

**INFLUENCE OF DIGITAL LEARNING APPS ON THE ACADEMIC
PERFORMANCE OF STUDENTS IN UNIVERSITY OF BENIN**

BY

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**UNIVERSITY OF BENIN,
BENIN CITY**

JULY, 2026

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF
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DECLARATION

This project is based on a study undertaken by CHIWENDU NWAFOR in the Department of Mass Communication, Faculty of Arts, under the supervision of Dr Victor Ehiagwina. All ideas in the study are products of my personal research. Where the view of others were used, they were duly acknowledged.

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CERTIFICATION

This is to certify that this research work was written and submitted by
CHIWENDU NWAFOR to the Department of Mass Communication, Faculty of
Communication and Media Studies, University of Benin, Benin City, Edo State.

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DATE

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DATE

STUDENT'S THESIS
AUTHOR'S STATEMENT

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DEDICATION

This Research is dedicated, first and foremost, to God Almighty, whose guidance and wisdom has sustained me throughout this period of study. It is also lovingly dedicated to my incredible mother and siblings, whose unwavering support made all the difference.

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ABSTRACT

This Study examined the influence of digital learning apps on the academic performance of students in University of Benin. The widespread in adoption and use of digital technologies for teaching and learning informed the study, emphasizing the need to understand how digital learning apps impact academic performance as measured by grades, GPA and other indicators of academic success. The study was guided by four objectives: To identify the level of exposure of students of the University of Benin to digital learning apps, to determine the frequency of usage of digital learning apps for academic purposes, to examine the influence of digital learning apps on the academic performance of university of Benin students, and to identify the challenges faced by university of Benin students while using digital learning apps. In terms of theoretical framework, the Constructivist Learning Theory and Diffusion of Innovation was adopted. Using a survey design, a sample size of 287 undergraduate full-time students was selected through stratified random sampling technique. Data were collected through structured questionnaires and analysed using simple percentages and frequency tables. Findings revealed that there is a high level of digital learning apps awareness among university of Benin students. Digital learning apps was also found to significantly enhance students retention and grades. However, challenges such as poor internet connection, high cost of data, digital distraction and little training on the use of digital learning apps were identified. The study concludes that digital learning apps positively influences students academic performance despite certain obstacles. The researcher therefore recommends that the University should implement digital literacy programs that will help students learn how to effectively use digital learning apps, also call for the provision of free Internet (WiFi) within the University.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The advancement of information and communication technology ICT has greatly transformed the educational system across the world. One of the major results of this development has been the introduction and widespread use of digital learning apps which have become an important tool in the teaching and learning process globally.

Globally the transformation to new technological way of learning came as a result of the shift in ideology driven by the fourth industrial revolution. Sleator (2010), stated that the first record of this form of learning dates back to 1728 when Caleb Philips offered shorthand lessons via mail in Boston. While this method is not fully digitalised, it established the foundation for learning in absence, showcasing that learning can happen even when the teacher and student are physically separated due to location.

The 20th century saw a number of attempts to modernise teaching. In 1924, Sidney Pressey a student of the University of Ohio developed what he called Automatic Teacher. This mechanical device was designed to modernize teaching, as it provides automatic answers to question. However, the catch was that the machine would only move to the next question when the student entered the right answer (Petrina 2004).

Another impressive attempt also came in 1960 following the development of Programmed Logic for Automatic Teaching Operations (PLATO) at the University of Illinois by Donald Bitzer. At a time where computers were large and allowed only one student to use, PLATO surprisingly was created in a way that multiple students could log in and learn at the same time. The 1970s and 1980s saw the introduction of smaller computers “Personal computers” that were more portable than the computer during PLATO era, this significantly expanded access to computer base learning making Learning more practical.

A major transformation occurred in 1990s with the launch of the World Wide Web www. The Web made the internet more easy and user friendly for everyone to use. Thus leading to the birth of Learning Management System LMS which is considered to be a digital school where lecture notes, assignments and communication guides were arranged. The LMS basically introduced a new Era of learning the Mobile Learning (M-Learning) as individuals could now access learning materials, create groups discussions forum and evaluation with the use of mobile phones (Kasim & Khalid 2016).

Ajadi, Salawu & Adeoye (2008), note that the rise of E-Learning and mobile technology in Nigeria can be trace to the late 1980s and early 1990s with the introduction of computers in Nigerian schools, establishing a new era of technology driven education in the country. Although the cost of purchasing computers were

high, higher institutions and few urban secondary schools had them for administrative use. Over time, students gained access to them through the introduction of computer studies as part of school curriculum. This exposure gave way for internet based learning, what is today known as E-Learning.

A significant milestone occurred in 2001 with the privatisation of Nigeria telecommunications and introduction of Global System for Mobile Communication (GSM). Service providers like Globacom, MTN, Airtel and 9mobile expanded access to communication technologies and In turn led to the increase in Mobile phone ownership across the country. Although mobile phone were limited to just calls and text messages, it laid the foundation of Mobile learning (M-learning). As internet penetration increase, so also did online learning with the establishment of the National Open University of Nigeria (NOUN) . This establishment provide that distance learning can be done through the use of technology.

The 2020 COVID19 pandemic on the other hand totally restructured learning in Nigeria. What started as a emergency has now become integrated in Nigerian universities. During this period of National lockdown many institutions developed new way of teaching with the use of digital apps like, Zoom, Microsoft Teams, Google classroom, YouTube, Telegram, Google Scholar and other . Ensuring that academic activities continued. The quick adoption of these digital apps introduced a new dimension to learning in learning in Nigeria universities, as both the students and

lecturers became dependent on these apps for lecturing, class discussions, assignments and exams.

In Present day Nigeria, the use of these digital learning apps has grown among university students. Due to various factors like smart gadget usage (Phones, Computers ,Tablets) and accessibility of the Internet has contributed to this growth. Thus, students are expected to become familiar with these applications as part of their learning activities. As Adebayo (2019) notes, media plays a crucial role in the educational process, serving as a vital channel for communication and enhancing student's comprehension .

Within the University of Benin Community, it has been seen that students are highly knowledgeable on digital technologies and actively use them for either academics or personal activities. Although, there are numerous apps used by UNIBEN students for learning, these apps are commonly used by them : Zoom, Microsoft Teams, Google classroom, YouTube, Telegram, Google Scholar, WhatsApp, Exam crush . As stated by Shaibu & Mike (2016) , the focal point of E-Learning is information sharing, which makes it possible for learners to interact with each other and share knowledge at anytime.

The transformation of learning through digital learning apps has changed the ideology, structure and manner of which teaching and learning is delivered by eliminating the boundaries of location and time. Unlike the traditional method of

teaching which is limited within the bounds of the classroom and fixed time schedule, digital learning app enables learning to happen anywhere and anytime just with the use of the learner smart gadget (phones and laptops) and internet connection. According to UNESCO (2021), digital have expanded access to education, enhance students engagement, and provided room for personalized instruction (pace at which learning occurs) across different learning context. Students can access courses materials, participate in virtual discussion and review recorded lectures at their own convenience, thus this flexibility provides students with personalized learning schedules and learning pace allowing students to regulate their own engagement. As Adedoyin & Soykan (2020), state's that digital platforms provides students with flexible learning opportunities and enhance academic performance by giving students access to courses materials at their own convenience.

