There is no significant impact of digital literacy and remote learning on the teaching of economics in secondary schools in Gboko LGA of Benue State

Literature Review

Digital literacy and remote learning through information and communication technologies (ICTs) have paved the way for schools and contributed immensely to education in general. The level of use of digital literacy and remote learning through ICTs in teaching economics in secondary schools is referred to as computer applications. There are a variety of ways used to describe educational use of digital literacy and remote learning through ICTs in teaching in schools which tend to either supplement or replace traditional instruction while focusing on the knowledge and skills of regular curriculum of all forms. According to Usman (2015) digital literacy and remote learning through ICTs is taken to be a teaching tool which is employed in teaching and learning process. It is an interactive instructional technique whereby a computer and other digital devices are used to present the instructional materials and monitor the learning that takes place. Singh & Sunita (2015 noted that economics educators and instructors had earlier suggested the use of digital literacy and remote learning through ICTs in teaching economics in secondary schools, as instructional aides in teaching and learning of economics instructional techniques whereby a computer is used to present the instructional materials and monitor the learning that takes place. The Teachers Registration Council of Nigeria (2016) specifically recommended that technological devices like computers, calculators, and videos should be used when appropriate, as they free students from computation and allow them to concentrate on problem-solving and important content. They also called for increased use of digital literacy and remote learning through ICTs in teaching economics in secondary schools and that computer-associated instruction (CAT) should be developed not only to enhance problem-solving and critical thinking in the economics classroom but also to use digital literacy and remote learning through ICTs as a means of creating interdisciplinary units. According to Mishra (2018) radio, television, computers, overhead projector, video, VCDs machine and other digital devices should be provided for teaching and learning process in secondary schools.

In Nigeria, the level of use of digital literacy and remote learning was promoted by the massive work of Global Partnership for Education (GPE), United Nations International Children Emergency Fund (UNICEF) through the Nigeria Learning Passport, Teachers Registration Council of Nigeria (TRCN), Federal Ministry of Education (FMOE) and States Ministries of Education (SMEOE) and all implementing agencies and partners. Who developed Digital Literacy and Remote Learning Strategies for Teachers Training Manual (2021), with the sole aim of promoting the adoption of digital literacy and remote learning for both primary and secondary schools in Nigeria (UNICEF, 2022). The TRCN (2021) teachers training manual for digital literacy and remote learning and UNICEF (2022) Nigeria learning passport, teachers were trained and has since adopted various digital literacy and remote learning strategies such as smart education, online learning and assessment, home schooling, remote teaching, blended learning, e-learning and distance learning in schools across the country since 2020 especially at the primary and post primary schools level, Jelman, Azi & Ikyurav (2023). These strategies encompass the use of digital applications like Google classroom, WhatsApp, Telegram, Microsoft teams, Facebook, Radio, Large external memory storage devices, Tablets, Television sets, Computers, Ulesson and software applications like Ms. Word (typing and editing), Spreadsheet (for result computation and attendance), Presentation package (power point for lesson delivery), Projectors and Smart board (interactive board for live lessons) as well as using them for e-learning (Azi & Drenkat, 2021).

Teachers now use these digital devices and applications in lesson planning, delivery, smart excursion (online visit of places of interest during and after lessons), e-result computation through spreadsheet (Ms. Excel), parents teachers forum or association meetings are now held through video conferences (using telegram, WhatsApp and host of others), students use online platforms (artificial intelligence like Chatgpt and google bad) to solve assignment, there is also examinations practice software like Joint Admission and Matriculation Board (JAMB) Computer Based Testing (CBT) past questions that students practice before sitting for the examination proper, schools also use these software to conduct entrance and terminal examinations and even mark it too, typing of examination question papers and other official document as well as contacting of parents through the use digital literacy and remote learning which economics students and teachers in Gboko local government are lagging behind and this work is aimed at closing this gap so as to improve on the use of digital literacy and remote learning in teaching of economics in secondary schools in Gboko LGA of Benue State.

