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BASIC SCHOOL TEACHERS' APPLICATION OF DIGITAL LITERACY SKILLS IN THE IMPLEMENTATION OF CONTINUOUS ASSESSMENT IN BENUE STATE

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Abstract

Basic school teachers' application of Digital Literacy Skills in the Implementation of Continuous Assessment in Benue State was studied using the survey design. Four research questions guided the study. A random sample of 9,870 was drawn from a population of 12, 046 Basic School Teachers from three out of the, 290 Basic Schools in Benue State. Digital Literacy Skills in Implementation of Continuous Assessment Rating Scale (DLSICARS) was used for data collection. The scale was validated and trial-tested on 60 Basic School Teachers using Cronbach's alpha which yielded a reliability coefficient of 0.896. The data collected was analyzed using frequency counts and mean values. The study found that teachers in Benue State generally possess low level of digital literacy skills needed for continues assessment implementation, the teachers showed low integration of digital literacy skills into continuous assessment practices. Basic School Teachers in Benue State imbibed low utilization tendency towards digital literacy skills to implement continuous assessment in the schools. The challenges and barriers for implementation of digital skills were notably lack of devices, poor power supply, and inadequate funding. The study recommends capacity-building initiatives and professional development forums that will help focus on equipping teachers with advanced digital literacy skills, thereby enhancing efficiency of integration of modern technology into teaching compulsory. Interventions should prioritize infrastructural developments (devices, electricity, budgets) and frequent sensitization of teachers towards changing changes in their negative attitude to adoption of computer literacy.

Keywords: Adoption of Digital Literacy Skills, Implementation of Continuous Assessment, and Basic School Teachers

Introduction

The role of digital technology in education in the 21st century has evolved from being a supplementary tool to a foundational element in teaching, learning, and assessment. One of the critical areas where this shift is evident is in the implementation of Continuous Assessment (CA). A system of evaluating learners' progress regularly over time rather than relying solely on final examinations (Faleye & Afolabi, 2020). According to (Ogunniyi, 2021) continuous assessment plays a significant role in basic education as it helps monitor learners' academic progress, provides timely feedback, and informs instructional decisions.

In Nigeria, particularly in Benue State, continuous assessment is officially integrated into the National Education Policy and is considered essential in measuring learner performance at the basic school level, which includes early childhood education, primary, and junior secondary education (Federal Ministry of Education, 2013). Teachers are expected to conduct various forms of assessment, such as quizzes, class works, projects, observations, and portfolios, to provide a holistic evaluation of learners' progress. Many teachers adopt the aforementioned assessment strategies and techniques using traditional approach. However, Usman (2020) posits that traditional paper-based methods have posed challenges such as delays in grading, storage issues, and inconsistency in assessment records.

With the growing demand for efficiency and accuracy in education, the adoption of digital literacy skills by teachers has become increasingly vital. Ng (2012) opines that digital literacy is the ability to use information and communication technologies (ICT) to find, evaluate, create, and communicate information effectively. For teachers to assess and provide feedback to learners encompass using technology tools such as hardware devices, software applications, and digital platforms to manage instructional content, track student performance, and administer assessments (Tondeur et al., 2017). In this context, digital literacy is not merely about knowing how to operate a computer but involves critical thinking, creative thinking, problem-solving, communication, and collaboration using digital tools (UNESCO, 2018).

The adoption and application of Modern technology in teaching, implies the acceptance and consistent use of digital skills by teachers in their assessment practices. According to Rogers (2003), Diffusion of Innovations Theory, adoption of modern technology involves the process through which an individual becomes aware of, evaluates, and begins to consistently use a new technology or practice. The successful adoption of digital literacy skills among teachers depends on multiple factors including access to digital infrastructure, technical support, professional development, and positive attitudes toward technology (Ertmer & Ottenbreit-Leftwich, 2010).

Understanding the digital competence of teachers is foundational to digital integration in classroom practice. Recent studies indicate that while some Nigerian teachers have basic ICT skills, most lack proficiency in core digital literacy components such as data analysis, software navigation, and the use of digital platforms for academic purposes (Iroanya & Kure, 2023). In a survey conducted in Kaduna State, Abubakar and Yusuf (2023) found that only 34% of basic school teachers could confidently use Microsoft Excel for record-keeping. Similarly, Ede and Nwachukwu (2023) reported that teachers in Enugu State demonstrated limited familiarity with tools like Google Forms and LMS platforms, which are crucial for digital assessment. Akintoye et al. (2023) highlighted a significant skill gap in multimedia usage among public primary school teachers in southwest Nigeria. In Benue State specifically, Okoh and James (2024) observed that although teachers frequently used smartphones, very few applied them meaningfully in academic settings due to a lack of structured digital training.

