

ASSESSMENT OF ONLINE DIGITAL RESOURCES (YOU TUBE & WHATSAPP) FOR TEACHING POTENTIAL ENTREPRENEURS IN ZAMFARA STATE, NIGERIA

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Abstract

This paper assessed online digital resources (You tube & WhatsApp), for teaching potential entrepreneurs in Zamfara State. The population of the study was 13,786 students and lecturers of four higher institutions of Zamfara state, Nigeria. The study covered 200 level students and their lecturers while the sample of the study was 100 lecturers and 200 students totaling 300 selected using random sampling techniques of paper slip. To carry out the study three objectives and three research questions, were formulated. The study adopted descriptive survey research design. Instruments used for data collection was questionnaire, and data collected were analyzed using descriptive statistics of frequency, and percentage. The study concluded that online digital resources improve teaching, learning, and retention of materials, keeping lecturers and students connected, and engaged in their academic activities, some of the findings of the study revealed that WhatsApp is the most online digital resources use as lecturing resources in higher institutions of Zamfara State, and also the lecturers' most challenge associated with the use of online digital resources (You tube and WhatsApp) in higher institutions in Zamfara state, is lack of orientation training, and the students revealed that with online digital resources (You tube and WhatsApp) instructional materials, tutorial, participation in quiz, tests, assignment, and assessment can be downloaded automatically, In view of this it was recommended that Awareness programmes related to online digital resources usage should be arranged at the institutional, faculties, and/or departmental levels, to enlighten lecturers, and students on the significance of online digital resources (You tube, and WhatsApp) usage, and how to operate it. Faculties and departments in higher institutions should come up with an official online digital resources (You tube, and WhatsApp) groups where all the lecturers upload their instructional materials and enable student to get access to it at their convenient time.

Key words: **Online digital resources, You tube, Whatsapp, Entrepreneur**

Background to the study

The 21st century, came along with the usage intensity of electronic education in all works of life which brought about rapid development and changes in all fields of human endeavor. This is made possible largely due to the emergence and rapid development information and communications technology (ICT), (Ndagi 2015). The Global network will enable easy access to information multimedia, and artificial intelligence, enabling students' entrepreneurs to gain access to more knowledge and to a variety of electronic educational media resources. Online digital resources allow the dissemination of knowledge to be dispersed instantly, and it allows for quicker and more effective communication. Also, online digital resources allow students entrepreneurs to be engaged and learn in ways that they never have in a setting before, (Harris, Al-Bataines, & Adel, 2016).

Several online digital resources are available to build knowledge management system, via local area networks, wide area networks, internets, and intranets. They provide transparent speedy transfer of knowledge among people and applications, internet applications built using software and resources allow collaborative intelligent access to knowledge and service delivery. Appropriate access and authentication layers ensure the security aspect of such systems. Data and document bases act as the repositories for generating knowledge, (Wikramanayake, 2005).

The most important element that supports the use of online digital resources in the entrepreneurship education is the internet. Electronic teaching through online digital resources has become one of the moving trends and poses a promising alternative to traditional teaching. Studies have shown that people learn considerably better from a combination of both words and images (which online digital resources enable) than merely from words alone. Online digital resources help students entrepreneurs become independent proficient members and researchers. (Al-hattami & Al-Hariri, 2017).

The term 'online digital resources' refers to website software programs, platforms, applications, and resources that can be used/accessed with the use of computers, smart Phones or other digital devices, and which incorporate text, audio, and visual stimuli. Online digital resources are programs, applications or other software available on digital devices (such as Ipad, Laptop, Smart phones and so on) including those that are language, audio and visually based, (Woodward & Beschorner, 2020). They can also be seen as instruments that use internet, and other new Information and Communication Technology (ICT).

You tube, and WhatsApp are online digital resources and media that came with positive as well as negative impact for education. Whatsapp was founded in 2009 by American, Brian Acton and Jan Koum. It is a messenger with a proprietary cross-platform instant messaging, WhatsApp messages are directed to a particular recipient or group whose contact is in ones mobile phone or electronic device. (Ntibi and Ibok 2020), While Youtube is a popular video sharing website where registered users can upload and share videos with anyone able to access the site (Technopedia, 2016).

