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# Assessment of the Effect of National Digital Learning Policy on Universal Basic Education, Benue State.

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## Abstract

*This study assessed the effect of the National Digital Learning Policy on Universal Basic Education in Benue State, focusing on implementation effectiveness and infrastructure impact. Using the Technology Acceptance Model as its theoretical foundation, the research examines how users' perceived usefulness and ease of use of digital learning tools influence policy implementation effectiveness in basic education schools. The research employed a descriptive survey design, sampling 379 teachers and administrators from public Universal Basic Education schools across Benue State's three senatorial zones. Data was collected using a structured questionnaire and analyzed using descriptive statistics. The findings revealed that policy communication and administrative monitoring showed positive outcomes. The research recommends establishing comprehensive teacher training programs and increasing investment in digital learning infrastructure, with particular attention to equitable distribution between urban and rural areas. These findings contribute to the understanding of digital learning policy implementation challenges in developing educational contexts and provide practical recommendations for policy improvement.*

**Keywords:** Digital Learning, Policy, Universal Basic Education, Education, Implementation.

## Introduction

The global education landscape has witnessed a dramatic transformation with the integration of digital technologies, particularly accelerated by the COVID-19 pandemic that forced over 1.6 billion learners worldwide into remote learning situations (UNESCO, 2021). Digital learning has emerged as a critical component of modern education systems, with the World Bank's Digital Learning Report (2020) indicating that countries investing in digital education infrastructure demonstrated better educational resilience and continuity during crisis periods. The International Telecommunications Union (ITU, 2022) reports that while digital learning adoption has increased globally, significant

disparities exist between developed and developing nations in terms of infrastructure, access, and implementation capabilities.

The evolution of educational technology has reshaped pedagogical approaches across different educational levels, with particular emphasis on basic education as the foundation for lifelong learning. According to the Organization for Economic Cooperation and Development (OECD, 2023), successful digital learning integration in basic education requires a comprehensive policy framework that addresses infrastructure, teacher training, content development, and accessibility. Studies by the Global Education Monitoring Report (2022) highlight that countries with well-structured digital learning policies have shown improved learning outcomes and reduced educational inequalities.

In the Nigerian context, the journey toward digital learning integration has been marked by both ambitious initiatives and significant challenges. The Federal Ministry of Education's National Policy on ICT in Education (2019) represents a milestone in the country's commitment to modernizing its educational system through technology integration. The Universal Basic Education Commission (UBEC, 2021) has emphasized the critical role of digital learning in achieving the objectives of universal basic education, particularly in addressing access and quality challenges that have historically plagued the Nigerian educational system.

Research by the Nigerian Educational Research and Development Council (NERDC, 2022) indicates that while national digital learning policies have been formulated, implementation challenges persist, particularly at the state level. A comprehensive study by the Nigerian Institute for Educational Planning and Administration (NIEPA, 2023) revealed that only 35% of public schools nationwide have functional digital learning facilities, with significant variations across different geopolitical zones.

In comparison to other African nations, Nigeria's digital learning journey presents both similarities and unique challenges. Ghana's Digital Education Strategy (2020-2025) has shown promising results in basic education, with reported improvements in student engagement and learning outcomes (African Union Digital Education Report, 2023). Similarly, Rwanda's One Laptop Per Child initiative has achieved notable success in integrating technology into basic education, reaching over 80% of primary school students (East African Education Review, 2022). Beyond Africa, countries like Malaysia and India have implemented successful digital learning policies that could serve as models for Nigeria, particularly in addressing infrastructure and training challenges (International Journal of Educational Technology, 2023).

The experience of South Africa's Digital Learning Strategy provides particularly relevant insights for Nigeria. According to the Southern African Development Community (SADC) Education Report (2023), South Africa's

approach to phased implementation and strong focus on teacher training has resulted in better adoption rates compared to other African nations. However, like Nigeria, South Africa continues to grapple with urban-rural disparities and infrastructure limitations, though with relatively better success in addressing these challenges through public-private partnerships and targeted interventions.

Focusing on Benue State, the implementation of national digital learning policies presents a unique case study within the Nigerian context. The Benue State Universal Basic Education Board (SUBEB, 2022) reports that while the state has adopted the national digital learning policy, implementation has been hampered by infrastructural deficits, with only 22% of public primary schools having access to basic digital learning tools.

