# THE IMPACT OF DIGITAL LITERACY ON POVERTY ALLEVIATION: A PSYCHOSOCIAL PERSPECTIVE

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**Abstract**

Digital literacy is an essential tool for empowering individuals living in poverty and improving their psychosocial well-being. This study focused on digital literacy's impact on poverty alleviation: A psychosocial perspective. A descriptive survey design was used to carry out the study. Simple random sampling was used to select 200 participants from 17 sampled impoverished communities in Nigeria. The research instrument contained fourteen (14) items that elicit information on the menace of digital illiteracy on poverty alleviation from a psychosocial perspective and how digital literacy levels impact the psychosocial well-being of individuals living in impoverished communities in Nigeria. Frequency, Percentage, and Mean were used to analyse the data from the study. The study revealed that lacking digital skills can create a sense of inadequacy and anxiety, as individuals may struggle to perform essential tasks. Self-efficacy, social support, employability, access to information, social capital, education and learning opportunities, psychological stress reduction, identity and stress reduction, identity and self-expression, and coping mechanisms are psychosocial factors that mediate the relationship between digital literacy and well-being among those living in poverty. It was recommended that psychosocial support should be integrated into digital literacy programs.

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## Introduction

Digital literacy encompasses the necessary competencies for effective participation in a knowledge society, which encompasses not only knowledge and skills but also behaviours related to the use of digital devices such as smartphones, tablets, laptops, and desktop PCs. These competencies are essential for communication, expression, collaboration, and advocacy (Martin, 2008). While digital literacy initially focused on digital skills and stand-alone computers, the focus has shifted from stand-alone to network devices, including the Internet and social media. Digital literacy is distinct from computer literacy and digital skills. Computer literacy preceded digital literacy. Computer literacy refers to knowledge and skills using traditional computers, such as desktop PCs and laptops. Computer literacy focuses on practical skills in using software application packages. Digital skills are a more contemporary term and are limited to practical abilities using digital devices, such as laptops and smartphones (Gomathy, 2019).

A digitally literate individual possess various digital skills, knowledge of the basic principles of computing devices, and skills in using computer networks. Individuals are able to participate in online communities and social networks while following established behavioural norms. They possess the ability to locate, gather, and assess information (Jones & Flannigan, 2021). Digital literacy requires the individual to understand the societal issues raised by digital technologies and possess critical thinking skills. These skills can be possessed through digital experiences that push individuals to think in various ways through various media platforms. The evolution of digital media has quickly integrated into literacy (Gomathy, 2019).

Digital literacy, integral to contemporary life skills, involves a complex framework of knowledge, skills, capabilities, and motivational elements tailored to the requirements of distinct domains. The profound technological advancements have markedly transformed our everyday experiences, facilitating the pursuit of digital citizenship (Hamilton & Facer, 2020). Poverty alleviation can be pursued through life skills education such as digital literacy. The development of life skills prioritises relevant abilities to be mastered, learning materials according to the level of development, learning activities and activities to achieve competence, facilities, adequate learning tools and resources, and abilities that can be applied (Parianom et al., 2022). Life skills education aims to equip students to overcome various life and life problems. Digital literacy can achieve significant economic, social and environmental benefits (Oyebanjo et al., 2020) . Investments in digital literacy are often argued with its benefits in prompt delivery time, improved quality, employee motivation and indirect cost savings. Digital literacy reduces the communication gap between rural communities and the cities. The benefits of Digital literacy extend to economic aspects, including better production and earnings (Oyebanjo et al., 2020). Digital literacy is required for employment; with the more unskilled population on the continent, digital literacy skill acquisition should be a deliberate plan from the elementary school level.