With You tube and WhatsApp students can have the opportunity to download unlimited or unrestricted flow of information to add to their knowledge, (designed or created by the lecturers), lecturers can create official WhatsApp groups which can be use to post content, or upload instructional materials, tutorials, quiz, assessments and so on, and also to create official Youtube account in other to upload, and share videos with students or anyone able to access the site or account. Many researchers such as Pucell, Buchanan, and Friedrich (2013), and Nwezeh (2010), investigated to examine higher institutions students who subsequently become entrepreneurs on online digital resources as it become popular worldwide. You tube and WhatsApp exposes students entrepreneurs to a whole new way of service delivery, research has shown that entrepreneurs who are frequent users of online digital resources are more innovative and exhibit better service delivery to the customers. It opens up new avenues for researching, encouraging entrepreneurs to get creative and think outside the box-which in an age where innovation is highly prized, can go far. You tube and WhatsApp can be an asset for teaching, keeping entrepreneurs connected and engaged with their field, and peers. You tube and WhatsApp resources allow students entrepreneurs to be engaged and learn in ways that they never have in previous a classroom setting. Today more than ever, higher institutions are exploring online digital resources for key engagements processes, and for very good reason, Academy, (2018) posits that online digital resources (You tube and WhatsApp) use as teaching resources improve learning and retention of materials presented during class session or individual entrepreneur study period.

Lecturers can utilize the online digital resources (You tube and WhatsApp) in the discharge of their academic activities to provide with their students (potential entrepreneurs) access to the following operations: Acquisition of literary materials and proceedings; acquisition of online cataloguing library materials; acquisition of published electronic journals and books, and downloading related online tutorial courses. The use of Digital resource (You tube, and WhatsApp) for teaching potential entrepreneurs among higher institutions are increasing everyday and many of them rely on it, for interactions and communication. Youtube, and WhatsApp, are the most popular online digital resources for teachers, learners, and entrepreneurs, (Ndagi, 2015).

Therefore, effective use of online digital resources (You tube, and WhatsApp), for teaching involves the use of audio visual facilities to enhance the process. It is also important to note that online digital

resources (You tube, and WhatsApp) in academic are not poised to replace teachers/lecturers but transforming traditional teaching/learning methods along the way. Effective integration of online digital resources (You tube, and WhatsApp) into instructional means or learning platforms can help to reduce curriculum barriers and improve learning for all students. For the teachers or lecturers it provides a means of putting across information and ideas, and for the entrepreneurship students and students generally it can represent a one-to-one teaching environment which moves at the required pace. (Romaniuk, 2018).

Zamfara state is amongst the state in this country that has made progress in bringing network ICT in their higher institution, this leads to the access of online digital resources (You tube, and WhatsApp) groups created with the purpose of improving lecturing, entrepreneurs and students digital education processes, encouraging collaboration and facilitating communication, (Umar, 2018). Online digital resources (You tube, and WhatsApp) use for teaching potential entrepreneurs students in Zamfara State higher institutions is very essential because, the continuous advancement of learning processes in today's technological era transformed the learning activities, and it is a reality that this is an area where most students' entrepreneurs and lecturers are left behind. Therefore this study will be conducted to assess the online digital resources (Youtube and Whatsapp), in teaching potential entrepreneurs in Zamfara State.

Problem Statement

Most of the people around the globe view digital resources (You tube, and WhatsApp) as social platforms, where people interact, display information, create contents, or upload video clips, and leave for the viewers, to view, share, save, download, comments, and so on, without knowing its benefit when properly used for academic activities especially teaching process at tertiary level to divert the attention of the students to utilize it in their academic activities instead. Nigerian tertiary institutions' lecturers should be computer literate, in other to cope with the global challenges attached to the teaching profession, as a result of the technological advancements, particularly Zamfara state where insecurity and banditry enters every corner and affect the enrollment rate of the students from other states of the country into Zamfara state tertiary institutions, lack of Orientation training on the use of online digital resources (You tube, and WhatsApp), for teaching process, furthermore no study has been conducted to assess the online digital resources, (You tube, and Whatsapp) for teaching potential entrepreneurs in Zamfara State. Based on that, this study intends to assess the digital resources, (You tube, and Whatsapp) for teaching potential entrepreneurs in Zamfara State.