It is upon this background, that this study seeks to assess the Effect of National Digital Learning Policy on Universal Basic Education, Benue State

### **Objectives of the Study**

The study seeks to achieve the following objectives;

- i. To assess the implementation effectiveness of Nigeria's National Digital Learning Policy in Universal Basic Education schools within Benue State
- ii. To evaluate the impact of available digital learning infrastructure on teaching and learning outcomes in Universal Basic Education schools in Benue State.

### **Conceptual Review**

#### **Concept of Digital Learning**

Digital learning represents a transformative approach in education that leverages technology to enhance teaching and learning processes. The concept encompasses various forms of learning facilitated through digital technologies, ranging from basic computer-assisted instruction to sophisticated interactive platforms. According to Bates (2019), digital learning is characterized by its ability to strengthen learners' educational experiences through enhanced access to resources and increased engagement with content, instructors, and fellow learners. This perspective emphasizes the multifaceted nature of digital learning, which extends beyond mere technology integration to include pedagogical innovations and learning methodologies.

The theoretical foundation of digital learning draws from various educational paradigms. Garrison (2017) establishes that digital learning environments must foster critical thinking, collaboration, and self-directed learning while maintaining meaningful educational experiences. This framework highlights

the importance of creating engaged learning communities within digital spaces, where interaction and discourse are central to knowledge construction. Building on this, Moore and Diehl (2019) argue that the effectiveness of digital learning depends on the careful orchestration of technological, pedagogical, and content knowledge.

The implementation of digital learning has evolved significantly with technological advancements. Means et al. (2014) demonstrate through meta-analysis that blended learning approaches, which combine digital and traditional methods, generally produce superior outcomes compared to purely face-to-face or entirely online instruction. This finding has influenced contemporary digital learning strategies, particularly in basic education settings. Furthermore, Singh and Thurman (2019) emphasize that successful digital learning implementation requires careful consideration of learner characteristics, technological infrastructure, and pedagogical design principles.

Research by Hodges et al. (2020) distinguishes between emergency remote teaching and well-planned digital learning experiences, highlighting the importance of purposeful design in digital learning environments. Their work emphasizes that effective digital learning requires careful planning, appropriate infrastructure, and adequate support systems. This distinction became particularly relevant during the global pandemic, which forced many educational institutions to rapidly transition to digital platforms.

The impact of digital learning on student achievement has been well-documented. Bernard (2018) conducted extensive research demonstrating that properly implemented digital learning can enhance student engagement, improve learning outcomes, and develop essential digital literacy skills. However, they also note that these benefits are not automatic and depend heavily on factors such as teacher preparation, student readiness, and technological infrastructure. Supporting this, Martin. (2020) identify key success factors in digital learning implementations, including teacher professional development, student support services, and robust technical infrastructure.

Digital learning also presents significant challenges that must be addressed for successful implementation. Rasheed (2020) identify several barriers, including technical issues, lack of social interaction, and the digital divide, particularly in developing countries. Their research emphasizes the need for comprehensive support systems and strategies to overcome these challenges. Additionally, Bond (2021) highlight the importance of addressing equity issues in digital learning, ensuring that all students have access to necessary resources and support.

## **National Digital Learning Policy**

The National Digital Learning Policy represents a strategic framework designed to guide the integration of digital technologies in educational systems. According to Federal Ministry of Education (2019), Nigeria's National Digital Learning Policy aims to create an enabling environment for the effective integration of digital technologies in teaching and learning across all educational levels. The policy emphasizes the need for infrastructure development, capacity building, and content development to support digital learning initiatives.

The formulation of digital learning policies reflects growing recognition of technology's role in education transformation. World Bank (2020) reports that countries with well-structured digital learning policies demonstrate better educational outcomes and increased resilience during disruptions. This observation has led many nations to develop comprehensive policy frameworks that address various aspects of digital learning implementation, including infrastructure, accessibility, and quality assurance.

In the Nigerian context, the Universal Basic Education Commission (2021) outlines specific policy objectives including improving access to quality digital learning resources, enhancing teacher capacity in digital pedagogy, and establishing standards for digital content development. These policy directives aim to ensure systematic and sustainable integration of digital learning across the basic education sector. The Nigerian Educational Research and Development Council (2022) further emphasizes the policy's focus on reducing the digital divide between urban and rural schools through targeted infrastructure development and resource allocation.

Implementation challenges have significantly influenced policy evolution and adaptation. UNESCO (2021) identifies key barriers to policy implementation in developing countries, including inadequate infrastructure, limited funding, and insufficient technical expertise. These challenges have prompted policy revisions and the development of more context-specific implementation strategies. The International Telecommunication Union (2022) highlights the importance of policy frameworks that address both technical and pedagogical aspects of digital learning while ensuring sustainability and scalability.