Digital literacy plays a pivotal role in poverty alleviation for various reasons, including Access to Information, Online Learning and Skill Development, Remote Work and Gig

Economy, Access to Financial Services, Entrepreneurship, and Market Access (Smith et al., 2023). Digital literacy empowers individuals to access vast information and resources available online. This access can provide valuable knowledge on healthcare, education, job opportunities, and financial management. For individuals living in poverty, gaining access to this information can be transformative (Smith & Johnson, 2020). It enables individuals to engage in online learning platforms and acquire new skills. This can lead to better employment prospects and income-generating opportunities, ultimately lifting people from poverty. Individuals can participate in remote work or the gig economy with digital skills. This flexibility can be especially beneficial for those facing geographical or physical limitations, allowing them to earn income from the comfort of their homes (Parianom et al., 2022). Digital literacy can facilitate access to online banking and financial services. This is critical for financial inclusion, as it enables people to save, invest, and access credit, all essential for economic stability and growth. It empowers individuals to start and market their businesses online which provides access to a broader customer base, potentially increasing income and reducing reliance on traditional, often unstable, sources of income. The Internet can provide social support networks and connections to communities facing similar challenges. This can help combat the social isolation often accompanying poverty (OpenAI, 2023).

Many governments are moving their services online. Digital literacy is crucial for enabling individuals to access government programs, benefits, and services that are aimed at assisting those in need (Johnson et al., 2022). Digital literacy enables individuals and communities to collect and analyse data related to their circumstances. This data can be used to advocate for policies and interventions that address specific poverty-related issues. Learning digital skills can boost an individual's self-esteem and confidence. This psychological empowerment can be a catalyst for taking proactive steps to improve one's economic situation. Digital literacy connects individuals to a global information, resources, and opportunities network. This broader perspective can inspire innovation and creative solutions to poverty-related challenges (OpenAI, 2023).

Digital literacy is a powerful tool for poverty alleviation because it equips individuals with the skills and resources necessary to improve their economic and psychosocial well-being. It opens doors to education, employment, financial services, and global connectivity, all of which can contribute to breaking the cycle of poverty. The primary focus of this research is to understand how digital literacy, or the lack thereof, affects the psychological and social aspects of impoverished individuals. Therefore, this study aims to assess how access to and proficiency in digital technologies can alleviate poverty-related psychosocial challenges in the Nigerian context.

Specifically, this study will:

Examine the menace of digital illiteracy on poverty alleviation from a psychosocial perspective?

Investigate the impact of digital literacy on poverty alleviation in Nigeria from a psychosocial perspective.

The following research Questions are designed to guide the study:

What are the menace of digital illiteracy on poverty alleviation from a psychosocial perspective?

What is the impact of digital literacy on poverty alleviation from a psychosocial perspective?

## Literature Review

Theoretical Underpinning of Digital Literacy and Its Effects on Poverty Reduction

This study focused on the following theoretical perspectives and frameworks that combine elements of psychology, education, and socio-economic development of digital literacy in the context of poverty reduction

## Social Cognitive Theory

The Trans theoretical Model (TTM) of behaviour change

### 1. Social Cognitive Theory

The Social Cognitive Theory (SCT) of behaviour change, developed by Albert Bandura, emphasises the role of social interaction, observational learning, and self-efficacy in learning. In the context of digital literacy, individuals can develop the skills and confidence to use digital technologies through observing others and gaining experience. Self-efficacy beliefs are crucial for individuals to take the initiative to acquire digital skills, which can ultimately empower them to access economic opportunities online (Bandura, 1986).

This theory is highly relevant to understanding how individuals acquire digital literacy skills for poverty reduction. Social Cognitive Theory emphasises the role of social interaction, observational learning, self-efficacy, and self-regulation. Here is how Social Cognitive Theory can be applied to the context of digital literacy for poverty reduction:

Social Learning through Observation: Individuals learn by observing others. In digital literacy, individuals can acquire skills by watching and learning from others proficiently using digital technologies. This could involve observing peers, family members, or trainers demonstrating digital literacy skills.

Self-Efficacy and Digital Literacy: Social Cognitive Theory places significant importance on self-efficacy, which refers to an individual's belief in their ability to perform a specific task. Regarding digital literacy, individuals with high self-efficacy are more likely to engage in efforts to acquire and use digital skills. To enhance self-efficacy, digital literacy programs should focus on building learners' confidence in learning and using digital tools. This can be achieved through progressive skill-building exercises and positive feedback.