Objectives of the Study

the objectives of this research work are;

- Determine the most online digital resources (Youtube & Whatsapp), use as teaching/lecturing resources in higher institutions of Zamfara State.
- Investigate the challenges associated with the use of online digital resources (Youtube & Whatsapp) as teaching resources in higher education, in Zamfara state
- Find out the perception of the students (potential entrepreneurs) on the advantages of the use of online digital resources (Youtube & Whatsapp) in learning process.

Research questions

The research questions guiding this research work are;

- What is the most online digital resources (You tube, and WhatsApp) use as teaching/lecturing resources in higher institutions of Zamfara State
- Investigate the challenges associated with the use of online digital resources (Youtube & Whatsapp) as teaching resources in higher education, in Zamfara state

- Find out the perception of the students (potential entrepreneurs) on the advantages of the use of online digital resources (Youtube & Whatsapp) in learning process.

Literature Review:

Online digital resources has been defined by so many authors and scholars' and it means or refers to platforms software installed in digital devices that can serve as a means of accessing teaching or learning resources. The term 'Digital Resources' could equally be seen as a website software programs, platforms, applications, accessed with computers, Smart Phones or other digital devices, and which contain text, audios, and visual, audio visual and so on. According to Woodward, and Beschorner (2020), Digital Resources are programmes, applications or other softwares available on digital devices (examples Ipad, Laptop, Smart phones and so on) including those that are language, audio and visually based. They can also be seen as instruments that use internet and other new Information and Communication Technology (ICT), (Woodward & Beschorner, 2020)

In another dimension, Ruiz, and Jesica (2020), described online digital resources as software and platforms for teaching and learning that can be used with computers or mobile devices to work with text, images audio and video. They are Educational programmers, website or online resources and digital processing systems that encourage active learning knowledge construction and exploration in the teaching and learning process, (Olurinola, 2020).

From the above definitions it was observed that digital resources are electronic based programmes that require digital devices to operate or perform some learning activities such as uploading instructional materials, tutorials, quiz, and downloading learning materials for the benefit of the learners or researchers, this can be seen or act like vehicles or assistive learning resources.

Significance of online Digital Resources for academic activities by lecturers, and students entrepreneurs

Digital Resources play an important role in teaching and learning processes. It has supplements many educational methodologies including self-directed, independent and collaborative learning. It can connect teachers, and students as well as to provide the opportunity of getting instant feedback and assessment, making learning appear comparatively more achievable than it would without instant feedback, (Al-Hariri & Al-Hattami, 2016).

Rustin (2019), stated the following Significance of online Digital resources at higher institutions as follows:

Learner-centered education, this means with digital resources teachers act as facilitators who guided the students to learn, collaborate, ask questions, design, and built knowledge, and understanding. It also enable Project-based collaborative learning (online digital resources, allow Students to collaboratively work on projects, built knowledge with different varieties of digital resources, and accessed researches, and materials for reference purposes. It also enable technological literacy this means with digital resources, the problems of how to handle the emergence digital technologies that circulated all the field of working environments can be solved, since the lack of technical literacy, or skills is seriously alarming. Digital resources has educational/real world relevance, as it can be use as supplement in academic activities such as teaching, learning, research, skills acquisition, and experiences relevant to any field of study. It also allow individualized instruction which solve the problem of individual differences in a class setting which include learning abilities of students, students with low retention problem, dependents, and poor performances; and so on, the use of digital resources can reverse these negative effects, into positive, and ensure better satisfactions.

In another dimension William (2020), identified the significance of online digital resources as that it enable Recorded Lectures where students can re - accessed it as many time to get clarification and satisfaction. It provides 24-hour resources, where learning materials can be accessed any time,

online or offline based. It allows the lecturers to identify the strengths and weaknesses; of their students teachers can track the progress of their students. They will have an easily accessible online record of all the work, and they will be able to monitor the engagement as well. (Rustin, 2019, & William, 2020).