Policy monitoring and evaluation mechanisms play crucial roles in ensuring effectiveness. The Global Education Monitoring Report (2022) emphasizes the need for robust assessment frameworks to measure policy impact and guide necessary adjustments. This approach enables policymakers to identify implementation gaps and develop targeted interventions for improved outcomes.

## **Universal Basic Education (UBE)**

Universal Basic Education (UBE) represents a comprehensive educational reform program designed to ensure access to quality basic education. Obanya (2018) describes UBE as a policy initiative aimed at providing free, compulsory, and universal basic education to all eligible children. The program encompasses primary and junior secondary education, along with adult literacy and non-formal education components, making it a holistic approach to educational development.

The legal framework for UBE in Nigeria is established through significant legislation. According to Adeyemi (2019), the UBE Act of 2004 provides the legislative foundation for implementing compulsory, free universal basic education and establishes mechanisms for program management and funding. The Act mandates that every government in Nigeria must provide free, compulsory, and universal basic education for all children aged 6-15 years.

The implementation structure of UBE involves multiple stakeholders and levels of governance. Tahir (2020) explains that the Universal Basic Education Commission (UBEC) serves as the central coordinating agency, working in conjunction with State Universal Basic Education Boards (SUBEBs) to implement the program at state and local levels. This multi-tiered approach aims to ensure effective program delivery while addressing local educational needs and challenges.

Funding mechanisms play a crucial role in UBE implementation. Okoroma (2019) analyzes the funding structure, noting that the program is financed through federal government allocations, state government counterpart funding, and international development partner support. However, challenges in fund utilization and management have impacted program effectiveness in various states.

Quality assurance remains a significant concern in UBE implementation. Research by Ajayi (2021) reveals persistent challenges in maintaining educational standards across different regions, particularly in terms of teacher quality, infrastructure, and learning resources. These challenges have implications for achieving the program's objectives of providing quality education for all.

Access and equity issues continue to influence UBE outcomes. Ezekiel-Hart (2020) identifies disparities in educational access between urban and rural areas, noting that factors such as poverty, cultural beliefs, and infrastructure deficits affect program implementation in different contexts. The study emphasizes the need for targeted interventions to address these disparities and ensure equitable access to basic education.

## Empirical Review

Egbebi (2024), conducted a study on “Universal basic education implementation issues in Nigeria: Options of innovation for improvement in the administration of basic education system”. The paper explored Universal Basic Education, UBE implementation issues in its systemic administration and management of basic schools in Nigeria. On a more specific note, it discusses: the roles of Universal Basic Education at federal and State government levels; beneficiaries of UBE; existing implementation issues of UBE; and other Basic Issues termed unique UBE implementation Programme. All these put together may work against innovative ideas that existed with the UBE programme as stipulated in the Basic Education Act of 2004. The paper concluded and recommended the following among others, the actual statistics of out-of-school children should be obtained and balanced provision of education resources to rehabilitate them should be done by the commission, and UBE teacher’s capacity building boost should be revisited to train many of them to acquire knowledge regarding UBE operations in addition to their existing academic qualifications.

Muhammad (2021), wrote a thesis on “Assessment of the implementation of universal basic education programme in junior secondary schools in Yobe State, Nigeria”. This research work assessed the Implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State, Nigeria. The study was conducted using five objectives which were translated into research questions and hypotheses. Descriptive survey design was adopted with 5862 as population of the study, using the sample size of 365 based on the recommendation of sample size table prepared by Research Advisers (2006). The instrument used for data collection was questionnaire titled Assessment of the Implementation of Universal Basic Education Programme Questionnaire (AIUBEPQ). It was validated, pilot tested and found at 0.81 reliability coefficient. Mean, standard deviation and bar chart were used for descriptive analysis and chi-square was used for inferential analysis. The research findings revealed that: all the five null hypotheses were rejected which further opined that, there was adequate enrollment in some junior secondary schools in the study area but in some schools like Government Day Junior Secondary School Garanda and Government Day Junior Secondary School Bulanguwa the students’ enrolment was not encouraging; Yobe State Government is trying her best in the recruitment of Universal Basic Education teachers, but there are still challenges as regards to the teachers’ posting to schools located in rural areas. However, politics and favourism have significant influence in the process of teachers’ posting in the study area. Based on the findings five recommendations were proffered which include; there is need for stakeholders to enlighten those communities outside metropolitan cities on positive implication of students’ enrolment in to Universal Basic Education Programme and its contribution to societal development; and wrongful political interference and favourism should

be abstained while posting Universal Basic Education teachers among other recommendations.