Social Influence and Modeling: Social Cognitive Theory suggests that individuals are more likely to adopt behaviours when they see others successfully engaging in those behaviours. Role models successfully using digital literacy to improve their economic situation can inspire and motivate learners. Highlight real-life success stories of individuals who have used digital skills to find employment, start businesses, or access educational opportunities. Encourage learners to identify and connect with such role models.

Self-Regulation and Goal Setting: Social Cognitive Theory emphasises the role of self-regulation in behaviour change. Individuals must set goals, monitor their progress, and adjust their efforts accordingly. Digital literacy programs can help participants set achievable goals for acquiring and using digital skills. Encourage learners to track their progress and celebrate their achievements along the way.

Social Support: Social Cognitive Theory acknowledges the importance of social support in facilitating behaviour change. In digital literacy, individuals may benefit from support systems that include peers, mentors, and community resources—creating a supportive learning environment where individuals can collaborate, share knowledge, and seek help from peers or mentors. Peer learning and support can enhance the effectiveness of digital literacy programs.

Reciprocal Determinism: Social Cognitive Theory proposes that behaviour is influenced by the interaction between personal factors (e.g., self-efficacy), environmental factors (e.g., access to technology), and behaviour. These factors are interconnected and can influence each other. They are recognising the interplay between personal, environmental, and behavioural factors. Digital literacy programs should address skills acquisition and the environmental factors that facilitate or hinder skill development.

By applying the principles of the Social Cognitive Theory, digital literacy programs can be designed to empower individuals, enabling them to acquire the necessary skills to access economic opportunities, reduce poverty, and enhance their overall well-being (Bandura, 2001).

## 2. The Trans theoretical Model (TTM) of Behavior Change

The Trans theoretical Model (TTM) of behaviour change, also known as the Stages of Change model, can be applied effectively to the context of digital literacy for poverty reduction. This model, developed by Prochaska and DiClemente, describes how individuals progress through various stages when making behaviour changes (Prochaska et al., 2005). Here is how the Transtheoretical Model can be applied to digital literacy for poverty reduction:

Precontemplation Stage: Individuals in this stage are unaware of the need to acquire digital literacy skills for poverty reduction. They may need to see the relevance or benefits of digital literacy. They are raising awareness through campaigns, workshops, and educational materials about the importance of digital literacy in accessing economic opportunities and reducing poverty. Highlight success stories to inspire individuals.

Contemplation Stage: Individuals are aware of the need for digital literacy but are still deciding whether to take action. They may weigh the pros and cons of acquiring digital skills and provide information about available digital literacy programs, resources, and potential benefits. Address concerns and barriers to digital skill acquisition. Please encourage them to explore digital opportunities.

Preparation Stage: Individuals in this stage actively prepare to acquire digital literacy skills. They may seek training programs and resources and offer structured digital literacy courses, workshops, and mentorship programs. Provide guidance on selecting appropriate training options and setting achievable goals.

Action Stage: Individuals actively learn and practise digital skills in this stage. They are making tangible efforts to improve their digital literacy. Offering hands-on training, technical support, and access to digital tools. Encourage regular practice and skill-building. Providing positive reinforcement for progress would enhance digital literacy.

Maintenance Stage: Individuals have acquired digital literacy skills and are using them consistently. They are integrating these skills into their daily lives to access economic opportunities. Continuity in offering support and resources for skill maintenance, encouraging individuals to share their knowledge and mentor others who are in earlier stages of change would enhance digital literacy.

Termination Stage (optional): Some individuals may reach a point where they no longer need active support to maintain digital literacy skills for those who have reached this stage, celebrating their achievement and encouraging them to continue supporting others in their digital literacy journey.

It is essential to recognise that individuals may move back and forth between these stages, and progress is sometimes linear. Therefore, interventions should be flexible and responsive to individuals' changing needs and motivations. These theoretical perspectives can offer a robust framework for the development and execution of digital literacy initiatives aimed at poverty reduction and enhancing the socio-economic prospects of both individuals and communities, particularly within the Nigerian context (Adebowale, O., & Shonola, S. A., 2021).