Whilst the application and use of ICT and digital literacy and remote learning by most European countries and North America has led to transformational changes in their educational landscape at both the primary, secondary and tertiary levels particularly through the instructional process (Nurit, 2016) its impact in the Nigerian educational setup at all levels has been relatively minimal due to peculiar challenges that has plagued its integration and implementation process for years. Most secondary educational institutions both private and government owned still carry out their teaching and learning process using chalk boards in physical classrooms devoid of computers or any other digital gadgets/equipment required for the preparation and delivery of digitally inclusive teaching and learning process. According to Ofodu and Shitu (2020), factors such as – high cost of computers, weak

infrastructures resulting to both epileptic power supply and inadequate telecommunication facilities, lack of the requisite skills by teachers to fully utilize technology in curriculum implementation, lack of relevant soft wares for content creation and effective teacher-student communication that is culturally suitable to the Nigerian educational system and limited access to the internet were identified as some of the factors militating against the effective utilization of computers in Nigerian primary and secondary schools. This is in line with the thoughts of Sherman and Damkor et al. (2016), who opined that other than poor computer literacy skills of secondary school teachers, efforts geared towards the integration and subsequent utilization of digital literacy for teaching purposes have not had much impact due to challenges such as lack of computers due to high cost and poor maintenance, lack of electricity and slow internet connectivity as well as increased moral degradation due to pornography and cyber bullying. Sanda, & Nyamla, (2018) (2019) noted that the challenges of computer and digital literacy in Nigerian primary and secondary schools are both educational and administrative. Prominent among the administrative problem is the high cost of installation, maintenance and replacement of computers, projectors and other digital gadgets, meagre funding of education due to the depressed economic situation of Nigeria, resistance to change syndrome and dearth of instructional facilities.

Odofin (2020) in a research on "the influence of digital technology on secondary school students academic engagement behaviour in Nigeria identified some of the problems and disadvantages associated with the use of digital literacy as: Digital technology can be a source of distraction to the child as the child may disengage from learning activities or learn less when he or she use technologies such as tablets, IPhone, IPad, Androids, Phones, Laptops, watching television screen or using other devices during lectures. The uses of these devices distract the child from learning thereby reducing his attention span and academic engagement. Digital technology can disengage the child from social interactions, spending too much time and using modern electronics devices may cause social withdrawer or hinder social skill development through decrease face to face interacting with people at home and in the school. Technology can increase examination malpractice in the classroom, technology now makes it easier for students to engage in examination malpractices, coping and pasting other people's work. It can really create an avenue for students to cheat. Sleep deprivation, excessive use of electronic devices relates to sleep deprivation, which affects growth and development in children and adolescents. Terna, Benjamin, & Ishaku, (2023) stated that students have low competencies in handling of various digital devices, internet usages, accessing e-Governance services and knowledge about security of digital devices. The challenges encountered in the various literature reviewed above are numerous and can be linked with the present study on the level of use of digital literacy and remote learning in teaching of Economics in Secondary Schools in Gboko LGA of Benue State, Nigeria.

Methodology

The descriptive survey method employed for this study, which deals with collection of data from a sample of individuals through their responses to question item. The population of the study comprised the teachers of selected secondary schools situated in Gboko LGA of Benue State. The sample of the study was drawn by using Random Sampling method comprised of 40 teachers, in which 30 male and 10 femals.in the study area,30 teachers

are taken from 27 Government secondary schools and 10 teachers are from 5 Private secondary schools due to the time frame and constrains of the study. The instrument for data collection is three structured questionnaires which was developed for the respondents to respond to. The self-constructed questionnaire titled "level of use of digital literacy and remote learning in teaching of economics in secondary schools Questionnaire" (LUDLRLTESSQ) was used to collect responses from respondents. Descriptive statistics (frequency) was used to test the research question, while Simple percentages was used to test the hypothesis. This was done at 0.05 level of significance at 95%

Results

Research Question one

What is the level of use of digital literacy and remote learning on the teaching of economics in secondary schools in Gboko LGA of Benue State? Table 1 below shows teachers responses on the level of use of digital literacy and remote learning on the teaching of economics in secondary schools in Gboko LGA of Benue State

Table 1

Economics Teachers responses on the level of use of digital literacy and remote learning on the teaching of economics in secondary schools

