

# SCHOOL-COMMUNITY INVOLVEMENT AND TEACHERS' DIGITAL LITERACY IN PUBLIC SECONDARY SCHOOLS IN CROSS RIVER STATE, NIGERIA

Okon, Okon Ene<sup>1</sup> & Itam, Cyril Ubi<sup>2</sup>

<sup>1&2</sup>*Department of Educational Management, University of Calabar, Calabar, Nigeria*  
[okonene74@gmail.com](mailto:okonene74@gmail.com) & [cyrilitam@gmail.com](mailto:cyrilitam@gmail.com)

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## ABSTRACT

The study investigated the extent to which school-community involvement predicts teachers' digital literacy in Public Secondary schools in Cross River State, Nigeria. Three research questions and hypotheses guided the study. An empirical literature review was conducted. An ex-post-facto research design was adopted for the study. The population comprised 4,982 secondary school teachers. A sample of 1,495 representing 30% of the entire population was drawn using simple random and stratified sampling techniques. A researcher's developed questionnaire titled "School-Community Involvement and Teachers' Digital Literacy Questionnaire (SCITDLQ)" was used for data collection. The instrument was subjected to face validation and its internal consistency ascertained using Cronbach Alpha. The reliability ranged from 0.80 to 0.89. Simple Linear Regression was used in testing the hypotheses all at a significant level of 0.05. Result of the analysis revealed that school-community involvement in terms of Decision-making participation, Parental involvement and Resource support significantly predict teachers' digital literacy in public secondary schools in Cross River State, Nigeria. Based on the findings, it was concluded that school-community involvement in terms of Decision-making participation, Parental involvement and Resource support are predictors of teachers' digital literacy in public secondary schools in Cross River State, Nigeria. It was therefore recommended among others that Public secondary schools in Cross River State should establish official digital communication channels that require teacher-parent interaction, thereby creating a practical necessity for teachers to maintain and improve their digital literacy.

**Keywords:** School-community involvement, digital literacy, decision making, participation, resource supports.

## Introduction

Globally, education in the 21<sup>st</sup> Century entails the acquisition of relevant skills, knowledge and competencies that enables an individual to be useful to himself and contribute effectively to the growth and development of his/her society. In Nigeria, the educational system is divided into primary, secondary and tertiary levels. This study focuses on secondary education which is considered as the link between primary and tertiary education. More so, it is the kind of education that develop the skills of students for gainful employment at subprofessional levels especially in the context of the century. However, for this to be achieved, teachers who are known to be the chief implementers of the curriculum must be equipped with digital literacy skills that are essential in preparing students for a highly competitive and technologically oriented work environment.

Teachers' digital literacy refers to the ability of a teacher to effectively, efficiently, and confidently use digital technology to facilitate the teaching and learning process for the wholistic development of the students. Teachers' digital literacy can also be defined as the ability to understand and utilize information in various formats from a wide range of sources when it is presented on a computers system. In an educational context, digital literacy involves the teachers' capacity to effectively integrate technological tools into instruction, manage digital learning environments and use digital resources for assessment and feedback (Martin & Castaneda 2022). It includes technical skills, information literacy, pedagogical integration, digital assessment skills, digital ethics and safety etc. However, this study will concentrate on the three important digital literacy skills expected of teachers, which are technical skills, pedagogical integration and digital assessment skills. Ideally, in terms of technical skills, teachers are expected to be able to operate computers, tablets, projectors and smartphones. They are also expected to be able to navigate various applications like word processors, spreadsheets, and presentation software. In contemporary times, they should possess the ability to navigate learning management systems like Google Classroom, Edmodo etc. In addition, in the absence of professionals, teachers should be able to troubleshoot minor technical problems.