Furthermore, these learning apps have restructured students-teachers relationships. Unlike the traditional method where teachers were seen to be the centre power of knowledge dissemination, now it is a students centred method that Promotes active participation, learning autonomy and combination of knowledge from both the students and teachers rather than the passive approach associated with the traditional classroom learning method. The organization for Economic Co-operation and Development (2020) explains digital learning apps aid interactive learning

experiences which Promotes critical thinking, self-directed learning and collaboration.

The accessibility and affordability of this digital learning apps also explains how sustainable this form of learning is within the University system. Accessibility in the context is how easy it is to get access to this apps using mobile phone and Laptop regardless of location and time. However the affordability of these apps is another issue, while some are free other require payment.

Therefore, it is important to examine the influence of digital learning apps on the academic performance of university of Benin students. This study aims at investigating how the use of digital learning apps affect UNIBEN students learning outcomes and provides information that will help students, educators, researchers and the University Administrator make informed decisions as regards to the use of digital learning apps in the university.

1.2 Statement of the Problem

The Increase in the use of digital learning apps among university students in Nigeria has changed the manner in which learning occurs in universities. These learning apps are designed to assist the learning process by providing accessible learning materials, virtual classrooms, and interactive opportunities. However, there is a rising concern about the extent to which these app improve students learning and

academic performance. While several studies has been done on the adoption and digital technology use in Nigeria universities, the data regarding the influence these apps have on students academic performance is unclear.

For instance, the research work title “The Roles of Digital Media in Enhancing Teaching and Learning Experience among UNIBEN Students by Ngozi (2025) focuses on exploring how digital media can improve teaching and learning experience of students in University of Benin. The research work shows how technology increases students interest in learning, teachers motivation to teaching and class room productivity. However, the findings of this study fails to examine the use of specific digital learning apps and its impact on students as measured through their test grade, GPA , knowledge retention and classroom discussion.

Similarly, the study by Otasowie (2023) on assessing the impact of selected educational apps on the academic performance of Nigerian students, although the study aims at analysing the impact of specific educational apps on Nigerian students and it academic outcome, the findings are generalised in scope and do not specifically focus on students of the University of Benin.

Thus, from the review of the above studies, it becomes important to explain the specific gaps that this study (Influence of digital learning apps on the academic performance of university of Benin students) aim to address the following, such as the frequency of usage of digital learning apps, the effectiveness of such usage, the

implications of such usage specifically on University of Benin students academic performance as measured by their grades, GPA and other indicators.

1.3 Objectives of the Study

The following are the objectives of this study:

1. To identify the level of exposure of students of the University of Benin to digital learning apps.
2. To determine the frequency of usage of digital learning apps for academic purposes by university of Benin students.
3. To examine the influence of digital learning apps on the academic performance of university of Benin students.
4. To identify the challenges faced by university of Benin students while using digital learning apps.

1.4 Research Questions

The following research questions are designed to guide the study

1. What is the level of exposure of University of Benin students to digital learning apps?
2. How frequently do University of Benin students use digital learning apps for academic learning purposes?

3. What influence do digital learning apps have on the academic performance of university of Benin students?
4. What challenges do University of Benin students face while using digital learning apps?

1.5 Significance of the Study

This study will be beneficial to various groups in the academic system, these groups include students, lecturers, University administrator, and future researchers, as it will provide insights on the influence of digital learning apps on students academic performance within the context of the University of Benin.

Firstly, for students the study will provide insights into how digital learning apps can be effectively used in improving their academic performance and studying habits. By identifying the advantages and limitations associated with the use of digital learning apps. Thus, students will be better informed on how to integrate these apps for learning that may lead to improved grades, better access to learning materials, time management and increase classroom discussion with Lecturers.

Lecturers will also gain from this study as it will provide insights into how digital learning apps influence students learning, thereby helping lecturers improve their teaching methods, integrate appropriate digital tools in their teaching structures. The findings of this study will also help University of Benin lecturers ascertain the

most effective method of teaching to adopt with UNIBEN students, be it the Traditional classroom method or the Blended learning Method (The use of both traditional classroom teaching and digital learning).

For the aspect of the University Administrators, this study will be valuable as it will assist the university management in making informed decisions in regards to adoption, maintenance, and improvement of digital learning apps within the university. The findings may also guide decisions relating to investment in educational technologies (such as campus Internet connection and creation of virtual classroom) and staff training on the use of digital learning apps.

Finally, this study will help future researchers as it will serve as a reference material and guide in conducting future research relating to digital learning and its impact on academic performance

1.6 Scope of the Study

The content Scope of the study, as it relates to students, is limited to the undergraduate students of the University of Benin. This study examine their use of digital learning apps and its influence on their academic performance. Students GPA, knowledge retention and involvement in classroom discussion with be use as a measurement to the influence of this form of learning. For clarity, academic digital learning apps in the context of this study include mobile and Web platforms such as

Google classroom, Zoom, Microsoft Teams, YouTube, Telegram, Google Scholar and WhatsApp.

The geographical location of this study covers the University of Benin, Ekenwan campus, which will serve as the case study of the research work, excluding other universities and institutions in Nigeria. The University of Benin is chosen as the geographical location due to various factors such as large population of students, the use of digital learning apps by students, diversity in academic disciplines, and the adoption of digital learning apps in the process of teaching and learning in the campus . Another important reason for choosing the University of Benin, Ekenwan campus is based on the accessibility of respondents and the researcher familiarity with the university.

Furthermore, in terms of time frame, the study covers the 2026 academic session of the University of Benin. This means that data collected in this study is limited to students academic performance and experience within this specific academic session. Therefore the findings of this study is limited to just the university of Benin and the 2026 academic session, thus may not be generalised to other universities and institutions in Nigeria.

1.7 Operational Definition of Terms

To ensure clarity and proper understanding, the following terms are defined as used in the study.

- **Digital learning Apps:** Digital Learning apps refers to learning apps that students use to enhance their learning and academic performance such as Google classroom, Zoom, Microsoft Teams, YouTube, Telegram, WhatsApp, Exam crush, and Google Scholar. These apps are accessed through Smartphones and Computers
- **Academic Performance:** Academic Performance refers to the measure of a student's academic achievement in their studies, including GPA and other indicators of academic success
- **Students:** Students as used in this study refers to undergraduate learners enrolled in degree programs at the University of Benin, excluding postgraduate students and part-time students
- **Influence:** Influence refers to the effect of impact that comes with the use of digital learning apps on academic performance by students
- **University of Benin:** University of Benin is a federal government owned institute of learning in Benin City, Edo State, Nigeria. As Ekenwan campus is the main focus in this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews relevant existing literatures relating to the influence of digital learning apps on the academic performance of students. It aims at looking at what past studies has said and its outcome, by analysing the previous studies and opinions, the chapter establishes the conceptual and theoretical framework of which this study is built on.