Base on the above significance, it would be observed that effective use of digital resources would improve and enhance instructional process at higher institution with regards to this scholars such Nji (2020), Essel (2018), Bahadoran (2018) and Shralkar (2018) identified the points for effective use of online digital resources to improve instructional process at higher institutions as stated below.

Nji (2020), stated that online Digital resources (You tube, and WhatsApp) itself do not improve the teaching and learning activities or performance of students. They can only act like vehicles or assistive learning resources and in some cases stimulants during the learning process of some students. Therefore effective use of online digital resources improve or enhance teaching and learning process, in a flexible and systematic way or manner that facilitate traditional way of imparting/acquiring knowledge. Effective use of the online digital resources (You tube, and WhatsApp) also enabled the achievements of the teaching and learning goals.

Digital Resources (Whatsapp and Youtube)

A lot of digital resources were created for academic activities to supplement teaching and learning process. Kumar and Raja, in their journal titled “*Digital Resources in Learning*”, (2015), stated that there are so many digital resources available today that offer opportunities for promoting teachers/students’ creativity, their voices, and expanding where and how teachers/students Teach/learn.

Whatsapp

Whatsapp is an application or platform, to send and receive messages via Smartphones, it allows individuals to send or receive text, videos, images, audios, voice recordings, documents, stickers, calendars, emojis, and also make calls and video calls one to one or within group. It allow users of iPhone, and Android Smartphones and, PC receive, call, send, photo, audio, and video messages from anywhere at any time, Whatsapp require cellular networks and short messages services (SMS), (socialbee, 2024).

You Tube

You tube is an application that allow upload or download videos when connected to the internet, and the downloaded videos can be watched offline frequently. According to Technopedia (2016), Youtube is a popular video sharing website where registered users can upload and share videos with anyone able to access the site; the videos can also be shared on other sites. PayPal employees developed youtube in 2005, while google acquired it in 2006. It impacted on media, and advertising.

Therefore you tube, and WhatsApp use as supplement for teaching potential entrepreneurs can allow the students to develop the habit of using these Media in their academic activities, through which they can create, innovate and generate ideas that can be transform into valuable things, in other to become successful graduated entrepreneurs to become useful to themselves and the society at large.

Methodology

The study used descriptive survey research design. There are three ways a researcher can go about doing a descriptive research design: Observational, case study, and survey. This study adopted survey method to gathered and analyzed quantitative data using descriptive statistics, frequency and percentage. Survey research provides a fast, cheap, efficient and accurate assessment and information about a given population (Zikmund, et al 2013).

Population for the study covered four higher institutions of Zamfara State, totaling about thirteen thousand seven hundred and eighty six (13,786) students, and lecturers. These higher institutions are

Federal University Gusau, Federal Polytechnic Kaura Namoda, Zamfara State college of arts and Science Gusau, and Federal college of Education Technical Gusau. The study covered 200 level students from four selected departments (one department from each higher institution). However, 100 lecturers (25 lecturers from each higher institution), and 200 students (50 students from each higher institution), totaling 300 was sample of the study selected using random sampling Techniques of paper slip. The instrument used for data collection was questionnaire, which comprised 3 sections, Section A and B was for the lecturers alone, while section three was for the students alone. section A contains 3 items and addressed research question 1, section B contains 3 items and addressed research question 2, (for lecturers only), and section C contains 5 items and addressed researched question 3, (for students only), and data collected was analyzed using descriptive statistic of frequency and percentage.

Result and Discussion

Descriptive statistics of frequency and percentage were used for data analysis

Table 1 and 2 addressed research questions 1 and 2 for lecturers n=100, Table 3 addressed research question 3, for students n=200

The questions were responded to using frequency and percentage as indicated and presented in

Table 1, 2, and 3 below.