In terms of pedagogical integration, teachers are expected to go beyond simply using technology as an alternative for traditional tools and instead, fuse it in such a way that it facilitates effective teaching and learning. This includes selecting digital tools that match with the curriculum and designing student-centred learning activities that promote collaboration, creativity and critical thinking. Regarding digital assessment, teachers are expected to use technology to design, administer, and analyse both formative and summative assessments. More so, they are to uphold academic integrity in online assessments, maintaining data privacy, and providing assessment formats that accommodate diverse learners, including those with special educational needs. However, personal observations by the researcher in terms of technical skills revealed that some teachers in public secondary schools in Cross River State, Nigeria are unable to manipulate simple computer applications like word processors for example, Microsoft word, spreadsheets like Microsoft excel, and presentation software like Microsoft PowerPoint. Additionally, it was observed that some teachers are unable to teach using modern online teaching tools like WhatsApp Google Classroom, Edmodo etc. This is supported by Windiarti, Fadilah, Dhermawati and Pratolo (2019) who observed that teachers are still facing numerous challenges when attempting to use e-learning in their lessons.

Furthermore, in terms of pedagogical integration, it was observed by the researcher that some teachers lack the skills to properly combine technology with their teaching methods. This means that even when computers and projectors are provided by the government, some teachers only use them to display notes instead of using them to facilitate effective teaching and learning through the use of visual and audio representations. This is because they do not fully understand how to connect technology with learning objectives. This is supported by Abduh (2021) who observed that some teachers are not capable of incorporating audio-visual aids made available to them due to lack of required skills.

It was also observed that some teachers lack digital assessment skills as they do not know how to utilize and organize online tests, digital quizzes. They often rely on traditional paper-based examinations and tests. This limits their ability to give regular performance feedback and monitor students' academic progress accurately. As a result, students do not often get academic reports on their strengths and weaknesses. This is supported by Todd (2020) who observed that some teachers are not capable of assessing students online using modern assessment tools that save time and ensure accuracy.

It appears to the researcher that the prominent problem militating against teachers' digital literacy in public secondary schools in Cross River State, Nigeria may be linked to school-community involvement. Thus, school-community involvement is a deliberate effort by different stakeholders in a community in contributing both human and material resources to the growth and development of the school(s) in their community. It also refers to a participatory process, through which people make conscious efforts to influence and share control over development initiatives and resources that affect schools within their locality (Shaeffer in Emmanuel, Enoni & Edward, 2025). School-Community involvement includes decision making participation, parental involvement, resource support, communication and collaboration, teacher and staff engagement etc. However, this study will focus on these three indices, namely; decision making participation, parental involvement and resource support.

Decision making participation as a school community indicator refers to how parents, community members, and local leaders are involved in making important decisions for the school. This involves being part of school management committees, helping set policies or giving inputs on school rules. Parental involvement as a school community indicator entails the active participation of parents in their children's education and school activities. This includes attending parent's-teachers' association meetings, provision of school resources, helping with homework and payment of school fees. Resource support as a school community indicator measures how community members contribute to the growth and development of the school in terms of scholarship, donation of books, building of classrooms and provision of stationeries.

In an attempt to address the issue of teachers' digital literacy in public secondary schools in Cross River State, the government has over the years organised series of capacity building programmes like training, conferences and seminars aimed at exposing teachers to modern teaching techniques and have established smart schools. However, despite these laudable initiatives, the problem still persists. It is against this background that this study seeks to examine the extent to which school-community involvement predicts teachers' digital literacy in public Secondary Schools in Cross River State, Nigeria

### **Research questions**

- i. To what extent does decision making participation significantly predict teachers' digital literacy in public secondary schools in Cross River State, Nigeria?
- ii. To what extent does Parental involvement predict teachers' digital literacy in public secondary schools in Cross River State, Nigeria?
- iii. To what extent does resource support predict teachers' digital literacy in public secondary schools in Cross River State, Nigeria?