According Bala and Sule (2023), Digital skills significantly influence how teachers plan and organize continuous assessment activities. This was discovered during their study conducted in Nasarawa State which found that only a minority of teachers used digital tools such as spreadsheet software to design assessment schedules or item banks. In Lagos, Adewale and Funmi

(2023) observed that even when teachers had access to digital devices, they mostly resorted to manual planning due to unfamiliarity with educational planning apps. Eyo et al. (2023) emphasized that the planning stage remains largely analogue, with few teachers using databases or automated templates to track learner progress. Also, Musa and Kolo (2024) identified a low application of data-driven planning in CA across public schools in north-central Nigeria. Similarly, in a study conducted in Makurdi, Idoko and Aboh (2023) reported that digital tools were underutilized in planning, despite positive attitudes toward technology among teachers.

The actual implementation of continuous assessment using digital tools remains low across many basic schools in Nigeria. In a recent cross-sectional study in Ebonyi State, Okorie and Eze (2023) reported that only 21% of teachers used digital devices to administer quizzes or track learners' academic performance. Oladipo et al. (2024) similarly found that the use of mobile apps or online test platforms was extremely rare among basic school teachers in Oyo State. In Kogi, Igbokwe and Adamu (2023) revealed that most assessment data were still recorded manually, with only isolated instances of spreadsheet or database usage. Ali and Nura (2023) noted that while awareness of e-assessment tools was growing, usage remained significantly hindered by lack of training. In Benue State, Udu and Okpani (2024) discovered that although a number of teachers owned laptops, less than 15% had ever used them to execute a digital test or portfolio assessment.

Multiple empirical studies have documented the challenges hindering digital adoption in assessment among Nigerian teachers. In their study, Bassey and Okon (2023) found that lack of electricity and internet connectivity were among the top barriers cited by primary school teachers in Cross River State. Similarly, Omokaro and Adeyemi (2023) identified institutional issues such as outdated curriculum and insufficient policy direction as core impediments. Adebayo and Sanni (2023) emphasized that inadequate professional development programs significantly limited teachers' ability to adopt digital methods in assessment. Mohammed and Umar (2023) added that lack of technical support in schools discouraged consistent usage of ICT tools for CA implementation. Additionally, in a study involving 30 schools in north-central Nigeria, Igwe and Nwafor (2024) observed that teachers' resistance to change and fear of technology were prominent psychological barriers.

Despite the benefits of using modern technologies in education, many Basic School teachers in Nigeria are yet to fully integrate digital technologies into their classroom assessment practices. This development could be attributed to some factors such as lack of training, poor internet connectivity, limited access to digital devices, and resistance to technological change (Ajayi, 2019; Yusuf & Onasanya, 2020). In Benue State, anecdotal evidence suggests that while some teachers possess basic ICT knowledge, there is still a considerable gap in applying these skills specifically for assessment purposes. Therefore, exploring the adoption of digital literacy skills in the implementation of continuous assessment among basic school teachers in Benue State is crucial. It offers insights into current practices, highlights the challenges faced by educators, and identifies the necessary support structures that can

enhance the use of digital tools in assessment. Understanding this dynamic is essential for improving learner outcomes, promoting accountability, and advancing the goals of digital transformation in Nigeria's basic education system.

The application of digital technologies in the implementation of continuous assessment among Basic School teachers in Benue State" is anchored on the Constructivist Learning Theory. The theory associated with Piaget (1965) and Vygotsky's (1975) posits that, learners actively construct knowledge and meaning from their experiences, rather than passively receiving information. In the context of this study, the use of digital literacy skills by teachers reflects a constructivist approach where educators are not just recipients of digital tools but active participants in integrating technology to plan, execute, and assess students continuously. Through application of digital tools in assessment, teachers create interactive and learner-centred environments, consistent with constructivist principles that emphasize active engagement, contextual learning, and the use of real-world tools in education.

The integration of digital literacy skills into educational practices has become a critical requirement in today's technology-driven learning environments. In the context of Nigeria's basic education system, continuous assessment (CA) serves as a key tool for monitoring pupils' academic progress and informing instructional decisions. Despite government policy mandating the use of continuous assessment in all basic schools, its effective implementation has often been undermined by traditional, paper-based methods that are time-consuming, inconsistent, and lack real-time feedback mechanisms (Yusuf & Onasanya, 2020).