S/No	Items	SA	A	D	SD	UD	Mean	Std	Decision
1	There is functional internet Facilities	35	46	38	10	67	2.56	1.92	Disagreed
2.	Teachers are knowledgeable in the use of Digital literacy and remote learning	55	69	30	31	11	3.61	1.28	Agreed
3.	There are enough materials like smart board (electronic or I-board), overhead projectors, computers and tablets to helps in teaching of economics	50	60	49	23	14	3.53	1.26	Agreed
4.	Teachers are exposed to computers to use in teaching of economics	50	56	47	18	25	3.37	1.47	Agreed
5.	Teachers compute terminal result using computer or any digital device (E-result)	62	61	42	19	12	3.70	3.53	Agreed
6.	Teachers have online classes with students using Nigeria Learning Passport, Lesson and submit assignment through any digital means	62	37	52	33	12	3.53	1.26	Agreed
Aggregate Mean							**3.38**	**1.79**	**Agreed**
Criterion Mean 3.00									

Result in Table 1 showed mean scores and standard deviation of items constructed to answer research question 2. From the results presented, it is observed that the mean ratings of the responses of the respondents were 2.56, 3.61, 3.53, 3.37, 3.70 and 3.53 respectively with the corresponding standard deviation of 1.92, 1.28, 1.26, 1.47, 3.53 and 1.29. The mean ratings of items 6, 7, 8, 9 and 10 were above the criterion mean of 3.00 except item 5 which is below the criterion mean of 3.00.

Research Question two

What are the challenges militating against the use of digital literacy and remote learning on the teaching of economics in secondary schools in Gboko LGA of Benue State? Table 2 shows student's results on the challenges militating against the use of digital literacy and remote learning on the teaching of economics in secondary schools

Table 2

Economics teachers' response on the challenges militating against the use of digital literacy and remote learning on the teaching of economics in secondary schools

S/No	Items	SA	A	D	SD	UD	Mean	Std	Decision
1.	Epileptic power supply	95	54	33	13	1	4.16	0.99	Agreed
2.	Slow network	70	41	69	8	8	3.79	1.14	Agreed
3.	Lack or inadequate ICT facilities in schools	79	45	41	14	17	3.76	1.37	Agreed
4.	Lack of funds to purchase more ICT tools	84	35	41	23	13	3.74	1.39	Agreed
5.	Lack of well-equipped ICT Laboratory	66	43	50	12	25	3.52	1.47	Agreed
6.	Vandalism of ICT Equipment by the students	63	47	48	22	16	3.60	1.28	Agreed
7.	Lack of maintenance culture	66	48	44	31	7	3.68	1.22	Agreed
8.	Lack of adequate managerial skills on the part of the school administrators & non-ICT Professional	72	37	43	22	22	3.56	1.23	Agreed
	Aggregate Mean						**3.73**	**1.26**	**Agreed**

Criterion Mean 3.00

Result in Table 2 showed mean scores and standard deviation of items constructed to answer research question 4. From the results presented, it is observed that the mean ratings of the responses of the respondents were 4.16, 3.79, 3.76, 3.74, 3.52, 3.60, 3.68 and 3.56 respectively with the corresponding standard deviation of 0.99, 1.14, 1.39, 1.47, 1.28, 1.22 and 1.23 All the mean ratings were above the criterion mean of 3.00 which implies that the

respondents sampled are aware of the challenges militating against the use of digital literacy and remote learning on the teaching of economics in secondary schools in Gboko LGA of Benue State

Research Hypothesis

There is no significant impact of digital literacy and remote learning on the teaching of economics in secondary schools in Gboko LGA of Benue State

Table 3

shows results of hypothesis of the impact of digital literacy and remote learning on the Teaching of Economics in Secondary Schools in Gboko LGA of Benue State

Table 3

T-test result of Independent Samples Test

	Mean Difference	Std. Error Difference	t	df	Sig. (2-tailed)
Equal variances assumed	.099	.139	.713	482.000	.476
Equal variances not assumed	.099	.134	.738	354.749	.461

Hartley test for equal variance: F = 1.236, Sig. = 0.0640

Result in Table 3 showed a significant difference between the mean score of the levels of digital literacy and remote learning on the teaching of economics in secondary schools in Gboko LGA of Benue State. The result yielded t (482) = 0.476, p > 0.05, since the p-value of 0.476 is more than 0.05 level of significance, the null hypothesis is rejected and the alternate hypothesis which state that there is significant impact of digital literacy and remote learning on the teaching of Economics in secondary schools in Gboko LGA of Benue State is accepted. This means that there is significant impact of digital literacy and remote learning on the teaching of economics in secondary schools in Gboko LGA of Benue State.