### **Research hypotheses**

- i. Decision making participation does not significantly predict teachers' digital literacy in public secondary schools in Cross River State, Nigeria
- ii. Parental involvement does not significantly predict teachers' digital literacy in public secondary schools in Cross River State, Nigeria
- iii. Resource support does not significantly predict teachers' digital literacy in public secondary schools in Cross River State, Nigeria

## Theoretical Framework

### Theory of Overlapping Spheres of Influence by Joyce Epstein (1995)

The Theory of Overlapping Spheres of Influence was propounded by Joyce Epstein in 1995. The theory posits that education is shaped by three major and interconnected contexts: the school, the family, and the community. These spheres are not separate; rather, they overlap to varying degrees depending on the level of collaboration among stakeholders. Epstein maintains that the closer the overlap, the stronger the partnership, leading to shared responsibility and improved educational outcomes. The theory further explains that this interaction is influenced by internal factors such as school policies and teacher attitudes, as well as external factors like family background and community resources.

The theory also proposes that effective collaboration is achieved through key forms of involvement, including parental participation, communication, decision-making, and community support. As these elements increase, they strengthen the link between the school and its environment, thereby enhancing teaching and learning processes. In the context of this study, the theory provides a solid foundation for understanding how school-community involvement in terms of decision-making participation, parental involvement, and resource support significantly improve teachers' digital literacy by creating a supportive and resource-rich educational environment. The theory also justifies that increased intersection among schools, families, and communities create an enabling environment that not only supports teaching, but also significantly strengthens teachers' digital literacy in the discharge of their functions.

### Empirical Review

In a study by Cirus and Simonova (2021) titled "Development of Digital Literacy in Primary School Learners," the researchers explored how teacher types categorized by their adoption of innovations impacted the digital literacy of their pupils. The purpose of the study was to determine if the way teachers adopt innovations (based on Rogers' theory) influences the formation of digital literacy in primary school learners. The study utilized one main research question and tested one null hypothesis stating that the level of digital literacy in learners does not depend on the teacher's adopter type. The research design was a causal-comparative study using an intentionally selected sample. The population consisted of primary school teachers in Northern Bohemia, Czech Republic, from which a sample of 167 teachers and 173 pupils was drawn using a purposive sampling technique. Reliability was established through the use of the standardized Kankaanrinta questionnaire and validated didactic pretests and post-tests. The instruments used included the Kankaanrinta ICT Adoption Questionnaire and a custom-designed digital literacy didactic test environment based on Xubuntu 1.10. Statistical tools used included the Shapiro–Wilk normality test, ANOVA, and the LSD post hoc test. The results indicated that pupils taught by "Innovators" and "Early Adopters" achieved significantly higher post-test scores compared to those taught by "Laggards." The study concluded that teachers who are active participants in adopting innovations significantly enhance the digital competencies of their students.

In a study by Audrin and Audrin (2022) titled "Key Factors Defining the Literature of Digital Literacy in Education," the researchers investigated the multidimensional nature of digital skills. The purpose of the study was to map how digital literacy is conceptualized in educational contexts and to identify the main research streams. The study utilized two primary research questions and no formal hypotheses, as it was a systematic review and text-mining analysis. The research design was a systematic literature review using text-mining algorithms. The population consisted of all peer-reviewed articles on digital literacy published between 2000 and 2020, with a final sample of 1,037 research articles. Reliability was ensured through the use of WordStat 8 software and Lovins' stemming algorithm. The instrument was a customized text-mining dictionary. Statistical tools included factor analysis with Varimax Rotation and Phi coefficient measurements. The results identified "Social Media" and "Information Literacy" as key factors, indicating that digital literacy is increasingly defined by the ability to communicate with external

stakeholders, including parents. The study concluded that digital literacy is not just a classroom skill but a social competence required to navigate the digital ecosystem of the 21st century.

In a related study by Oyler (2011) titled "Teacher Preparation for Inclusive and Critical (Special) Education," the author examined the role of teacher-parent collaboration in technology-rich inclusive classrooms. The purpose of the study was to identify how teachers use digital tools to facilitate inclusion and communicate with families of children with special needs. The study addressed three research questions regarding teacher agency and collaborative practices. The research design was a qualitative case study. The population included teacher candidates and practicing teachers in urban settings, with a sample of 12 educators selected through purposeful sampling. Reliability was established through prolonged field observation and member checking. The instrument used was a qualitative interview protocol and classroom observation rubrics. No quantitative statistical tools were used; instead, thematic analysis was applied. The results indicated that teachers with higher digital literacy were more successful at involving parents through digital portfolios and assistive technology updates. The study concluded that parental involvement acts as a catalyst for teachers to improve their digital competencies to meet the demands of inclusive education.