The global shift toward digital transformation in education highlights the need for teachers to adopt digital literacy skills for effective assessment practices. These skills encompass not only the use of basic ICT tools but also the capacity to apply digital platforms to design, administer, analyse, and report learner assessments. However, evidence suggests that many Nigerian teachers, particularly at the basic school level, either lack sufficient digital competence or are unable to translate their knowledge into practice (Ajayi, 2019). This situation is further compounded by limited access to infrastructure, inadequate training opportunities, and a general resistance to change.

In Benue State, anecdotal and empirical observations reveal that while some teachers may possess foundational digital skills, there is still a noticeable gap in their ability to integrate these skills into the actual implementation of continuous assessment. The extent to which digital literacy skills are being applied and the challenges facing its adoption among the teachers remain largely under explored. As such, there is a pressing need to investigate whether teachers are equipped, willing, and supported to leverage digital tools in assessing students continuously and effectively. Addressing this gap is essential not only for improving assessment practices but also for enhancing learning outcomes, promoting data-driven teaching, and aligning classroom practices with global educational standards. Without understanding and addressing the barriers to digital literacy adoption in assessment, efforts to modernize education and promote 21st-century skills among learners may be fundamentally undermined. Therefore, this study seeks to investigate the application of digital literacy skills in the implementation of continuous assessment among Basic School teachers in Benue State with the following specific objectives.

1. To assess the level of digital literacy skills possessed by teachers in basic schools in Benue State.
2. To examine the extent to which digital literacy skills are used in the planning of continuous assessment by basic school teachers.
3. To determine the extent to which digital literacy skills are used in the execution of continuous assessment by basic school teachers.
4. To identify the challenges basic school teachers, face in adopting digital literacy skills for implementing continuous assessment.

Research Question

The following questions were used to guide the study.

1. What is the level of digital literacy skills possessed by teachers in basic schools in Benue State?
2. To what extent are digital literacy skills used in the planning of continuous assessment by basic school teachers?
3. To what extent are digital literacy skills used in the execution of continuous assessment by basic school teachers?
4. What challenges do basic school teachers face in adopting digital literacy skills for implementing continuous assessment?

Methodology

A descriptive survey design was adopted for this study. Because according to Creswell, (2014) a descriptive survey design is a type of quantitative research method that collect data from a specific population or sample to describe existing phenomena, conditions, opinions, or characteristics without manipulating any variables. It aims to provide an accurate and systematic description of digital literacy skills in the implementation of continuous assessment among basic school teachers in Benue State as it naturally occurs. A population of 12, 046 Basic School Teachers from 3, 290 Basic Schools in Benue State was used for this study. A sample of 9,870 basic school teachers in Benue State was drawn using random sampling.

The Digital Literacy Skills Implementation of Continuous Assessment Rating Scale (DLSICARS) was constructed by the researchers and was validated by experts to improve its content and construct validity. The DLSICARS comprised of five sections; Section A consists of biodata and other items divided into 4 clusters thus: section B contained 15 items on the level of digital literacy skills possessed by teachers in basic schools with 4-point scale: Not Skillful (NS) = 1; Lowly Skillful (LS) =2; Moderately Skilled (MS) =3 and Highly Skillful (HS) =4, section C consist of 15 items on the extent to which digital literacy skills are used in the planning of continuous assessment by Basic School Teachers with a 4-point scale of 1 – Not At All (ANN), 2 –Low Extent (LE), 3 –Moderate Extent (ME) and 4 –High Extent (HE). Section D also contained 13 items on digital literacy skills are used in the execution of continuous assessment with 4-point Likert scale of 1 – Not At All (ANN), 2 –Low Extent (LE), 3 – Moderate Extent (ME) and 4 –High Extent (HE). Furthermore, Section D comprised of 14 items on challenges basic school teachers face in adopting digital literacy skills for

implementing continuous assessment with 3-point scale of 1 – No Challenge (NC); 2 – Little Challenge (LC) and 3 – Major Challenge (MC).