Discussion

The findings of research question one which sought to find out what is the level of use of digital literacy and remote learning on the teaching of economics in secondary schools in Gboko LGA of Benue State revealed that the cumulative mean of 3.19, 3.38 and 3.87 for students, teachers and principals respectively was greater than the criterion mean rating of 3.00. Since all the values of the cumulative mean are higher than the criterion mean, it means that the level of use of digital literacy and remote learning has an impact on the teaching of economics in secondary schools in the study area. This is in agreement with TRCN & Usman (2021) who stated that, digital literacy and remote learning through ICTs is taken to be a teaching tool which is employed in teaching and learning process. It is an interactive instructional technique whereby a computer and other digital devices are used to present the instructional materials and monitor the learning that takes place.

The findings of the research question four which sought to find out what are the challenges militating against the use of digital literacy and remote learning on the teaching of economics in secondary schools in Gboko LGA of Benue State revealed that the cumulative mean of 3.67, 3.73 and 3.02 for students, teachers and principals respectively was greater than the criterion mean rating of 3.00. Since all the values of the cumulative mean are higher than the criterion mean, it means that respondents agreed with the challenges militating

against the use of digital literacy and remote learning on the teaching of economics in secondary schools in the study area. This is in agreement with Ofodu and Shitu (2017), who revealed that, factors such as – high cost of computers, weak infrastructures resulting to both epileptic power supply and inadequate telecommunication facilities, lack of the requisite skills by teachers to fully utilize technology in curriculum implementation, lack of relevant soft wares for content creation and effective teacher-student communication that is culturally suitable to the Nigerian educational system and limited access to the internet were identified as some of the factors militating against the effective utilization of computers in Nigerian primary and secondary schools.

The findings of the research hypothesis which sought to find out if there is no significant levels of digital literacy and remote learning on the teaching of economics in secondary schools in Gboko LGA of Benue State. Data revealed that, $t(482) = 0.713$, $p < 0.05$, since the p-value of 0.476 is more than 0.05 level of significance, the null hypothesis is rejected. This is in line with Terna, Benjamin, & Ishaku, (2023) which stated that students have low competencies in handling of various digital devices, internet usages, accessing e-Governance services and knowledge about security of digital devices. Therefore, that there is significant impact of digital literacy and remote learning on the teaching of economics in secondary schools in Gboko Local Government Area, plateau State.

Conclusion

From the evidence of the research findings the levels of the used of Digital Literacy and Remote Learning on the Teaching of Economics in Secondary Schools in Gboko LGA is moderate (average because of the prevailing challenges discovered). This implies that students have average competencies in handling of various digital devices, internet usages, accessing e-Governance services and knowledge about security of digital devices. Digital technology and students' academic engagement behaviour in the secondary schools has a lot of benefits as well as it constraints to students when wrongly used. This implies that parents, teachers and guardians should monitor students adequately to control negative use of digital literacy tools like computers and smart phones. The conclusion is drawn that the government and other stake holders in the educational system as well as professional counsellors, teachers, parents, students, including members of the Nigerian Council of Educational Psychologist (NCEP) should endeavour to encourage acquisition of computer knowledge and skills as well as make available the tools of technology for use in the schools in Nigeria especially in this digital age.

Recommendations

Based on the findings of this study, the following were recommended:

1. Plateau State Government through the Ministry of Education, should help students in scaling up the process of cascading Digital literacy and Remote Learning Skills in Gboko LGA so that they can take maximum benefit from using computer and other technological devices in terms of provision of those materials.
2. Educational policy makers need to be alerted to the fact that secondary school students require training and proper guidance related to computer and internet safety. Digital literacy and Remote Learning facilities, Expertise, Lack of funds to purchase ICT tools, Support programs, Assessment tools and Frameworks are not available

3. Government and non-governmental organizations as well as school owners and parents should provide these items in order to accurately improve the used of Digital Literacy and Remote Learning in Secondary School Students.
4. There should be constant electric power supply by the school management, state and federal government in order for information to be easily accessed by teachers and students in the secondary schools in Nigeria.

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