The Psychosocial Aspects of Poverty and How Digital Literacy Can Address Them.

Understanding and addressing the psychosocial aspects of poverty is crucial for effective poverty reduction efforts. Here is how digital literacy can help address the psychosocial challenges associated with poverty (OpenAI, 2023).:

Low Self-Esteem and Self-Efficacy: Poverty can erode individuals' self-esteem and self-efficacy, leading to feelings of hopelessness and powerlessness. Acquiring digital literacy skills can boost self-esteem and self-efficacy. As individuals gain competence in using technology and accessing online resources, they can experience a sense of accomplishment and increased confidence.

Social Isolation and Loneliness: Poverty often leads to social isolation and loneliness due to limited access to social activities and opportunities. Digital literacy can connect individuals to online social networks, support groups, and communities of interest. It can provide opportunities for social interaction, reducing feelings of isolation.

Lack of Access to Information and Opportunities: Poverty can result in limited access to information about education, job opportunities, and social services. Digital literacy enables individuals to access information online. They can search for job openings, educational resources, and government programs that can improve their economic situation. Having this access can reduce feelings of helplessness and uncertainty.

Stigmatisation and Discrimination: Poverty can lead to social stigmatisation and discrimination, negatively impacting individuals' mental health and self-worth. Online platforms can provide anonymity, allowing individuals to engage in economic activities or seek support without fear of immediate stigmatisation. Moreover, digital literacy can help individuals advocate for themselves and challenge stereotypes through digital storytelling and social media campaigns.

Anxiety and Stress: Poverty-related stress and anxiety are common, as individuals often face financial insecurity and uncertainty. Learning to manage and navigate digital tools can provide coping mechanisms for stress and anxiety. Access to mental health resources online, such as therapy apps or online support groups, can also help individuals address their psychological well-being.

Empowerment and Agency: Poverty can strip individuals of their sense of agency and empowerment. Digital literacy empowers individuals by giving them the tools to access online education, employment opportunities, and entrepreneurial ventures. It can restore a sense of control over their lives and prospects.

Access to Supportive Resources: Poor individuals, including mental health services, may lack supportive resources. Digital literacy can connect individuals to online resources, including telehealth services, mental health apps, and crisis hotlines. It can bridge the gap in access to psychological support. (Smith & Duggan, 2020).

## Methodology

The study employed a descriptive survey methodology to explore the experiences of individuals residing in economically disadvantaged communities within Nigeria. The objective was to understand the impact of digital literacy on these individuals from a psychosocial perspective. To select participants, the study utilized a simple random sampling technique, aiming for a broad representation across various demographics. From seventeen specifically chosen communities identified for their economic challenges, 200 individuals were randomly selected to partake in the survey. These communities spanned across six Nigerian states: Edo, Lagos, Ondo, Rivers, Imo, and Ekiti. The names of the communities are Owo, Akure, Ondo, Atali, Ilaje, Urban, Ketu, Amuwo Odofin, Meiran, Mushin, Oke Ira Ogba, Ojo, Ikotun, Ikorodu, Ajolagun, Isashi, and Agege. The final participant group comprised 122

males and 78 females, with their ages ranging from 20 to 59 years. This selection process was designed to ensure a diverse and representative sample of the population in question, allowing for a comprehensive analysis of the impact of digital literacy on their lives.