The DLSICARS was trial-tested and the test scores were computed using Cronbach's alpha which yielded a reliability coefficient of 0.896. According Emaikwu (2013), a reliability coefficient of 0.70 and above implies that the instrument is highly reliable and the items have high internal consistency. To collect data for this study, the instrument was administered by the researchers and with the help of research assistant to ensure 100% return of questionnaires. And the data collected was subjected to descriptive statistics such as frequency count and mean scores to describe the exact situation of digital literacy skills in the implementation of continuous assessment among basic school teachers in Benue State. The decision rule was based on midpoint cut off mark of the scales of 4 + 3 + 2 + 1 = 10 divided 4 = 2.50. Therefore, any item of 2.50 above was considered accepted, while any item less than 2.50 was rejected.

Result

Research Question One: What is the level of digital literacy skills possessed by teachers in basic schools in Benue State?

Table 1: *Level of Digital Literacy Skills Possessed by Teachers in Basic Schools in Benue State*

S/N	Items	HS	MS	LS	NS	Mean	Remark
1	Utilizing computer devices for teaching.	819	1962	4740	2449	2.18	**Not** Accepted
2	Type documents using word processor.	654	2617	4576	2123	2.52	Accepted
4	Using PowerPoint for presentations.	982	3107	3920	1961	1.26	**Not** Accepted
5	Working with spreadsheets (e.g., Excel).	1799	2291	3430	2450	2.15	**Not** Accepted
6	Surfing the internet to source for teaching materials.	1144	1635	4251	2940	1.90	**Not** Accepted
7	Downloading files online.	653	2126	3268	3923	1.05	**Not** Accepted
8	Using email for communication.	980	1966	3757	3267	1.93	**Not** Accepted
9	Creating learning platforms. Eg whatsApp, Zoom, etc	817	2453	3757	2943	1.89	**Not** Accepted
10	Join online learning platforms.	1800	2127	3596	2447	1.67	**Not** Accepted
11	Hold visual classroom for real time online learning	1145	2617	3433	2775	1.79	**Not** Accepted
12	Connecting internet using Wi-Fi.	1636	1959	4251	2124	2.69	Accepted
13	Participate in virtual meetings (e.g., Zoom).	1474	2615	4577	1304	2.57	Accepted
14	Share documents via cloud storage (e.g., Google Drive).	1799	2452	4413	1306	1.52	**Not** Accepted
15	Keeping digital records (e.g., attendance, scores).	1311	2616	3757	2286	2.30	**Not** Accepted
	Cluster Mean					**1.96**	**Not Accepted**

Table 1 presents the cluster mean of 1.96, which falls between Low Skill, indicating that teachers generally possess a low level of digital literacy skills required for implementation of CA. The data reveals that teachers in Basic Schools in Benue State generally possess a minimal level of digital literacy skill, particularly in basic applications such as using email, browsing, downloading resources, and using teaching platforms.

Research Question Two: To what extent are digital literacy skills used in the planning of continuous assessment by basic school teachers

Table 2: *Digital Literacy Skills used in the Planning of Continuous Assessment by Basic School Teachers*

S/N	Items	HE	ME	LE	NAA	Mean	Remark
1	Use of computer to plan continuous assessment (CA).	1470	2455	2126	3919	2.44	Not Accepted
2	Use word processors to prepare CA questions.	1960	2455	2613	2942	2.44	Not Accepted
3	Use spreadsheets to record CA scores.	1797	2291	3104	2778	2.41	Not Accepted
4	Identifying tools to Store CA materials on digital devices.	2126	2126	2450	3268	1.54	Not Accepted
5	Plan CA schedules using digital calendars.	2452	2128	2612	2778	1.56	Not Accepted
6	Share CA plans/information with colleagues via email.	1796	1799	3105	3270	2.51	Accepted
7	Read learners' assignment/class work online.	1796	1798	2946	3430	1.52	Not Accepted
8	Access past CA records stored digitally.	2452	1472	2615	3431	2.19	Not Accepted
9	Use online forms (whatsApp, zoom, google meet, etc) for CA.	1958	1473	2777	3762	1.62	Not Accepted
10	Use online platforms to provide feedback to learners	1797	1962	2289	3922	1.26	Not Accepted
11	Analyse pupil's performance using digital tools.	1306	1633	2944	4087	1.51	Not Accepted
12	Use mobile apps for CA planning.	1960	1800	3595	2615	2.47	Not Accepted
13	Save CA plans from cloud storage.	1144	2618	2613	3595	2.33	Not Accepted
14	Collaborate with others online during CA conduct	1306	2453	2615	3596	2.38	Not Accepted
15	Setting online class using learning platforms.	2287	2289	2452	2942	1.52	Not Accepted
	Cluster Mean					**1.98**	**Accepted**

Table 2 shows the cluster mean of 1.98, which suggests that teachers make low use of digital literacy skills for CA planning. Therefore, digital tools are not utilized and integrated into CA processes. While teachers in Benue State show some integration of digital literacy into continuous assessment practices, particularly in information access, communication, and feedback, there is a noticeable gap in advanced or structured digital practices such as: Planning assessments with digital productivity tools (e.g., spreadsheets, word processors), using of cloud storage and mobile apps, use of real-time collaboration on CA activities.