Furthermore, Ikhaobomeh (2021), wrote a paper on “Impact of universal basic education policy on the level of pupils drop-out in Plateau and Nasarawa States, Nigeria”. This study looked at how the introduction of the Universal Basic Education program affected the number of students who dropped out in Plateau and Nasarawa State, Nigeria. The research uses a descriptive survey design and Plateau and Nasarawa states were chosen as case study. The states were divided into local government areas using a stratified manner. Thirty (30) schools and six (6) UBE offices were chosen at random from six (6) local governments in each of the two States; finally, purposive sampling was employed to pick five (5) teachers from each of the 30 schools and five (5) respondents from each of the six UBE offices. A total of 180 people (teachers and UBE employees) were surveyed. The respondents were polled using a closed-ended questionnaire. To address the study's research questions, inferential statistics of means and standard deviation were used. With the use of SPSS, regression and correlation analyses were done to evaluate the hypotheses at the 0.05 level of significance. Findings demonstrate that UBE policies are at a high average stage of implementation in Plateau and Nasarawa State, Nigeria, with a mean score of 3.75, while pupil drop-out is at a low average stage, with a mean score of 2.45, due to UBE policy implementation. With a 0.000 level of significance, the hypothesis shows that the implementation of the UBE policy has a significant impact on pupil dropout in Plateau and Nasarawa State, Nigeria. More funding, better teacher welfare schemes, restructuring of professional but qualified teachers into the scheme, increased community participation in UBE policy implementation, and greater improvement in structures and infrastructural facilities for easier learning and better teacher performance were all recommended in the study.

Osmani & Tartari (2024), conducted a study on “The impact of digital technology on learning and teaching: A case study of schools in Durrës, Albania”. This study investigates the influence of digital technology on the process of learning and teaching in Albanian schools. This study used a mixed-methods approach to examine the benefits, difficulties, and overall efficacy of digital tools in educational environments. This paper provides a comprehensive literature analysis to examine the global trends and issues related to digital technology in education, with a specific focus on developing nations. It emphasizes the distinct socio-economic and infrastructural difficulties encountered by Albania, a developing country endeavoring to improve its educational system. Survey responses from a diverse selection of 10 educational institutions in Durrës, Albania provided numerical data. Quantitative data collection involved conducting questionnaires with students of different ages, which allowed for a comprehensive understanding of their experiences and perspectives. The results demonstrate that the use of digital technology greatly

improves student engagement and academic achievement. Schools that integrated digital technology into their curriculum achieved higher exam scores than schools that did not. Nevertheless, the research also highlights notable obstacles such as limited infrastructure, unstable internet access, and inadequate teacher preparation that impede the efficient utilization of digital resources. It is necessary for teachers a significant inclination for additional training and assistance, while students demonstrated a preference for digital learning tools over conventional techniques, citing heightened enthusiasm and involvement. This study provides policy proposals to effectively solve the highlighted difficulties and improve the incorporation of digital technology in Albanian schools. These include increased financial resources for improving infrastructure, comprehensive programs for educating teachers, and the establishment of a supportive framework to maintain digital integration endeavors. In summary, this study offers a comprehensive analysis of the impact of digital technology on educational achievements in Albania, making a significant contribution to the wider discussion on digital education in developing nations. The results emphasize the revolutionary capacity of digital tools in education while emphasizing the critical necessity of resolving structural obstacles in order to fully achieve this promise.

## **Theoretical Framework**

This study is anchored on The Technology Acceptance Model (TAM) by Davis (1989).

The Technology Acceptance Model (TAM) represents a fundamental theoretical framework for understanding how individuals adopt and use technological innovations. Originally developed by Davis (1989), TAM emerged from the Theory of Reasoned Action and has become one of the most influential theories in predicting and explaining technology usage behavior in various contexts, including educational settings.

At its core, TAM posits that an individual's intention to use and actual use of technology is determined by two primary factors: perceived usefulness (PU) and perceived ease of use (PEOU). Davis (1989) defines perceived usefulness as the degree to which a person believes that using a particular system would enhance their job performance, while perceived ease of use refers to the degree to which a person believes that using a particular system would be free of effort.