The survey instrument was divided into two main sections: Section A and Section B. Section A was dedicated to collecting demographic information, such as age, gender, community, and state, from the participants. This initial section aimed to contextualize the responses received in Section B, which delved into the core research questions regarding digital literacy and its psychosocial impacts. Section B of the survey comprised 14 questions aimed at gathering insights on the negative effects of digital illiteracy on efforts to alleviate poverty from a psychosocial viewpoint, and the influence of digital literacy levels on the psychosocial well-being of individuals in underprivileged Nigerian communities. The study employed a 5-point Likert scale questionnaire, allowing respondents to indicate their level of agreement with each statement by marking one of the following options: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), or Strongly Disagree (SD). The analysis of the survey data involved calculating frequencies, percentages, and mean scores. For the purposes of this study, a mean score of 4.41 or higher was interpreted as agreement with the statement in Table 1, whereas scores below 4.41 were considered disagreement. The cut-off for agreement was determined using the formula [(1+2+3+4+5+6+7+8+9)/9]. Similarly, in Table 2, a mean score of 4.27 or above indicated agreement, and scores below 4.27 indicated disagreement, with the cut-off being calculated using [(1+2+3+4+5)/5].

To ensure the questionnaire's validity, it underwent a content validity check, involving a review by experts in measurement and evaluation who provided feedback and suggestions for improvement. The final version of the questionnaire was refined based on this expert input. The reliability of the survey instrument was assessed using the Cronbach Alpha method, resulting in a reliability coefficient of 0.88. The finalized questionnaire was then distributed to participants with the assistance of research assistants.

## Result

### Analysis of the Research Questions

**Research Question 1:** What are the menace of digital illiteracy on poverty alleviation from a psychosocial perspective?

The data collected were analysed to answer research question 1, as shown in Table 1 below:

**Table 1**

The Menace of Digital Illiteracy on Poverty Alleviation from a Psychosocial Perspective

| Items | SA | A | N | D | SD | Mean | Decision |
|---|---|---|---|---|---|---|---|
| Research Item 1 | 143 (71.5%) | 48 (24%) | 6(3%) | 0 | 3 (1.5%) | 4.640 | Agreed |
| Research Item 2 | 53 (26.5%) | 4(2%) | 3(1.5%) | 110(55 %) | 30(15%) | 2.700 | Disagree d |
| Research Item 3 | 171 (85.5%) | 19(9.5%) | 6(3%) | 0 | 4(2%) | 4.765 | Agreed |
| Research Item 4 | 153 (76.5%) | 43(21.5 %) | 0 | 0 | 4(2%) | 4.705 | Agreed |
| Research Item 5 | 160 (80%) | 32 (16%) | 0 | 4(2%) | 4(2%) | 4.700 | Agreed |
| Research Item 6 | 163 (81.5%) | 33(16.5 %) | 0 | 4(2%) | 0 | 4.775 | Agreed |
| Research Item 7 | 110 (55%) | 81(40.5 %) | 5(2.5%) | 0 | 4(2%) | 4.465 | Agreed |
| Research Item 8 | 106 (53%) | 77(38.5 %) | 13(6.5% ) | 4(2%) | 0 | 4.425 | Agreed |
| Research Item 9 | 112 (56%) | 84 (42%) | 0 | 4(2%) | 0 | 4.520 | Agreed |

Results from Table 1 revealed that People in impoverished communities struggle to access essential healthcare information and services without the Internet and digital devices. Individuals facing economic hardship need access to educational opportunities and quality education in impoverished communities. The study also shows that limited access to digital tools can lead to feelings of exclusion and frustration in impoverished communities. A lack of digital skills can create a sense of inadequacy and anxiety, as individuals may struggle to perform essential tasks like accessing information, applying for jobs, or connecting with others online.

As revealed in the study, financial stress and the inability to participate in digital activities can contribute to feelings of hopelessness and limited opportunities for personal and professional growth. The absence of educational opportunities can lead to a sense of missed potential and hinder individuals' ability to improve their economic situation, causing frustration and discouragement. Feelings of isolation and exclusion can arise when older individuals cannot connect with family or engage in online social activities, potentially leading to depression or loneliness. Digital content and platforms may not be available in local languages or tailored to the specific needs of impoverished communities, limiting

opportunities for education, job searching, and community engagement, leading to frustration and a sense of cultural disconnection. Individuals may be unaware of online security risks, making them vulnerable to scams and fraud. This can lead to embarrassment, shame, and mistrust, affecting mental and emotional well-being.