The chapter begins fully with the Conceptual review of key term significant to the study such as the concept of digital learning, digital learning apps and academic performance. It then proceed to examine the opinions of authorities in regards to the study followed by the empirical studies done over the time on topics relating to technology in academic advancement and performance. The chapter comes to an end with the examination of theoretical framework that explains students adopted and use of digital technologies for better performance. Majorly, theories that links to technology, innovation and adoption is explained here

2.2 Review of Concept

2.2.1 The Concept of Digital Learning

Digital Learning refers to the use of digital technological tools to aid teaching, learning and retention. It had to do with the integration of Internet based platforms (Google classroom, YouTube, Telegram, Microsoft Teams, Zoom, Google Scholar, WhatsApp) , mobile phones, computers, and the media into education process. This form of learning gives students some element of control over time, place, and pace of learning. UNESCO (2020), explain digital learning as a process involving the systematic use of information and communication technologies to enhance access to education, improve learning outcomes and support flexible learning opportunities across different context.

Similarly, the College of education Illinois (2024), defined digital learning as an umbrella term for all the educational practices that use technology to enhance teaching and learning. This is to say that digital learning is not only a program that bridges the gap between physical and virtual learning but also facilitate seamless transition between them, ensuring continuity in education regardless of the

circumstances. According to Usunomena (2020) digital learning is any instructional strategy that uses technology to strengthen the student's experience, moving learning beyond the four walls of the classroom.

2.2.2 Concept of Digital Learning apps

Digital Learning apps are software/platforms designed to facilitate education and knowledge acquisition via the use of digital devices. These apps function as instructional tool that enhance access to educational materials, interactive opportunities and knowledge retention.

According to the United Nations Educational Scientific and Cultural Organisation (UNESCO 2020), explains digital learning apps as platforms that use information and communication technology ICT to improve access to education, enhance quality and support flexible learning systems.

Digital learning apps are software designed for quality teaching aids by supporting efficiency of classroom and independent student work. The aids mentioned should provide learners with relevant functionality to illustrate and reinforce proper concepts (skills) to improve comprehension of the learning concepts. Gryzun & Tokariev (2023).

2.2.3 Academic Performance

Academic Performance refers to the measurable outcome of students learning as measured through their grades, GPA and other indicators of academic success. The term academic performance can be define as the achievement attained by a student upon finishing a course at an institution of learning. It serves as a measure to assess a student's learning proficiency across different academic disciplines through both ongoing and final evaluations, reflecting the results of their efforts to meet educational objectives (Kumar & Agarwal 2021) .

The British School of Barcelona (2024) defined academic performance as a student's ability to achieve the academic expectations established, which include obtaining good grades, actively participating in class and demonstrating a solid understanding of the concepts being taught. \

2.3 Review of Opinion

Serval academic authorities and communication scholars have given their opinions on the integration of digital learning apps into the university. These authorities are of the view that digital learning apps are essential tools for enhancing the effectiveness of teaching and learning thereby leading to better academic performance by students.

Nwosu(2021), in his work ICT and the management of schools in Nigeria . Is of the opinion that the integration of digital learning apps and new technologies has

significantly transformed the process of teaching and learning for both the teachers and the students. He is of the opinion that digital learning apps provide a flexible learning systems, improve class room engagement and introduces students to a wider range of learning materials. According to Nwosu, the integration of these digital learning apps as made students more active participants during classroom discussions rather than passive recipients of information. This opinion highlight the transformative role of digital learning apps in creating a student centred learning.

Similarly, Asemah, Nwammuo and Nkwam-Uwaoma (2022), in their work emphasize the role of modern communication technologies in expanded the ways through which knowledge is created, shared and consumed among individuals. They are of the opinion that these digital learning apps allows learners to access information faster and also create groups learning beyond classroom knowledge. From their point of view, they see digital learning technologies as a important tool for enhancing teaching and improving students understanding of complex concepts being taught in classrooms.

In addition, from the research conducted by Yusuf and iyabo (2022), it shows that the integration of digital learning into the university system have enhance lecturers effectiveness and promoted more interactive learning experiences. In their opinion, the integration of digital learning apps enables lecturers to present their teaching material in a more engaging format while allowing students to access those

materials conveniently. This opinion emphasizes that digital learning apps should fully be integrated into Curriculum as it supports teaching and learning process.

From the opinions of these authorities it can be concluded that educators supports the integration of digital learning apps into university curriculum because of their potential to improve learning experience, enhance students class room engagement and academic performance, and also facilities access to a wide range of educational materials. However these scholars highlights that the successful implementation of digital learning apps requires adequate infrastructure, institutional support and digital literacy among students and teachers.

2.4 Review of Empirical Studies

Ohwerei & Niden (2022), conducted a study at Ambrose Ali University to examine the use of new technologies for educational activities among the undergraduate students. The study aimed at rising students awareness of these digital technologies, evaluate the effectiveness, identify challenges associated with the use. Using survey method, the researcher designed questionnaires as the primary method of data collection. The study data showed a widespread adoption to new technologies among Ambrose Ali University students. The data therefore indicates a positive attitude towards technology integration in learning, emphasizing new technologies ability to enhancing educational experiences of students. The researcher concluded by

recommending the further use of digital technologies in lectures based on their findings.

Ogbebor (2025), conducted a research to examine the roles of ICT tools play in enhancing student's learning outcome at the University of Benin. The study aimed to explore the extent to which ICT tools are used in learning among students of UNIBEN, their attitudes towards the use of ICT tools, the challenges faced with the use of these tools and ascertain ICT tools role in enhancing student's learning outcome. The study employed the use of survey research design as the method of data collection. The findings of this study reveals that there is a high level of digital engagement and comfort among UNIBEN Students, with widespread use of ICT tools for research, time management, and understanding complex academic concepts. However, the study also identifies challenges including inadequate digital literacy, high cost of ICT tools, and insufficient training and support from educators. The researcher recommended that the university should implement digital literacy programs that equips students with the necessary skills to effectively use ICT tools and critically evaluate online information. This could include workshops, online courses and integration into the curriculum.

Ngozi (2025), conducted a research on the roles of digital media in enhancing teaching and learning experience among UNIBEN students. The study aimed at examining the availability and accessibility of digital media resources among

UNIBEN Students the type of digital media frequently used, the role of digital media in enhancing student-teacher interaction and feedback, the impact of digital media on students collaboration and group work, and identifying the digital literacy skills required by students and lecturers to effectively utilize digital media. The researcher made use of descriptive research design as the approach is appropriate for the study since it allows for the collection of detailed information about the use of digital media in the educational context of UNIBEN. From the data collected, the study show digital media significantly enhances students engagement and motivation to learning, learning to a more interactive and dynamic learning experience. However, the study identified the challenges students face while using digital media to be poor internet connectivity and information overload. The researcher recommended that the university authorities should work on internet connection within the campus (free Wi-Fi).