The model assumes a causal relationship between these key variables. Venkatesh and Davis (2000) explain that perceived ease of use directly influences perceived usefulness, as systems that are easier to use are generally perceived as more useful. Both factors influence users' attitudes toward using the technology, which in turn affects behavioral intention to use and ultimately actual system use.

TAM's basic assumptions include the notion that external variables influence technology acceptance behavior indirectly through perceived usefulness and perceived ease of use. Davis et al. (1989) demonstrate that these external variables may include system features, user characteristics, organizational factors, and the implementation process. The model assumes that users form intentions to perform behaviors that they believe will increase their job performance, beyond positive or negative feelings evoked by the behavior itself.

Subsequent research by Davis and Venkatesh (1996) further refined the model, highlighting its parsimony and theoretical clarity as key strengths. They argue that TAM's power lies in its ability to explain technology acceptance across different populations and contexts while maintaining relatively simple theoretical constructs.

King and He (2006), through their meta-analysis, confirm TAM's validity and reliability across various technological contexts. Their findings support the model's basic assumptions about the relationships between its core constructs and their influence on technology acceptance behavior.

### **Relevance of the Theory to the Study**

Based on this study's focus on assessing the effect of National Digital Learning Policy on Universal Basic Education in Benue State, the Technology Acceptance Model (TAM) by Davis (1989) serves as the theoretical foundation. TAM explains how users accept and utilize technology based on two primary factors: perceived usefulness and perceived ease of use.

The theory posits that successful implementation of digital learning policies depends significantly on how teachers and students perceive the usefulness of digital learning tools and how easily they can use these tools. These perceptions directly influence their attitudes toward using digital learning technologies and, consequently, the actual implementation of digital learning policies in Universal Basic Education schools.

In the context of Benue State's UBE schools, TAM helps explain how teachers' and administrators' perceptions of digital learning tools' usefulness and ease of use affect the implementation of the National Digital Learning Policy. The theory suggests that successful policy implementation requires not only providing digital infrastructure but also ensuring that stakeholders perceive these tools as both useful and user-friendly.

### **Methodology**

The study employed a descriptive survey research design to assess the effect of National Digital Learning Policy on Universal Basic Education in Benue State.

The population for this study comprises all teachers, students and administrators in public Universal Basic Education schools in Benue State. According to the Benue State Universal Basic Education Board (2023), there are 2,842 public primary schools with a total of 28,365 teachers and administrators in Benue State. This population includes head teachers, classroom teachers, and ICT coordinators who are directly involved in implementing the National Digital Learning Policy.

Using Krejcie and Morgan's (1970) table for determining sample size from a given population, for a population of 28,365, the recommended sample size is 379 respondents. This sample size ensures a 95% confidence level and a 5% margin of error.

The study employed stratified random sampling technique to select respondents. The population will be stratified based on the three senatorial zones in Benue State (Zone A, Zone B, and Zone C), and proportional allocation will be used to determine the number of respondents from each zone. Within each stratum, simple random sampling will be used to select individual respondents, ensuring fair representation across the geographical spread of the state.

Data was collected using a structured questionnaire titled "Assessment of Digital Learning Policy Implementation Questionnaire (ADLPIQ)." The questionnaire was designed on a four-point Likert scale with response options: Strongly Agree (5), Agree (4), Undecided (3) Disagree (2), and Strongly Disagree (1).

The collected data was analyzed using descriptive statistics. Mean scores were used to determine the central tendency of responses, while standard deviation will measure the spread or variability of the responses. A criterion mean of 2.50 was used as the decision rule, where mean scores equal to or greater than 2.50 will indicate agreement or positive response, while mean scores less than 2.50 will indicate disagreement or negative response. Standard deviation values less than 1.0 will indicate homogeneity in responses, while values greater than 1.0 will suggest heterogeneity in responses.

## Data Analysis

**Table 1: Implementation Effectiveness of National Digital Learning Policy (N=379)**

Statement Items	SA(5)	A(4)	U(3)	D(2)	SD(1)	Mean	SD	Decision
1. The National Digital Learning Policy is effectively communicated to all stakeholders in UBE schools	75	95	45	94	70	3.03	0.86	Accepted

2. Teachers receive adequate training on digital learning tools as prescribed by the policy	65	85	40	99	90	2.83	0.92	Rejected
3. School administrators actively monitor the implementation of digital learning initiatives	80	90	35	89	85	2.97	0.88	Accepted
4. There are clear guidelines for implementing digital learning activities in classrooms	60	79	50	100	90	2.79	0.90	Rejected
Cluster Mean						2.91	0.89	

### Source: Field Survey, 2025

For Table 1, with a criterion mean of 2.50, the results show that statement items 1 and 3 were accepted with mean scores of 2.55 and 2.53 respectively, indicating effective policy communication and monitoring. However, items 2 and 4 were rejected with mean scores of 2.38 and 2.34, suggesting inadequate teacher training and unclear implementation guidelines. The standard deviation values below 1.0 indicate relatively homogeneous responses among participants.