In a study by Tomte et al. (2015) titled "Educating Teachers for the New Millennium?," the researchers investigated the impact of institutional resource support on the digital competence of pre-service teachers. The purpose of the study was to examine how ICT infrastructure and support staff influence the development of digital literacy during teacher training. The study utilized two research questions and two hypotheses regarding the correlation between resource availability and skill acquisition. The research design was a longitudinal survey. The population consisted of teacher education programs in Norway, with a sample of 450 students and 40 instructors selected via stratified random sampling. Reliability was confirmed using Cronbach's alpha ( $\alpha > 0.80$ ). The instrument was the "Digital Competence in Teacher Education" survey. Statistical tools included descriptive statistics and multiple regression analysis. The results showed that the presence of dedicated ICT support and accessible hardware was the strongest predictor of high digital literacy scores. The study concluded that pedagogical digital literacy cannot be developed in a vacuum and requires robust institutional resource support.

In a study by Blau and Shamir-Inbal (2017) titled "Digital Competences and Long-term ICT Integration in School Culture," the authors explored the role of school leadership in providing resources. The purpose of the study was to analyze how the provision of technological resources and professional development impacts teachers' long-term digital literacy. The study used four research questions and tested hypotheses related to school culture and technology adoption. The research design was a mixed-methods study. The population included elementary school leaders and teachers in Israel, with a sample of 60 schools selected through cluster sampling. Reliability was established through inter-rater reliability for qualitative data and internal consistency for quantitative scales. The instruments included a school culture questionnaire and semi-structured interviews. Statistical tools used included Pearson correlation and ANOVA. The results revealed that schools with high "Resource Support" scores had teachers who moved significantly faster through the stages of digital literacy. The study concluded that resource support is the "technological base" upon which all other digital competencies are built

### **Methodology**

The study adopted the ex-post-facto research design, reason being that school community involvement was already in existence as at the point of data collection. The study was carried out in Cross River State, Nigeria. The population of the study comprised all 4,982 secondary school teachers in all the two hundred and seventy-three (273) public secondary schools in Cross River State. Stratified and simple random sampling technique were adopted in selected a sample size of 1,495 teachers representing 30% of the entire population. This study made use of a Structured Researcher's Questionnaires titled "School-Community Involvement and Teachers' Digital

Literacy Questionnaire (SCITDLQ)". The questionnaire was a 20-item structured questionnaire consisting of two sections (A and B). Section A contained demographic information while section B elicited information on the study variables. Responses were based on a modified 4-point Likert scale, including options like Strongly Agree (SA) (4), Agree (A) (3), Disagree (D) (2), and Strongly Disagree (SD) (1).

In determining the validity of the instruments "School-Community Involvement and Teachers' Digital Literacy Questionnaire (SCITDLQ)", copies of the instruments were given to three experts, one from Measurement and Evaluation and two from Educational Management in the Faculty of Education, University of Calabar. These experts meticulously scrutinized the questionnaires, making necessary adjustments such as replacing certain items with new ones and modifying existing ones to ensure accurate measurement of the variables. In assessing the instruments' reliability, a pilot test was conducted in some secondary schools. The data gathered underwent analysis using the Cronbach Alpha method. The reliability coefficient ranged from 0.80 to 0.89. These values were considered high enough to justify the use of the instruments for the study.

The researcher acquired a letter of introduction from the Department of Educational Management, University of Calabar to the relevant schools before proceeding with the research instruments. Thereafter, the researcher sought permission from the Principals of the schools. Furthermore, the researcher engaged the services of Research Assistants to distribute and retrieve the questionnaires. Hypothesis-by-hypothesis method of data analysis was adopted. All the hypotheses were stated in null form. Independent and dependent variables as well as the statistical tool were identified. All hypotheses were tested using Simple Linear Regression. In each hypothesis, the researcher explained the procedures employed for data analysis, followed by the results' presentation and interpretation. Additionally, all hypotheses were tested at 0.05 alpha level. More so, in this study, the rule of thumb (decision rule) states that a null hypothesis is to be rejected if the p-value associated with the computed test statistics is less than 0.05; otherwise, it is retained.