Otasowie (2023), also conducted a research on assessing the impact of selected educational apps on the academic performance of Nigerian students. The study aims at exploring the exposure level of Nigerian students to Google Apps for education, ascertain if the use of Google apps meets students educational goals. The researcher made use of survey research method to collect data. The data of this study reads that 73.6% and 94.1% of Nigerian students are exposed to the use of the Internet and

Google apps, while 21.8 of students depend on instructions on how to use Google apps.

2.5 Theoretical Framework

The use of digital apps for learning supports different theories that help us to understand exactly how technology affects the way students learn and how teachers teach. According to Asemah, Nwammuo, & Nkwam-Uwaoma (2022), theories are set of assumptions, propositions, or accepted facts that attempts to provide a plausible or rational explanation of cause-and-effect relationship among a group of observed phenomenon. Thus, knowing these theories can guide students in using tools effectively, especially at the University of Benin. Below are some important theories

2.5.1 Constructivist Learning Theory

The Constructivist Learning Theory by Jean piaget posit that individuals actively construct knowledge and understanding based on their own experiences, reflections and prior knowledge, rather than passively receiving information. Digital learning support this Theory by allowing students to interact with content in various ways. For example, instead of just listening to a lecture, students can construct knowledge together through participating in virtual classes and interaction. This approach makes learning more impactful and helps knowledge retention.

In context of this study, Constructivist Learning Theory is instrumental in understanding how students of the University of Benin use digital learning apps to engage in academic activities and gain deeper understanding beyond what is being taught in the classrooms. This theory is applicable because it explains how students use digital learning apps like Google Classroom, Zoom, Microsoft Teams, YouTube, Telegram, Google Scholar, WhatsApp, Telegram and others to understand academic work loads at their own pace, reviewing academic materials and applying these gained knowledge in classroom discussion, assignments, and exams.

Furthermore, the features of digital learning apps reflects the idea of Constructivist learning theory with is self-direction, guided institutions and critical reflection. Additionally, as students of the University of Benin constantly navigate large class population size and have limited access to one-on-one institutions from lecturers, thus digital learning apps serve as a Constructivist guide bridging the institutional gap and potential improvement in academic performance.

2.5. 2 Diffusion of Innovation

The Concept of diffusion of innovation was first studied by the French sociologist, Gabriel Tarde in the late 19th century. However the idea was developed into a theory by Everett. M. Rogers in 1962. The theory traces the process by which a new idea or practice is communicated through certain channels over time among members of a social system. The theory describes the factors that influences people

thought, actions and the process of adopting a new technology or idea. Academic authorities, Asemah, Nwammuo and Nkwam-Uwaoma(2022), identified four main element in diffusion of innovation process to be :Communication, Channels, Time and Social System. Digital learning apps are innovation within the educational system that aid learning.

In the context of this study, diffusion of innovation theory provides a benchmark for understanding how and why students of the University of Benin adopt digital learning apps and how various levels of adoption impact the difference in academic performance among students. The levels of adopt been: the early adopters, early majority, late majority and laggards. This theory is applicable in this study because it explains that students who see digital learning apps as more beneficial to them over traditional learning methods because of flexibility in location and time, feedback, and accessibility of diverse academic materials are more likely to adopt and use this tool consistently. Thus leading to widespread in usage among students.

Furthermore, an institution like the University of Benin, its students are made up of individuals from different backgrounds with different levels of exposure to the concept of digital learning apps/tools, the theory of diffusion of innovation gives insight on how the spread and use of digital learning apps are shaped by social, institutional and personal needs. Thus the level of adoption is shown on students

academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter outlines the research methodology used to investigate the influence of digital learning apps on the academic performance of students in the University of Benin. It describes the research design, population and sample size, data collection method, and data analysis techniques employed in the study. The chapter provides a clear framework of how the research will be conducted to ensure reliability and validity in exploring the research objectives.

- Research Design
- Population of the study
- Sample size
- Sampling Technique
- Research Instrument
- Validity of the research instrument
- Reliability of the instrument
- Method of Data collection
- Method of Data Analysis

3.1 Research Design

The study adopts a survey research design. Survey research is effective in gathering quantifiable (measurable) data that can be analysed to explore relationships between variables.

In this study, survey research is chosen because it allows for the collections of responses from participants, ensuring that the findings accurately reflect the views of the target population while aligning with the study's objectives.

3.2 Population of the Study

The study population is composed of 1,010 undergraduate students undergoing the Full-time programme excluding part-time students from the Department of Mass Communication, Ekenwan campus, University of Benin. This information was obtained from the Head of Department, Mass Communication. A stratified random sampling technique will be used to select participants from the different levels to ensure representation across the various levels. This method allows for the inclusion of diverse perspectives regarding the influence of digital learning apps on academic performance.

100 Level --->276 students

200 Level --->260 students

300 Level ---> 237 students

400 Level ---> 237 students

Thus, making the total of 1010 students as the population size.

3.3 Sample Size

A sample size of 1,010 students will be selected for the study based on the total undergraduate students population undoing Full-time programme in the Department of Mass Communication, University of Benin. This sample is deemed sufficient to gather relevant data that accurately reflect the experiences of the larger population.

Using the Taro Yamane formula to calculate the sample size of the students.

$$n = N / [1 + N (e)^2]$$

Where n = sample

N = population size

E = Error limit (0.5)

Thus

$$n = 1010 / 1 + 1010(0.5)^2$$

$$= 1010 / 1 + 1010(0.0025)$$

$$1010 \times 0.0025 = 2.525$$

$$1 + 2.525 = 3.525$$

$$n = 1010 / 3.525$$

$$n = 286.525$$

$$n = 287$$

The sample size for this study is therefore 287

3.4 Sampling Technique

In this study, the use of stratified random sampling technique will be employed. Thus ensuring equal representation from various levels within the Department of Mass Communication, University of Benin. Given the population of approximately 1,010 full-time undergraduate students, the use of Taro Yamane formula indicates a required sample size of 287 students.

The procedure includes the following steps:

- **Population identification:** The study targets all full-time undergraduate students in the Department of Mass Communication, University of Benin.
- **Stratification:** The population will be divided into levels, such as 100-level, 200-level, 300-level and 400-level.
- **Proportional Allocation:** The sample size of 287 will be distributed proportionally based on the percentage of students in each level.