From a psychosocial perspective, all these are the menace of digital illiteracy on poverty alleviation.

Research Question 2: What is the impact of digital literacy on poverty alleviation from a psychosocial perspective?

The data collected were analysed to answer research question 2, as shown in Table 2 below:

**Table 2**

The impact of digital literacy on poverty alleviation from a Psychosocial Perspective

| Items | SA | A | N | D | SD | Mean | Decision |
|---|---|---|---|---|---|---|---|
| Research Item 10 | 137(68.5%) | 52(26%) | 0 | 11(5.5%) | 0 | 4.575 | Agreed |
| Research Item 11 | 114(57%) | 73(36.5%) | 4(2%) | 9(4.5%) | 0 | 4.460 | Agreed |
| Research Item 12 | 168(84%) | 20(10%) | 0 | 6(3%) | 6(3%) | 4.690 | Agreed |
| Research Item 13 | 100(50%) | 81(40.5%) | 15(7.5%) | 4(2%) | 0 | 4.385 | Agreed |
| Research Item 14 | 67(33.5%) | 46(23%) | 8(4%) | 24(12%) | 55(27.5%) | 3.230 | Disagree |

Results from Table 2 revealed that Digital literacy influences impoverished individuals' employment prospects and income levels. Digital literacy contributes to access to financial services, financial education, reduced transaction costs, safety and security, financial inclusion initiatives and improved financial management for people in poverty. Digital literacy influences the development of entrepreneurial skills and access to online marketplaces for individuals in impoverished areas through market research and ideation, online learning, e-commerce, access to financing, networking, marketing, and psychological resilience, among many others.

The study further revealed that Self-efficacy, social support, employability, access to information, social capital, education and learning opportunities, psychological stress reduction, identity and stress reduction, identity and self-expression, and coping mechanisms are psychosocial factors that mediate the relationship between digital literacy and well-being among those living in poverty. From a psychosocial perspective, all these are the impact of

digital literacy on poverty alleviation. However, the study revealed that the government policies and initiatives to promote digital literacy in poverty alleviation have yet to be impactful.

## Discussion of Findings

This study highlights critical insights into the dual role of digital literacy in the context of poverty alleviation, especially from a psychosocial perspective in Nigeria.

Key Findings on the Menace of Digital Illiteracy:

Impoverished communities face significant barriers in accessing healthcare information and services due to a lack of internet and digital devices.

Economic hardship limits access to educational opportunities, leading to a cycle of poverty.

Exclusion from digital tools fosters frustration and a sense of being left behind.

The absence of digital skills can evoke feelings of inadequacy and anxiety.

Financial constraints and digital non-participation fuel hopelessness and limit growth opportunities.

A lack of educational resources contributes to a cycle of missed potential and economic stagnation.

Older individuals face isolation and potential mental health issues without digital connectivity.

Cultural disconnection arises from non-inclusive digital content and platforms.

Vulnerability to online scams due to unawareness affects individuals' mental and emotional well-being.

Impact of Digital Literacy on Poverty Alleviation:

Enhances employment prospects and income levels.

Facilitates access to financial services and contributes to financial inclusion.

Boosts entrepreneurial skills and access to online marketplaces.

Improves self-efficacy, social support, employability, and overall well-being.

Recent studies corroborate these findings, highlighting the transformative potential of digital literacy in lifting individuals out of poverty. For instance, Smith and Duggan (2020) emphasize how digital literacy significantly improves access to employment opportunities. Additionally, Johnson et al. (2021) outline the crucial role of digital literacy in facilitating financial inclusion and entrepreneurial ventures. Moreover, the psychosocial benefits of digital literacy, including enhanced self-efficacy and reduced psychological stress, are further

supported by the work of Lee and Kim (2022), who note the positive correlation between digital skills and psychosocial well-being.

## Government Policies and Initiatives:

Despite these potential benefits, the study notes that current government policies and initiatives aimed at promoting digital literacy for poverty alleviation have not been effective. This finding echoes the concerns raised by recent research indicating a gap between policy formulation and its practical impact on the ground (Williams & Thompson, 2023).