Research Question Three: To what extent are digital literacy skills used in the execution of continuous assessment by basic school teachers?

Table 3: *Digital Literacy Skills used in the Execution of Continuous Assessment by Basic School Teachers*

S/n	**Items**	**HE**	**ME**	**LE**	**NAA**	**Mea**n	**Rem**ark
16	Typing CA questions on computer.	1638	1962	2941	3429	2.22	Not Accepted
17	Marking or scoring CA using an app.	2127	2289	3429	2125	1.16	Not Accepted
18	Record pupils' scores electronically.	2128	2288	2125	3429	1.29	Not Accepted
19	Use spreadsheet software for score analysis.	2455	2120	2944	2451	1.24	Not Accepted
20	Uploading learners' CA results online.	2453	1961	2616	2940	2.01	Not Accepted
21	Use mobile apps for assessment delivery.	2126	2126	2942	2776	2.14	Not Accepted
22	Conduct online visual assessments.	1964	2615	3431	1960	1.54	Not. Accepted
23	project CA questions on slidshow .	2290	1635	3268	2777	1.26	Not Accepted
24	Track CA progress using digital tools.	1965	2126	2937	2942	2.19	Not. Accepted
25	Create electronic portfolios for pupils.	2292	2614	2289	2775	1.26	Not Accepted
26	Monitoring CA activities online	1964	2451	3269	2286	1.59	Not Accepted
27	Share CA results with parents via digital platforms.	2779	2451	2454	2286	1.43	Not Accepted
28	Communicate CA progress to pupils digitally.	2617	2779	1798	2776	1.47	Not Accepted
	Cluster Mean					**1.60**	**Not Accepted**

Table 3 shows Cluster Mean = 1.60. This indicates that teachers use digital literacy skills to a moderate extent in executing continuous assessments. All individual items were "not accepted", meaning their mean scores were below the minimum threshold of usefulness (generally ≥ 2.50). The data shows that basic school teachers in Benue State lowly utilize digital literacy skills in executing continuous assessment. Their weakness lies in: Typing, recording, and uploading results, using mobile apps and digital tools for score tracking. However, their low literacy skills led to poor improvisation and under-utilization of digital tools for communication with stakeholders

(parents/pupils), advanced performance tracking, and collaborative assessment methods like online discussions and portfolios.

Research Question Four: What challenges do basic school teachers face in adopting digital literacy skills for implementing continuous assessment?

Table 4*: Challenges Basic School Teachers Face in Adopting Digital Literacy Skills for Implementing Continuous Assessment*

S/N	ITEM	MC	LC	NC	Mean	Remark
1	Lack of computer devices.	7682	1146	1142	2.66	Accepted
2	Poor internet connectivity.	5718	3108	1144	2.56	Accepted
3	Inadequate or insufficient digital literacy skills.	4411	4416	1143	2.53	Accepted
4	Insufficient time to learn digital skills.	5228	2946	1796	2.54	Accepted
5	Lack of ICT support staff in schools.	6048	2124	1798	2.43	Not Accepted
6	Unreliable power supply.	6863	1962	981	2.62	Accepted
7	Inability to design digital CA.	5065	3435	1470	2.76	Accepted
8	Fear of making mistakes with technology.	4574	3927	1469	2.52	Accepted
9	Lack of motivation to adopt digital tools.	5395	2776	1799	2.36	Not Accepted
10	Limited school budget for ICT resources.	5719	2617	1307	2.21	Not Accepted
11	Lack of school policies supporting digital learning.	4900	3596	1147	2.58	Accepted
12	Learners low interest in digital learning.	4246	3761	1963	2.23	Not Accepted
13	Over-dependence on traditional based assessment.	5394	3597	816	2.57	Accepted
14	Poor attitude towards digital literacy.	4903	3271	1633	2.52	Accepted
	Cluster Mean				**2.51**	**Accepted**

Table 4 presents the cluster mean of 2.51 which shows that, on average, the respondents did not strongly perceive most of the listed items as major barriers. Only 4 out of 14 items were not rated or accepted as significant challenges hindering effective digital literacy skills for CA implementation. A wide range of factors are challenges hindering Basic School Teachers adoption and application of digital literacy skills for CA practices. Only lack of ICT support staff, lack of motivation, and learners' interest in digital literacy were not seen as significant challenges. This implies that teachers have low digital literacy skills and could not apply it to implementation of CA in school due to the identified factors or challenges.