Using the proportional allocation formula: $nh = n \times N_h / N$

Where

nh = Sample size unknown

n = Total sample size

N_h = Population size of level

N = Total population size

Thus

- **100level:** $nh = 287 \times 276 / 1010 = 78$ respondents (27% of the population)
- **200level:** $nh = 287 \times 260 / 1010 = 74$ respondents (26% of the population)
- **300level :** $nh = 287 \times 237 / 1010 = 67$ respondents (23% of the population)
- **400level :** $nh = 287 \times 237 / 1010 = 68$ respondents (24% of the population)

3.5 Research Instrument

The primary research instrument for this study is questionnaire, designed to collect data on the influence of digital learning apps on the academic performance of students in the University of Benin. The questionnaire will consist of five sections: Section A aims at getting the demographic information (gender, age, level) , Section B aims at getting data on the level of exposure to digital learning apps ,Section C aims at getting data on the frequency of usage of digital learning apps, Section D aims at getting data on the influence of digital learning apps on academic performance of students and Section E aims at getting data on the challenges faced by students while using digital learning apps . The questionnaire will be constructed using Likert Scale, and finally the questionnaire will be administrated electronically to students of the various levels.

3.6 Validity of the Research Instrument

To ensure the validity of the research instrument, the questionnaire will undergo scrutiny by the researcher's supervisor to assess the relevance and clarity of the questions. Any feedback from the project supervisor will be used to refine the instrument, ensuring that it effectively captures the necessary data.

3.7 Reliability of Instrument

To evaluate the reliability of the research instrument, a pilot study will be conducted, involving the distribution of Ten questionnaires to students at the department of Mass communication, Ekenwan campus, University of Benin. The responses obtained from this pilot study will be analysed to assess the consistency and stability of the research instrument. Furthermore, any feedback received during this phase will be use to refine the research instrument based on the inputs of the participants.

3.8 Method of Data Collection

Data collection will be done through the distribution of questionnaires to selected participants. To ensure consistency and fair representation, four google form will be created, one for each level. The online questionnaire will be made available for participants to assess and complete at their convenience. Reminders will be sent through each level class captains to encourage participation, and respondents will be ensured of the confidentiality of their responses.

3.9 Method of Data Analysis

The questionnaires after been collected will be analysed through grouping and summarizing using simple statistical tools such as tables, frequencies, and percentages. Detailed explanations will be included beneath each table for better understand of the findings. This strategy will help to present the findings in a clear

and easy to understand manner.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the findings from the survey aimed at understanding the influence of digital learning apps on the academic performance of students in University of Benin. A total of 287 questionnaires were distributed and completed online, achieving a 100% response rate. The data collected was structured into five distinct sections: demographics, exposure, frequency of usage, influence of digital learning apps, and the challenges faced while using digital learning apps.

The details of this questionnaire are analysed below using frequency, percentage and tables for the presentation of data.

4.2 Data Presentation and Analysis

SECTION A

This section covers the demographics of the respondents

Table 1: Distribution of respondents by gender

Variable	Frequency	Percentage %
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Male	109	38%
Female	178	62%
Total	287	100%

Source: Online survey, 2026

The data in Table 1 shows that the female respondents makes up the more of the total population compared to male respondents. This data highlights a notable predominance of female respondents in the study, which indicates that women were more engaged in the study than men.

Table 2: Distribution of respondents by age

Variable	Frequency	Percentage %
16-20	112	39%
21-25	130	45%
26 and above	45	16%
Total	287	100%

Source: Online survey, 2026.

Table 2 shows that the largest age group is make up of respondents in age 21-25 making up almost half of the total respondents. This suggests that the survey is mostly filled out by younger people, particularly those in their early twenties. This data is significant because younger respondents are often more exposed and familiar with the use of digital technologies.

Table 3: Distribution of respondents by level of Study

Level	Frequency	Percentage %
--------------	------------------	---------------------

100		78
27%		
200		74
26%		
300		67
23%		
400	68	24%
Total	287	100%

Source: Online survey, 2026.

The data in Table 3 shows that respondents are fairly evenly shared across the four levels of study, with a slight majority of the respondents coming from the lower to mid-level classes. This data is significant, because it shows that the data in this study captures the perspectives of students in different levels of their academic journey, from those in their first year to those in their last year.

SECTION B:

This section covers questions on the level of exposure of respondents in the study

Table 4 :I am awareness to digital learning apps

Variable	Frequency	Percentage %
Strongly Agree	140	49%
Agree	95	33%
Neutral	30	10 %
Disagree	15	5%
Strongly Disagree	7	2%
Total	287	100%

Source: Online survey, 2026.

Table 4 shows that majority of the respondents are aware of digital learning apps, with a little percentage with no exposure to the concept of digital learning apps. The high level of awareness suggests that digital learning apps are known by students of the University of Benin. This data establishes a strong foundation to ascertain the level of adoption and usage of digital learning apps by students.

Table 5: I use at least one digital learning app regularly for academic purposes

Variable	Frequency	Percentage %
Strongly Agree	100	35%
Agree	120	42%
Neutral	40	14%
Disagree	18	6%
Strongly Disagree	9	3%
Total	287	100%

Source: Online survey, 2026

Table 5 shows that majority of the respondents regularly use of digital learning apps for academic purposes, though a minority of the respondents still rely on the traditional method of classroom face-to-face learning. This data suggests that awareness does not necessarily translate to consistent usage.

Table 6: I have received formal or informal training/orientation on how to use digital learning apps for academic purposes

Variable	Frequency	Percentage %
Strongly Agree	80	28%

Agree	90	31%
Neutral	60	21%
Disagree	40	14%
Strongly Disagree	17	6%
Total	287	100%

Source: Online survey, 2026

The data in Table 6 shows that more respondents have received some form of training on the use of digital learning apps, though a small fraction of the respondents are untrained and undecided on the issue. This data highlights a gap in orientation on how digital learning apps is used among students of the University of Benin.

SECTION C

This section covers questions on the frequency of usage

Table 7: I use digital learning apps more than three times a week for academic activities

Variable	Frequency	Percentage
%		
Strongly Agree	110	38%
Agree	95	33%
Neutral	45	16%
Disagree	25	9%
Strongly Disagree	12	4%
Total	287	100%

Source: Online survey, 2026

Table 7 shows that digital learning apps are moving from being an academic support system to a full-time integration of students learning routines. This data

suggest that the traditional method of teaching/learning such as textbooks and face-to-face instructional learning are gradually being replaced by digital learning apps.

Table 8: I use digital learning apps more frequently for academic purposes than I use traditional learning methods

Variable	Frequency	Percentage %
Strongly Agree	95	33%
Agree	105	37%
Neutral	50	17%
Disagree	25	9%
Strongly Disagree	12	4%
Total	287	100%

Source: Online survey, 2026

Table 8 shows that there is a shift in how students approach learning. This data highlights that digital learning apps are now being chosen more frequently by students over the traditional learning method. The high level of frequency of usage strengthen the data in Table 4, indicating that exposure can lead to usage.