Table 1: Result of participant for the use of online digital resources (You tube & WhatsApp) as teaching/lecturing resources in higher institutions of Zamfara State. (n=100)

S/No	Online digital resources	Freq.	Percentage
1	Youtube	13	13%
2	Whatsapp	79	79%
	Youtube and Whatsapp	8	8%
3			

Source: questionnaire administered 2024

With regards to the availability of online digital resources (Youtube and Whatsapp) as teaching/lecturing resources in higher education in Zamfara state, table 4.1 above, Item 1, shows 13 respondents representing 13 percent stated that they use You tube alone, while item 2, 79 respondents representing 79 percent stated that they use Whatsapp alone, Item 3, 8 respondents representing 8 percent stated that they use both Youtube and Whatsapp as teaching/lecturing resources, This indicated that WhatsApp is the most online digital resources use as lecturing resources in higher institutions with the highest percentage of 79%.

Table 2: Result of participants for the challenges associated with the use of online digital resources (You tube, & Whatsapp) as teaching resources in higher institutions, in Zamfara state. (n=100)

S/NO	Challenges to the use of online digital resources	Yes		No		Total
		Freq.	%	Freq.	%	
1	Lack of access to online digital resources due to inadequate technological infrastructure to support the integration of ICT centers (such as low internet connectivity, inadequate supply of electricity)	30	30%	70	70%	100
2	Lack of orientation training to the use of online digital resources	92	92%	8	8%	100
3	Faculties and Department in higher institutions in zamfara state are not supporting the online digital resources for teaching and learning process	90	90%	10	10%	100

Source: Questionnaire administered 2024

Table 2 above shows that Item 1, 30 respondents representing 30 percent answered Yes, while 70 respondents representing 70 percent answered No, Item 2, 92 respondents representing 92 percent answered Yes, while 8 respondents representing 8 percent answered No, Item 3, 90 respondents representing 90 percent answered Yes while 10 respondents representing 10 percent answered No. This indicated that lack of orientation training to the use of online digital resources is the most challenge associated with the use of online digital resources in higher institutions among others with 92%.

Table 3: Result of the Participants for the perception of the students (potential entrepreneurs) on the advantages of the use of online digital resources (Youtube & Whatsapp) in learning process (n=200)

S/No	Advantages of online digital resources in teaching and learning	Yes		No		Total
		Freq.	%	Freq.	%	
1	With online digital resources students can be able to download the instructional materials, tutorial, participate in quiz, tests, assignment, and record assessment automatically	198	99%	2	1%	100
2	Online digital resources enable collaborative learning environment, students' can share information, and interact with their lecturers online.	178	89%	22	11%	100
3	Online digital resources enable teaching/learning beyond the classroom, and through a variety of means.	148	74%	52	26%	100
4	Online digital resources provide the opportunity of receiving immediate feedback and assessment, making teaching/learning appear comparatively more achievable than it would without instant feedback	91	45.5%	109	54.5%	100
5	With Online digital resources lecturers can identify the strengths and weaknesses of their students, because it enables the lecturers to track the progress of their students.	193	96.5%	7	3.5%	100

Source: Questionnaire administered 2024

Table 3 shows that Item 1, has 198 respondents representing 99 percent answered yes, while 2 respondents representing 1 percent answered No, Item 2, 178 respondents representing 89 percent answered Yes while 22 respondents, representing 11 percent answered No, Item 3 148 respondents representing 74 percent answered Yes while 52 respondents representing 26 percent answered No, Item 4, 91 respondents representing 45.5 percent answered Yes while 109 respondent representing 54.5 percent answered No, and item 5, 193 respondents representing 96.5 percent answered Yes while 7 respondents representing 3.5 percent answered No. This indicated that students' perceived advantages of online digital resources in teaching and learning process are; that With online digital resources students can be able to download the instructional materials, tutorial, participate in quiz, tests, assignment, and record assessment automatically, among others perceived advantages with the highest percentage of 99%.

Discussion of findings

The analysis of research question one, revealed that, The most online digital resources use as lecturing resources in higher institutions in Zamfara state is WhatsApp. The result opposed the study conducted by Atumbe, et al (2012) that e-learning infrastructure are not adequate in the university teaching, learning and management, efforts and the development of communication technology (ICT) is meaning for administrative purpose, this is also contrary to the study conducted by Nwezeh (2010), which indicated that Internet resources mostly used by both groups were e-mail and the World Wide Web (WWW). Search interfaces were used for looking for research information. The result is also related to Bond, et al (2018), which indicated that both teachers and students use a limited number of digital technologies for predominantly assimilative tasks, with the learning management system being perceived as the most useful tool.