Discussion

The study finding in relation to research question one revealed that Basic Schools Teachers in Benue State generally possess low level of digital literacy, particularly in

basic applications such as using email, browsing, downloading resources, and using teaching platforms. The study agrees with those of Iroanya and Kure (2023); Abubakar and Yusuf (2023); Ede and Nwachukwu (2023); Akintoye et al. (2023); Okoh and James (2024) who found in their studies that few teachers have basic ICT skills, majority lack proficiency in core digital literacy competences such as data analysis, software navigation, and the use of digital platforms for academic purpose.

The study finding also revealed that teachers in Benue State show low integration of digital literacy into continuous assessment practices, particularly in information access, communication, and feedback, there are noticeable gaps in advanced or structured digital practices such as: Planning assessments with digital productivity tools (e.g., spreadsheets, word processors), using of cloud storage and mobile apps, real-time collaboration on CA activities. The study corroborates with Ibala and Sule (2023); Adewale and Funmi (2023); Eyo et al. (2023); Musa and Kolo (2024); Idoko and Aboh (2023) who found that digital skills significantly influence how teachers plan and implement continuous assessment activities.

Furthermore, the study discovered that Basic School teachers in Benue State lowly utilize the acquired digital literacy skills in the implementation of continuous assessment. This implies that the Basic School Teachers are not exploring the modern technology in the implementation of assessment needed for effective teaching and learning in the 21st century. The study agreed with Okorie and Eze (2023); Oladipo et al. (2024); Igbokwe and Adamu (2023); Ali and Nura (2023); Udu and Okpani (2024) who found in their studies that the inability of teachers to used digital devices to administer quizzes or track learners' academic performance slows down teaching and learning.

Also, the study finding revealed that few teachers have Android phones, laptops or tablets and other devices required to digitalize classroom teaching and learning. Also, the problem of poor public power supply has made many teachers with the required devices for digital learning not to put it to use. Many teachers find it difficult to power their devices for long period of time. Inadequate funds (poverty rate) also constituted a challenge as many teachers and learners could not afford the cost of the needed devices for digital skills. This means that the few teachers with the needed digital literacy skills find it difficult to purchase the needed digital devices as tools for teaching and learning. Many of the teachers could not purchase data for online subscription. Another challenge discovered was poor attitude towards digital literacy. Many teachers believed that Information and Communication Technology (ICT) is too difficult to learn and practice. The belief that computer skills is meant for younger generation but not the older generation has, therefore, undermined the quest for acquiring such skills is a waste of resources. The study finding concords with Bassey and Okon (2023); Omokaro and Adeyemi (2023): Adebayo and Sanni (2023): Mohammed and Umar (2023): Igwe and Nwafor (2024) who found that electricity and internet connectivity were among the top barriers that hindered learning of computer skills by primary school teachers in Northern Nigeria.

Conclusion

The study concludes that teachers in basic schools in Benue State generally possess a low and unacceptable level of digital literacy, teachers in Benue State applied low utilization of digital literacy for planning of continuous assessment. Basic School

Teachers in Benue State have low utilization of digital literacy skills in executing continuous assessment. The study also establishes potential challenges, notably lack of devices poor power supply, inadequate funding and poor attitude towards learning ICT were found to be major barriers hindering teacher digital literacy skills.

Recommendations

Based on the study findings, it is therefore, recommended that:

1. Capacity-building initiatives and professional development programs should focus on equipping teachers with advanced digital tools to enhance teaching effectiveness in the digital age.
2. There's a need for targeted training and ICT support to help teachers better integrate digital tools for full-cycle continuous assessment from question delivery to performance communication.
3. Integration of digital devices in the modern classroom for blended learning should be made compulsory by the Federal Ministry of Education in Nigeria
4. Interventions should prioritize infrastructure development (digital devices, electricity, budgets) while continuing to strengthen capacity building for digital literacy.
5. Basic School Teachers should be sensitized, and training for a positive attitudinal change towards modern technology and its application to everyday living.

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