SECTION D

This section covers questions on the influence of digital learning apps on academic performance

Table 9: The use of digital learning apps has improved my understanding

Variable	Frequency	Percentage %
Strongly Agree	125	44%

Agree	100	35%
Neutral	35	12%
Disagree	18	6%
Strongly Disagree	9	3%
Total	287	100%

Source: Online survey, 2026

Table 9 shows that a high percentage of respondents agreed that digital learning apps have improved their comprehension of course materials beyond what is taught in the classroom. This data suggests that digital learning apps has enhanced understanding of academic work loads by giving students easy access and avenue to revisit materials at their convenience, and encourage learning at one's own pace. A smaller percentage of respondents, however, maintain that the use of digital learning apps has no effect on their understanding of academic work loads, suggesting that the benefits of digital learning apps are not equally experienced.

Table 10: My use of digital learning apps has contributed to better grades/GPA

Variable	Frequency	Percentage
%		
Strongly Agree	100	35%
Agree	105	37%
Neutral	50	17%
Disagree	22	8%
Strongly Disagree	10	3%
Total	287	100%

Source: Online survey, 2026

The data in Table 10 shows that for most of the respondents, digital learning apps has helped attained better grades/GPA. This data suggests that students who

actively use digital learning apps tend to perform academically than those who do not use them. The data suggests that the respondents who disagreed may have face certain challenges in operating these apps to their advantage.

Table 11: Digital Learning apps help me retain academic information more effectively than traditional study methods

Variable	Frequency	Percentage %
Strongly Agree	115	40%
Agree	98	34%
Neutral	42	15%
Disagree	22	8%
Strongly Disagree	10	3%
Total	287	100%

Source: online survey, 2026

Table 11 shows that digital learning apps improve information retention more than the traditional method of teaching. This data supports the constructivism learning theory that explains that self-created learning, interactive learning environment and immediate feedback enhance retention. The smaller percentage of disagreeing respondents just like in Table 9 suggests that while there is retention benefit from the use of digital learning apps, it is not equally experienced by all students.

Table 12: The use of digital learning apps has increased my participation in classroom discussions.

Variable	Frequency	Percentage %
Strongly Agree	90	31%
Agree	100	35%
Neutral	30	10%
Disagree	55	19%
Strongly Disagree	12	4%

Total	287	100%
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Source: online survey, 2026

The data in table 12 highlights that digital learning apps enhances students participate in class room and academic discussions. This data suggests that the benefits of digital learning apps goes beyond good grades/GPA and comprehension of course materials, indicating that usage does not necessarily translate to classroom/academic discussions participation.

SECTION E

This section covers questions on the challenges faced while using digital learning apps

Table 13: Poor internet connection affects my use of digital learning apps

Variable	Frequency	Percentage %
Strongly Agree	150	52%
Agree	90	31%
Neutral	25	9%
Disagree	15	5%
Strongly Disagree	7	2%
Total	287	100%

Source: online survey, 2026

Table 13 shows that unreliable internet connectivity is a major issue that affects the effective use of digital learning apps. This data suggests that while students may want to use digital learning apps for academic purposes, they are likely to face poor

network amongst the different service providers. The data also shows that while some students may depend on personal data plans, others may have alternatives such as Wi-Fi and data bank etc.

Table 14: The cost of data/internet subscription is a challenge I face in using digital learning apps

Variable	Frequency	Percentage %
Strongly Agree	145	51%
Agree	88	31%
Neutral	28	10%
Disagree	18	6%
Strongly Disagree	8	3%
Total	287	100%

Source: online survey, 2026

Table 14 shows that high cost of data and internet subscription significantly act as a challenge to their use of digital learning apps by students. This data strengthen the data in Table 13, highlighting that when data cost is high topped with unreliable internet connectivity, students tend to abandon the use of digital learning apps and rely heavily on the traditional classroom teaching method. The relatively low respondents that does not see the cost of as a challenge shows that financial strength of students varies, as what one may considered expensive, may also be seen as not expensive to the other.

Table 15: I sometimes find digital learning apps distracting, which negatively affects my academic focus and performance

Variable	Frequency	Percentage %
Strongly Agree	100	35%
Agree	95	34%
Neutral	50	17%
Disagree	28	10%
Strongly Disagree	24	5%
Total	287	100%

Source: online survey, 2026

Table 15 data shows that while digital learning apps have benefits they also pose a serious risk of diverting attention to non-academic content such as content from social media, messages from friends etc. This data suggests that the use of digital learning apps comes with a double edged effect on students academic focus. The smaller percentage of respondents who report to experience no distraction while using digital learning apps while may have cultivated the skill of self discipline, focus and known priorities, which helps them fully grasp the benefits of digital learning apps.

4.3 Discussion of Findings

This section provides discussion of the findings gotten from the survey research questions distributed online and presented in tables. This discussion is structured to answer each of the research questions of the study: influence of digital learning apps on the academic performance of students in the University of Benin

4.3.1 Research Question One: what is the level of exposure of University of Benin students to digital learning apps?

From the findings obtained from this study, it is seen that there is a high level of exposure among students of the University of Benin to digital learning apps. This is shown in the data collected from the Section B of the distributed questionnaire which covers questions/table 4,5 and 6 respectively .

In Table 4, the data presented shows that 82% of the respondents (49% Strongly Agree and 33% Agree) confirmed that they are aware of digital learning apps such as Microsoft Teams, Google classroom, Zoom, YouTube, WhatsApp, Telegram and Google Scholar. On the other hand, only 7% of the respondents indicated not to be aware of digital learning apps, while 10% were neutral. This findings highlights high level of awareness suggesting that digital learning apps are known amongst students of the University of Benin. The finding can be linked to the increased rate of usage of smartphones, computers and Internet accessibility amongst students, making it possible for them to access these learning apps. Similarly, the 2020 COVID19 pandemic also played a major role in this awareness and usage, as it made many institutions of learning including the university of Benin (UNIBEN) to adopt this approach of learning (digital learning apps) during the period of National lockdown. The findings in table 4 also correlate with the findings of Ogbebor (2025) ,which shown that there is a high level of digital awareness and engagement amongst

students of the University of Benin when it comes to the use of ICT tools for academic activities.

Furthermore, in Table 5 the data presented shows that 77% of the respondents (42% Agree and 35% Strongly Agree) confirmed that they make use of at least one digital learning app regularly for academic activities. This findings shows that the high level of exposure births the usage of digital learning apps. However, 14% of the respondents were neutral, the remaining 4% were of those that disagreed. This data thus suggests that while a large number of respondents (students) are regular users of digital learning apps, a small percentage of students still primarily rely on the traditional teaching learning. This finding align with the theory of Diffusion of innovation, which explains that when individuals are exposed to an innovation and they see benefits in such innovation they are more likely to adopt and use them. From the findings, it is seen that regular usage of digital learning apps by the majority of the respondents is the same as the behaviour pattern of the early majority and early adopters within the process of innovation diffusion, while the smaller percentage of respondents who still rely on the traditional teaching method represents the late majority and the laggards who have not yet fully adopt digital learning apps into their academic learning process.