The analysis of research question two revealed that, Lack of orientation/training on the use of online digital resources is the most challenge associated with the use of online digital resources, in teaching/lecturing in higher institutions in Zamfara State. This in line with the Research conducted by Scottish's Government social research, (2015), the study concluded that successful utilization of digital technology depends not just upon sufficient access to equipment, tools and resources, but also on the availability of sufficient training, and knowledge and support networks for teachers. This is also contrary to the study conducted by Rosenburg, (2010) which indicated that ICT as a change agent for education face challenges such as Technological infrastructure to support the integration of ICT centers, funding and sustainability of the technology as the challenges to the use of technology. This is also supported by the recommendation from study by Atumbe, et al (2012), that the university should as matter of urgency organize in house training for lecturers on the use of ICT for teaching and learning. It is also supported by Yusuf, and Onasanya (2015), whose identified the challenges associated with the use of digital tools as, training requirement on the skill of research in other to ensure that credible data are collected and researches conducted without prejudice.

Research question three revealed that with online digital resources students can be able to download the instructional materials, tutorial, participate in quiz, tests, assignment, and record assessment automatically, among others perceived advantages. This is supported by Top Hat Staff (2021), who stated that with online digital resources, lecturers/students have instant access to fresh information that can supplement their teaching/learning experience; there is value in having textbooks and course materials that are always up to date, which can even include additions suggested by lecturers/students. This is also in line with Rustin (2019), and William, (2020), who stated that with online digital resources teachers, must take on new roles as facilitators who empower students to question, experiment, collaborate, inquire, and construct knowledge and understanding. And also, helps to

identify the strengths and weaknesses; as well as to track the progress of the students by lecturers.

Conclusion

In conclusion, Online digital resources improve teaching, learning, and retention of materials presented during a class session or individual study period. Online digital resources, exposes potential entrepreneurs students to a whole new way of learning, and avenues for researching, to get creative, thinking and useful business Ideas. Online digital resources can be an asset for learning, keeping lecturers and students connected and engaged with their academic activities, allow lecturers and students to be engaged and teach or learn in ways that they never have in classroom setting before.

Recommendation

- Based on the results or findings of the study the following recommendations were made
Lecturers can adopt the strategy of online teaching/learning by channeling assignments or discussions on online digital resources platforms to help indicate the habit of using these media platforms for academic work by the students.
- Faculties and departments in higher institutions would come up with an official online digital resources group where all the Lecturers upload their instructional materials and enable student to get access to it at their convenient time.
- Awareness programmes related to online digital resources usage should be arranged at the institutional, faculties, and departmental levels, to enlighten lecturers and, students on the significance of online digital resources (You tube, and WhatsApp) usage, and how to operate it.
- Government should release the necessary funds to enable higher institutions put in place necessary ICT infrastructure as that will facilitate teaching and learning processes.

Policy Implication

The study identified the following polity implications;

This research work shows that online digital resources (You tube, and WhatsApp) acts as Learner-centered education, encourages students to learn on their own, experiment, collaborate, inquire, and construct knowledge and understanding, when compared to traditional methods of teaching or learning resources. The study also exposes that online digital resources (Youtube and Whatsapp) makes teaching and learning process effective, interesting and accessible to students irrespective of their individual differences and background. Rather than adopting strategies of classroom managements, to carry all students alone irrespective of their individual differences and background.

Gap filled

The study filled the gap being it the only study conducted on the assessment of online digital resources (Youtube, and Whatsapp), in teaching potential entrepreneurs in Zamfara state, and using Tertiary institutions, and 200 level students..

Identified Gap for further studies

Study can be carried out to examine the use of online digital resources (facebook, and Tiktok) as supplementary teaching resources in Secondary school in Zamfara state.

Similar study can be carried out looking for the impact of offline digital resources on quality assurance in some selected Jamb centers in Zamfara state North zone

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