These findings underscore the urgent need for targeted, effective strategies to enhance digital literacy, particularly among impoverished populations, to leverage its full potential in driving socio-economic development and improving psychosocial well-being.

## Conclusion

Digital literacy plays a pivotal role in the broader context of poverty alleviation from a psychosocial perspective in Nigeria. It is an essential tool for empowering individuals living in poverty, enhancing their socio-economic prospects, and improving their psychosocial well-being. Here are the key takeaways:

Empowerment and Inclusion: Digital literacy empowers individuals by providing them with the skills and knowledge needed to access information, education, job opportunities, and essential services. It promotes social inclusion and bridges the digital divide that often exacerbates poverty.

Psychosocial Well-being: A psychosocial perspective recognises that impoverished individuals may experience emotional and psychological stressors. Digital literacy programs can offer hope, self-efficacy, and connectedness, mitigating the negative psychosocial impacts of poverty.

Community Development: Digital literacy initiatives can contribute to community development by fostering a culture of collaboration and knowledge sharing. They enable individuals to connect with peers, support networks, and resources that enhance their well-being.

Gender Equity: Addressing digital literacy in poverty alleviation should prioritise gender equity. Encouraging women and girls to participate actively in digital skills training is vital for reducing gender disparities and promoting social equality.

Customised Programs: Tailored digital literacy programs that consider Nigeria's unique cultural, linguistic, and economic factors are essential. These programs should also incorporate psychosocial support elements to address emotional needs.

Research and Monitoring: Continuous research and monitoring efforts are necessary to assess the effectiveness of digital literacy initiatives and their impact on psychosocial well-being. Data collection should include psychosocial indicators alongside digital literacy outcomes.

Partnerships and Policy Advocacy: Collaboration with NGOs, private sector entities, and educational institutions can extend the reach and sustainability of digital literacy programs. Policy advocacy is crucial to create an enabling environment for such initiatives.

Sustainability: Long-term sustainability should be a priority. Exploring funding models, community ownership, and ongoing support mechanisms will ensure that digital literacy remains a valuable tool for poverty alleviation.

In Nigeria, where poverty remains a significant challenge, addressing digital literacy from a psychosocial perspective offers a pathway towards greater economic and social equality. By recognising the importance of not only technical skills but also emotional well-being, Nigeria can make meaningful strides in improving the lives of its citizens and breaking the cycle of poverty.

## Recommendations

The following recommendations offer a framework for improving digital literacy as a means of poverty reduction, with a focus on the psychosocial aspects in Nigeria. This comprehensive approach aims to bolster digital literacy within underprivileged populations via a range of interlinked measures:

Tailored Digital Literacy Programs: Design programs to refine technical, critical thinking, problem-solving skills, and digital resilience.

Community-Based Centres: Create centres providing technology access and training, serving as skill development hubs.

Psychosocial Support: Integrate emotional and psychological support into programs to address participants' needs.

Strategic Partnerships: Collaborate with NGOs, the private sector, and educational bodies to extend program reach and resources.

Culturally Relevant Materials: Develop accessible, relevant training materials in local languages.

Monitoring and Evaluation: Implement a framework to evaluate program effectiveness and outcomes.

Awareness Campaigns: Promote digital literacy's role in alleviating poverty and highlight success stories.

Inclusivity and Accessibility: Ensure programs and materials are accessible to individuals with disabilities.

Life Skills Integration: Incorporate digital literacy into broader life skills training to enhance employability.

Research and Policy Advocacy: Support research and advocate for policies that back digital literacy as a poverty alleviation tool.

Feedback Mechanisms: Establish feedback processes for program improvement based on community suggestions.

Sustainability Planning: Plan for long-term sustainability through partnerships, revenue models, and community ownership.

By implementing these recommendations, Nigeria can make significant strides in addressing digital literacy from a psychosocial perspective as a means of poverty alleviation, ultimately improving the well-being of its citizens.

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