Additionally, Table 6 shows that 59% of the respondents (31% Agree and 28% Strongly Agree) confirmed that they have received some form of training on the use

of digital learning apps for academic activities either formally or informally. However, 21% of the respondents were Neutral, while 20% of the respondents disagreed. This data suggests that while majority of the students have gotten some form of training on the use of digital learning apps, a significant percentage of students are yet to receive any form of such training (formally or informally) . This findings is also consist with the data presented by Ogbebor (2025) ,which highlights inadequate digital literacy amongst students and insufficient training and support from their educators as one of the main challenges faced by students of the University of Benin in the use of ICT tools.

Section B data presented shows that although the level of exposure is high amongst students of the University of Benin to the use of digital learning apps, the University as a body still needs to put in more effort in terms of providing training and orientation to students on how to effectively make use of these digital learning apps for academic purposes.

4.3.2 Research Questions two: How frequently do University of Benin students use digital learning apps for learning purposes?

The data collected from Section C covers questions in Table 7and 8. This data shows that students of the University of Benin uses digital learning apps frequently for academic activities.

In Table 7, the data presented shows that 71% of respondents (38% Strongly Agree and 33% Agree) confirmed that they make use of digital learning apps more than three times in a week for academic purposes. Only 13% of respondents Disagreed, while 16% were Neutral. This data suggests a high level of frequency of usage of digital learning apps, indicating that these digital learning apps have moved beyond being a support tool for students learning to a regular routine for learning. This finding highlights that students of the University of Benin are dependent on these digital learning apps to access learning materials, participate in class discussions, prepare for exams and review academic content at their convenience. This findings is in line with Adedoyin and Soykan (2020) who stated that digital learning platforms provides students with flexible learning opportunities and enhance academic performance by giving students access to courses materials at their convenience.

Table 8 extent this findings further by highlighting that 70% of the respondents (33% Strongly Agree and 37% Agree) confirmed to using digital learning apps more frequently than traditional learning method for academic activities. This findings shows a shift in how students of the University of Benin views learning now. However, 13% of the respondents still rely on traditional face-to-face teaching, 17% remains neutral. This findings shows that while digital learning apps are frequently used by students as their method of learning, the traditional method of learning on the

other hand has not been totally abounded. This findings align with the study by Ohwerei and Niden (2022), which shows that there is a widespread in the adoption of digital technologies among students. This implies that once students accepts the concept of digital learning apps fully as a means of learning, frequency in usage will naturally increase.

Section C data shows that digital learning apps have moved beyond being a support tool to an independent learning system amongst students of the University of Benin. This section findings is in line with the data presented by Otasowie (2023), which shows a high level of digital learning engagement among students and the widespread in adoption of digital technologies to learning. Thus, the data presented here indicates that the high level of exposure as seen in Section B has led to high frequency of usage of digital learning apps.

4.3.3 Research Questions three: what influence do digital learning apps have on the academic performance of university of Benin students.

The data collected from Table D, influence of digital learning apps on academic performance, covers questions in Table 9,10,11 and 12. This data shows that digital learning apps have some form of positive influence on the academic performance of students in the University of Benin but not in all areas. The data shown in this section is measured through four significant areas which are:

understanding of course materials, grades/GPA, knowledge retention and class discussion participation.

In Table 9, the data shows that 79% of respondents (44% Strongly Agree and 35% Agree) confirmed that the use of digital learning apps have improved their understanding of course materials beyond what is taught in the classroom. However, 9% of the respondents Disagreed, 12% were Neutral. This findings basically suggests that digital learning apps helps students understand course materials/content more due to some factors like its ability for students to access and revisit materials at anytime, with various interpretation provided to contents. This findings is in line with Constructivist learning theory which states that individuals who interact with content in various ways tends to gain deeper understanding of what they are learning about.

Similarly, Table 10 shows that 72% of the respondents (35% Strongly Agree and 37%Agree) confirmed that the use of digital learning apps has contributed to them getting better grades/GPA. However, 17% of the respondents were Neutral, the other 11% Disagreed. The 17% of respondents who were neutral may not have directly linked their academic performance to the use of digital learning apps, while those who disagreed may have faced certain problems in fully utilising these apps to their own advantage academically. This findings suggests a positive return between the exposure, usage and outcome of digital learning apps on academic performance. This findings thus fall in line with the data shown by Ngozi (2025) which states that

digital media usage by students has significantly enhance students engagement and motivation to becoming active participants in the learning process at the University of Benin.

Furthermore, Table 11 shows that 74% of the respondents (40% Strongly Agree and 34% Agree) confirmed that digital learning apps helps them to remember academic information more effectively than the traditional classroom method of learning. However, 15% of the respondents also were Neutral while 11% Disagreed. This findings suggests that digital learning apps helps in knowledge retention because students are the sole controller of the flow and pace of learning. This thus agrees with Constructivist learning theory which posit that self directed and interactive learning environment encourages retention of information. However, the 15% of respondents who were neutral and that of the 11% who disagreed suggest that not all of the students gain equally from the use of digital learning apps when it comes to matter of knowledge retention, this may be because of the difference in the manner of way different students make use of these digital learning apps.

Table 12 shows that 66% of the respondents (31% Strongly Agree and 35% Agree) confirmed that the use of digital learning apps has increased their involvement in classroom discussions. However, 23% of the respondents Disagreed, while 10% were Neutral. This findings suggests that while digital learning apps may have helped students of the University of Benin improve their academic performance in terms of

understanding, grades/GPA, knowledge retention, the same can not be generalised when it comes to classroom discussion participation. This suggests that some students may mainly use digital learning apps for self study and revision rather than for the sole purpose of directly improving their communication skill. Although this findings align the Constructivist Learning Theory which states that learning is more effective when learners actively participate in the learning process by engaging with contents and interacting with others. The findings here shows that not all students use these learning apps for interaction and collaboration with other learners, suggesting that the full potential of digital learning apps are not equally gotten by all students of the University of Benin

These findings shows that the influence of digital learning apps on academic performance is not the same across all areas, and that is why digital learning apps improve certain aspects of students academic performance like retention, grades etc while other aspects such as classroom participation may not be improved due to various factors like large class population, social anxiety, poor student-lecturer relationship or even personal decisions. This data thus conflicts with the opinion of Nwosu (2021) who states that the integration of digital learning apps has made students more active participants during classroom discussions rather than being passive recipients of information.

4.3.4: Research Questions four: What challenges do University of Benin students face while using digital learning apps?

The data shown in Table 13,14 and 15 obtained from the distributed questionnaire shows that students of the University of Benin face a number of challenges while using digital learning apps. The challenges as classified in this study are: Poor internet connection, high cost of data/subscription and digital distraction.

Table 13 shows that 83% of the respondents (52% Strongly Agree and 32% Agree) confirmed that poor internet connection is a major issue that affects the effective use of digital learning apps. However, only 7% of the respondents Disagreed while 9% were Neutral. This findings suggests that while university of Benin students may want to use digital learning apps for academic activities, poor internet connectivity among the different service providers in the country makes it difficult for students to effectively use digital learning apps. The 9% neutral respondents on the other hand may be students who have access to a more stable Internet service, while the 7% of respondents who disagreed may not have experience internet connection as a challenge. This findings once more align with the findings of Ngozi (2025) who identified poor internet connection as one of the main challenges faced by University of Benin students while using digital media, recommending that

the university should work on providing its students with free Wi-Fi connection within the University.