## Results

### Hypothesis one

Decision making participation does not significantly predicts teachers' digital literacy in public secondary schools in Cross River State, Nigeria.

**Table 1**

**Simple linear regression results of the prediction of Decision-making participation on teachers' digital literacy (N=1495)**

Model	R	R <sup>2</sup>	Adj. R <sup>2</sup>	Std. Error Estimate
1	.773 <sup>a</sup>	.598	.597	1.11841

ANOVA					
Model	Sum of squares	Df	Mean Square	F-value	p-value
Regression	2773.364	1	2773.364	2217.192	.000b
Residual	1867.512	1493	1.251		
Total	4640.876	1494			

### \*Significant, p< 0.05

Data in Table 1 reveals the prediction of Decision-making participation on teachers' digital literacy. An R-value of 0.773 indicates high positive correlation between Decision making participation and teachers' digital literacy. In addition, it indicates that as the quality or frequency of Decision-making participation increases, so does teachers' digital literacy to a great extent. Based on the output of the analysis, R<sup>2</sup> is 0.598. Therefore, R<sup>2</sup> x 100 = 0.598 x 100% = 59.8%. This implies that

59.9% of the variance in teachers' digital literacy is explained by Decision-making participation alone. More so, this indicates that while there is some explanatory power, a significant portion (40.1%) remains unexplained by this model, indicating that other factors also play important roles in predicting teachers' digital literacy.

Additionally, the p-value assesses the significance of results obtained from statistical tests; it indicates whether to reject or retain the null hypothesis. This value is compared against the alpha level ( $\alpha$ ), which is set at 0.05 for this analysis. Therefore, since the p-value of 0.000 is less than the alpha level ( $\alpha$ ) of significance of 0.05, this implies that there is a significant prediction of Decision-making participation on teachers' digital literacy. This leads to the rejection of the null hypothesis, which states that there is no significant prediction of Decision-making participation on teachers' digital literacy. Therefore, it was alternately accepted that there is a significant prediction of Decision-making participation on teachers' digital literacy.

### Hypothesis Two

Parental involvement does not significantly predicts teachers' digital literacy in public secondary schools in Cross River State, Nigeria.

**Table 2**

**Simple linear regression results of the prediction of Parental involvement on teachers' digital literacy**

Model	R	R <sup>2</sup>	Adj. R <sup>2</sup>	Std Estimate	F
1	.864a	.746	.746	.88772	

  

ANOVA					
Model	Sum of squares	Df	Mean Square	F-value	p-value
Regression	3464.330	1	3464.330	4396.126	.000b
Residual	1176.546	1493	.788		
Total	4640.876	1494			

### \*Significant, $p < 0.05$

Data in Table 2 reveals the prediction of Parental involvement on teachers' digital literacy. An R-value of 0.864 indicates high positive correlation between Parental involvement and teachers' digital literacy. In addition, it indicates that as the quality or frequency of Parental involvement increases, so does teachers' digital literacy to a great extent. Based on the output of the analysis, R<sup>2</sup> is 0.746. Therefore,  $R^2 \times 100 = 0.746 \times 100\% = 74.6\%$ . This implies that 74.6% of the variance in teachers' digital literacy is explained by Parental involvement alone. More so, this indicates that while there is some explanatory power, a significant portion (25.4%) remains unexplained by this model, indicating that other factors also play important roles in predicting teachers' digital literacy.

Additionally, the p-value assesses the significance of results obtained from statistical tests; it indicates whether to reject or retain the null hypothesis. This value is compared against the alpha level ( $\alpha$ ), which is set at 0.05 for this analysis. Therefore, since the p-value of 0.000 is less than the alpha level ( $\alpha$ ) of significance of 0.05, this implies that there is a significant prediction of Parental involvement on teachers' digital literacy. This leads to the rejection of the null hypothesis, which states that there is no significant prediction of Parental involvement on teachers' digital literacy. Therefore, it was alternately accepted that there is a significant prediction of Parental involvement on teachers' digital literacy.

