Review of: "Digital Literacy Skills of Teachers: A Study on ICT Use and Purposes"

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The authors did a commendable job in presenting an extensive study on digital competencies in Zambia's educational system. However, there are some areas that need further attention for a more robust and comprehensive understanding. Firstly, the methodology section lacks a detailed explanation of how the questionnaire was validated and reliability tested. This is essential as it validates the research instruments and ensures that the results obtained are reliable and replicable. Secondly, the study failed to elaborate on the teachers' perspectives on the implementation of digital competencies in their classrooms and how they perceive the challenges they encounter. Including such qualitative data could enrich the findings and offer a more nuanced understanding of the issues at hand.

Moreover, while the discussion section compares the situation in Zambia with other regions such as Sub-Saharan Africa, North America, European Union, and the Asia-Pacific, the basis of these comparisons remains unclear. It is recommended to provide references or data that support these comparisons to ensure the credibility of the analysis. Lastly, the conclusion could be improved by providing specific recommendations or strategies on how to address the highlighted challenges, rather than merely reiterating the findings of the study. Concrete and actionable steps would make the research more beneficial and relevant to policymakers, educators, and other stakeholders involved in Zambia's educational sector.