Similarly, Table 14 shows that 82% of the respondents (51% Strongly Agree and 31% Agree) confirmed that the high cost of data/subscription is another challenge faced while using digital learning apps for academic activities. However, 10% of the respondents were neutral, while 9% disagreed. This findings thus follows the data in table 13, showing that poor internet connection and high cost of data affects the use of digital learning apps, thereby making students fall back to the traditional method of learning. The 10% of natural respondents and 9% disagreeing respondents suggests that the financial strength of students varies, as what one student may consider expensive may not be considered as expensive by another student. The findings in table 14 is in line with the findings of Ogbebor (2025), who highlighted the high cost of ICT tools as one of the key challenges faced by students of the University of Benin in the use of digital technologies for academic activities.

Furthermore, in Table 15, the findings shows that 68% of the respondents (35% Strongly Agree and 34% Agree) confirmed that they sometimes find the use of digital learning apps distracting, which negatively affects their academic performance. However, 17% of the respondents were neutral, while 15% disagreed. This findings suggests that while digital learning apps have numerous academic benefits as seen in Section D, it also expose students to the risk of distraction from studies. This is

because the same device use to access digital learning apps by students can also give students access to social media platforms/contents, messages from friends among other non academic content that can distract them from studying. However, the 15% of the respondents who disagreed suggests that not all students face this challenge, as soon students may have cultivated the skill of self discipline and focus which allows them to fully utilise digital learning apps without facing any distraction. This findings is in line with the study conducted by Ngozi (2025), which identified distraction as one of the challenges faced by students of the University of Benin while using digital media for academic activities. This findings shows that while digital learning apps improves learning, it can also expose students to contents that competes with their attention when studying.

The findings of Section E shows that poor internet connection, high cost of data/subscription and digital distractions are the major challenges faced by students of the University of Benin while using digital learning apps. Thus these challenges need to be addressed in order for students to fully benefit from the use of digital learning apps for academic activities.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents a summary of the key findings, draws conclusions based on the research conducted, and provides recommendations to improve the use of digital learning apps amongst the students of University of Benin.

5.1 Summary

This study focused on understanding the influence of digital learning apps on the academic performance of students in the University of Benin. Various research questions guided the investigation into the current state of digital learning apps

exposure, frequency of usage, its influence on students academic performance and the challenges associated with its use. The findings revealed that a significant number of students at the University of Benin actively use digital learning apps, which positively influence their academic performance. While there are evident benefits, such as good grades and information retention, students also encounter challenges, including poor internet connectivity, high cost of data/subscription, digital distraction and some form of illiteracy to the use of these learning apps. Overall, the study suggests that despite the challenges, the benefits of digital learning apps are recognised and enjoyed by students.

5.2 Conclusion

In conclusion, this study highlights the importance of digital learning apps integration into learning and its influence on students academic performance. Most students have a positive attitude towards digital learning apps and recognise its benefits. However, the challenges faced by students must be addressed to fully harness the potential of digital learning app. By improving Internet connectivity, providing students with practical training, the University of Benin can create a more conducive environment for the use of digital learning apps by students.

5.3 Recommendations

Based on the findings of the study, the following recommendations are proposed.

1. The University of Benin management should invest more in improving Internet connection within the campus by providing free and stable Wi-Fi connection.
2. The University of Benin management should engage more in organising regular digital literacy workshops to help students learn how to use digital learning apps effectively.
3. The lecturers of the University of Benin should integrate digital learning apps into their teaching process more.
4. Students should cultivate the habit of self discipline when using digital learning apps
5. Students should cultivate the habit of participating in classroom discussions.

5.4 Limitations of the Study

While conducting the research, the researcher faced some challenges. The researcher encountered issues like the high cost of data which was a major issue in conducting this study. Similarly, unstable power supply made it hard to access online materials needed for this study. Also the getting students from the various levels to participate in answering the questionnaire was hard.

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APPENDIX

Department of Mass Communication,
Faculty of Arts,
University of Benin,
Edo State.

Dear Respondent,

REQUEST FOR THE COMPLETION OF ITEMS IN QUESTIONNAIRE

My name is CHIWENDU NWAFOR, I am a final year student of the above named institution and I am conducting a study on the topic “Influence of digital learning apps on the academic performance of students in University of Benin”. Please kindly fill this questionnaire as honestly as possible to assist me carry out the study effectively to enable me answer questions adequately. Every information that you provide me with, will be treated with utmost confidentiality.

Thanks for your cooperation.

Yours faithfully,

CHIWENDU NWAFOR
Researcher

QUESTIONNAIRE

A: Demographics Information

1 Gender

Male ()

Female ()

2 Age Range

16-20years ()

21-25years ()

26 and above ()

3 Level of Study

100-level ()

200-level ()

300-level ()

400-level ()

INSTRUCTION:

For each statement in Sections B–E, please tick (✓) the option that best represents your opinion using the scale below:

Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)

5	4	3	2	1
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SESECTION B: EXPOSURE TO DIGITAL LEARNING APPS

S/N	Statement	SA	A	N	D	SD
4	I am awareness of digital learning apps such as Zoom, Google classroom, Microsoft Teams, YouTube, Telegram, WhatsApp, and Google Scholar.					
5	I use at least one digital learning app regularly for academic purposes.					
6	I have received formal or informal training/orientation on how to use digital learning apps for academic activities.					

SECTION C: FREQUENCY OF USE OF DIGITAL LEARNING APPS

S/N	Statement	SA	A	N	D	SD
7	I use digital learning apps more than three times a week for academic activities (e.g., researching, attending virtual classes, reviewing notes).					
8	I use digital learning apps more frequently for academic purposes than I use traditional learning methods (e.g.,					

	physical textbooks, face-to-face classes alone).					
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SECTION D: INFLUENCE ON ACADEMIC PERFORMANCE

S/N	Statement	SA	A	N	D	SD
9	The use of digital learning apps has improved my understanding of course materials beyond what I get from the classroom.					
10	My use of digital learning apps has contributed to better grades and a higher GPA.					
11	Digital learning apps helps me retain academic information more effectively than traditional study methods.					
12	The use of digital learning apps has increased my participation in classroom discussions and academic interactions with my lecturers.					

SECTION E: CHALLENGES FACED WHILE USING DIGITAL LEARNING APPS

S/N	Statement	SA	A	N	D	SD
13	Poor internet connectivity limits my effective use of digital learning apps for academic purposes .					
14	The cost of data/subscription is a					

	challenge I face in using digital learning apps for academics .					
15	I sometimes find digital learning apps distracting, which negatively affects my academic focus and performance.					