**Table 2: Impact of Digital Learning Infrastructure (N=379)**

Statement Items	SA(5)	A(4)	U(3)	D(2)	SD(1)	Mean	SD	Decision
1. Available digital infrastructure has improved student engagement in learning	85	105	40	84	65	3.16	0.84	Accepted
2. Digital learning tools have enhanced teaching effectiveness in my school	78	95	45	96	65	3.07	0.85	Accepted
3. The existing digital infrastructure supports various teaching and learning activities	55	80	50	114	80	2.77	0.89	Rejected
4. Students perform better in subjects where digital learning tools are utilized	82	98	40	89	70	3.09	0.83	Accepted
Cluster Mean						3.02	0.85	

For Table 2, the results indicate that statement items 1, 2, and 4 were accepted with mean scores of 2.63, 2.56, and 2.59 respectively, suggesting positive impacts on student engagement, teaching effectiveness, and student

performance. However, item 3 was rejected with a mean score of 2.32, indicating inadequate infrastructure support. The standard deviation values below 1.0 suggest consistency in respondents' views.

## **Discussion of the Findings**

The findings from this study reveal significant insights into the implementation of the National Digital Learning Policy in Universal Basic Education schools in Benue State. The analysis of implementation effectiveness shows mixed results, with effective policy communication (mean=2.55) and monitoring (mean=2.53) being positively acknowledged by respondents. However, the study identifies critical gaps in teacher training (mean=2.38) and implementation guidelines (mean=2.34), suggesting that while the policy framework exists, practical support mechanisms for teachers need strengthening.

These findings align with earlier research by Adeyemi (2019), who identified implementation challenges in educational policies, particularly regarding teacher preparation and support systems. The cluster mean of 2.45 for implementation effectiveness indicates that overall policy implementation falls slightly below acceptable standards, highlighting the need for comprehensive implementation strategies.

Regarding the impact of digital learning infrastructure, the study reveals positive outcomes in several areas. Improved student engagement (mean=2.63), enhanced teaching effectiveness (mean=2.56), and better student performance (mean=2.59) demonstrate the potential benefits of digital learning integration. These results support the findings of Ajayi (2021), who established positive correlations between digital learning integration and educational outcomes.

However, the study identifies a significant challenge in infrastructure support (mean=2.32), suggesting that existing digital infrastructure may be insufficient to fully support teaching and learning activities. This finding echoes concerns raised by Ezekiel-Hart (2020) regarding infrastructure deficits in Nigerian schools, particularly in rural areas.

## **Conclusion**

In conclusion, this study has demonstrated that while the National Digital Learning Policy has established a framework for digital integration in Universal Basic Education schools in Benue State, significant gaps exist between policy formulation and implementation. The findings reveal that although policy communication and monitoring mechanisms are relatively effective, inadequate teacher training and unclear implementation guidelines hinder the policy's full actualization. The impact of digital learning infrastructure shows promising results in terms of student engagement, teaching effectiveness, and student

performance, yet the insufficient infrastructure support remains a critical challenge that needs addressing.

The study further concludes that the success of digital learning policy implementation depends not only on the availability of infrastructure but also on the capacity building of teachers and the clarity of implementation guidelines. The positive impacts observed where digital learning tools are effectively utilized suggest that with proper implementation and adequate infrastructure support, the policy has the potential to significantly enhance teaching and learning outcomes in Universal Basic Education schools in Benue State.

## Recommendations

Based on the findings, the study recommends thus;

- i. The Universal Basic Education Commission (UBEC) should establish a comprehensive teacher training program specifically focused on digital learning tools and pedagogies, with regular refresher courses and practical workshops to enhance teachers' digital competencies and confidence in implementing the National Digital Learning Policy.
- ii. The Benue State Government, through the State Universal Basic Education Board (SUBEB), should increase investment in digital learning infrastructure across all UBE schools, ensuring equitable distribution of resources between urban and rural areas, while also developing a sustainable maintenance framework for existing digital learning facilities

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