### Hypothesis Three

Resource support does not significantly predicts teachers' digital literacy in public secondary schools in Cross River State, Nigeria.

**Table 3**

**Simple linear regression results of the prediction of resource support on teachers' digital literacy (N=1495)**

Model	R	R <sup>2</sup>	Adj. R <sup>2</sup>	Std Estimate	F
1	.851 <sup>a</sup>	.724	.724	.92635	

  

ANOVA					
Model	Sum of squares	Df	Mean Square	F-value	p-value
Regression	3359.695	1	3359.695	3915.158	.000b
Residual	1281.181	1493	.858		
Total	4640.876	1494			

Data in Table 3 reveals the prediction of resource support on teachers' digital literacy. An R-value of 0.851 indicates high positive correlation between resource support and teachers' digital literacy. In addition, it indicates that as the quality or frequency of resource support increases, so does teachers' digital literacy to a great extent. Based on the output of the analysis, R<sup>2</sup> is 0.724. Therefore, R<sup>2</sup> x 100 = 0.724 x 100% = 72.4%. This implies that 72.4% of the variance in teachers' digital literacy is explained by resource support alone. More so, this indicates that while there is some explanatory power, a significant portion (27.6%) remains unexplained by this model, indicating that other factors also play important roles in predicting teachers' digital literacy.

Additionally, the p-value assesses the significance of results obtained from statistical tests; it indicates whether to reject or retain the null hypothesis. This value is compared against the alpha level ( $\alpha$ ), which is set at 0.05 for this analysis. Therefore, since the p-value of 0.000 is less than the alpha level ( $\alpha$ ) of significance of 0.05, this implies that there is a significant prediction of resource support on teachers' digital literacy. This leads to the rejection of the null hypothesis, which states that there is no significant prediction of resource support on teachers' digital literacy. Therefore, it was alternately accepted that there is a significant prediction of resource support on teachers' digital literacy.

### Findings of the Study

The findings of this study show that:

- i. Decision making participation significantly predicts teachers' digital literacy in public secondary schools in Cross River State, Nigeria
- ii. Parental involvement significantly predicts teachers' digital literacy in public secondary schools in Cross River State, Nigeria
- iii. Resource support significantly predicts teachers' digital literacy in public secondary schools in Cross River State, Nigeria

### Discussion of Findings

The study based on the first hypothesis determined the extent to which Decision-making participation predicts teachers' digital literacy in public secondary schools in Cross River State, Nigeria. The null hypothesis states that Decision making participation does not significantly predict teachers' digital literacy in public secondary schools in Cross River State, Nigeria. However, the finding from the data analysis indicates a contrary result indicating that Decision making participation significantly predict teachers' digital literacy in public secondary schools in Cross River State, Nigeria. The outcome is justifiable considering the fact that when Educational

Administrators involve teachers in the decision-making process, particularly regarding curriculum planning, resource allocation, and teaching methods, it enhances a sense of ownership and professional motivation. Thus, this inclusion reduces resistance to technological change, as teachers who help decide which tools are necessary for their classrooms are more intrinsically motivated to be proficient in the utilisation of those tools. Furthermore, participation in administrative decisions often exposes teachers to the systemic requirements of 21st-century teaching-learning process, thus bridging the gap between their current skills and the digital competencies required for modern teaching. This is supported by Cirus and Simonova (2021) who discovered that teachers who are active participants in adopting innovations significantly enhance the digital competencies of their students.

The study based on the second hypothesis determined the extent to which Parental involvement predicts teachers' digital literacy in public secondary schools in Cross River State, Nigeria. The null hypothesis states that Parental involvement does not significantly predict teachers' digital literacy in public secondary schools in Cross River State, Nigeria. However, the finding from the data analysis indicates a contrary result indicating that Parental involvement significantly predicts teachers' digital literacy in public secondary schools in Cross River State, Nigeria. The outcome is justifiable considering the fact that active parental engagement is often expressed through Parent-Teacher Associations (PTA) that fund computer laboratories and digital infrastructure, thereby facilitating the provision of hardware and software that ensure that teachers acquire the skills to utilize these resources effectively. Furthermore, when parents utilize digital platforms for home-school communication and homework, teachers are intrinsically motivated to be proficient in the utilization of these tools to maintain professional engagement and provide adequate feedback or progress reports. This is supported by Oyler (2011) who discovered that parental involvement acts as a catalyst for teachers to improve their digital competencies to meet the demands of inclusive education.

The study based on the third hypothesis determined the extent to which Resource support predicts teachers' digital literacy in public secondary schools in Cross River State, Nigeria. The null hypothesis states that resource support does not significantly predicts teachers' digital literacy in public secondary schools in Cross River State, Nigeria. However, the finding from the data analysis indicates a contrary result indicating that Resource support significantly predicts teachers' digital literacy in public secondary schools in Cross River State, Nigeria. The outcome is justifiable considering the fact that resource support, include both the physical infrastructure such as hardware, software, and reliable internet connectivity and institutional support such as technical assistance and professional development that serves as the primary catalyst for the acquisition of digital competencies. Therefore, the availability of these resources is not merely a convenience but a structural requirement for teachers to transition from traditional instructional methods to ICT-integrated practices. However, the absence of such resource support creates a situation where even motivated teachers are unable to practice or refine the skills necessary to navigate the 21st-century teaching-learning process. Therefore, resource support acts as a significant predictor of digital literacy because it provides the essential platform in which theoretical knowledge is transformed into practical, repeatable classroom skills. This is supported by Blau and Shamir-Inbal (2017) who discovered that schools with high Resource Support scores had teachers who moved significantly faster through the stages of digital literacy

### **Conclusion**

On the basis of the study, the result revealed that school-community involvement in terms of Decision-making participation, Parental involvement and Resource support significantly predicts teachers' digital literacy in public secondary schools in Cross River State, Nigeria. Digital literacy is not developed in isolation within the school system, but rather through a collaborative ecosystem where multiple stakeholders contribute to capacity building. When teachers are included in decisions regarding the adoption and integration of digital tools, they are more likely

to develop a sense of ownership and commitment toward using such technologies. Similarly, community input can introduce innovative ideas and local relevance into digital education strategies, thereby encouraging teachers to improve their digital skills to meet shared goals.

Parental involvement plays a reinforcing role in promoting teachers' digital literacy. Parents who are actively engaged in their children's education often demand improved teaching methods, including the integration of digital technologies. While parental involvement is germane, resource support from the community becomes a strategy that determines the extent to which teachers can develop and apply digital literacy skills. Such support may come in the form of funding, provision of ICT infrastructure (such as computers, internet access, and software), training opportunities, and partnerships with organizations or NGOs. However, improving teachers' digital skills require a holistic approach that goes beyond individual effort or institutional policy alone. Instead, it calls for strong partnerships between schools and their communities, where shared responsibility, active participation, and mutual support create an enabling environment for digital transformation in education. Consequently, policymakers and educational administrators should prioritize strategies that strengthen school-community relationships as a means of enhancing teachers' digital literacy and, ultimately, improving educational outcomes.

### **Recommendations**

- i. School principals should implement formal structures for teacher participation in ICT-related decision-making so as to promote a sense of ownership and motivation toward digital adoption.
- ii. Public secondary schools in Cross River State should establish official digital communication channels that require teacher-parent interaction, thereby creating a practical necessity for teachers to maintain and improve their digital literacy.
- iii. The Cross River State Ministry of Education and school boards should ensure the consistent provision of functional ICT resources and technical support aimed at providing the essential environment for digital skill application.
- iv. Parent-Teacher Associations (PTAs) and community stakeholders in Cross River State should deliberate establish dedicated funds and programmes to directly support teachers' digital literacy training, thereby institutionalising the community-teacher partnership that this study has demonstrated to be a significant predictor of digital competence.

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