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THE INFLUENCE OF DIGITAL TECHNOLOGY TO LEARNING IN SELECTED HIGHER INSTITUTION IN NIGERIA

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Abstract
The study investigated the influence of digital technology to learning in some selected higher institution in Nigeria. The study adopted a descriptive survey using questionnaire to collect data. A total of 477 students was randomly picked from (3) three higher institutions in Nigeria. A total of the 477 questionnaires were distributed only 391 were retrieved. Descriptive statistics, (mean and percentage) were used for analysis. A mean score of 2.5 and above and a percentage score of 50% were considered for decision making. The study revealed that the influence of digital technology to students learning in some selected higher institution in Nigeria is as follows: academic achievement, academic growth, self-development, ICT compliance and scholarship. The findings also revealed the challenges confronting the influence of digital technology to students learning in some selected higher institutions in Nigeria as lack of digital facilities, lack of funding for university, high maintenance costs, implementation of ICT policies in Nigerian schools and negative attitude to ICT usage by students. The study recommends that The Federal Government should provide adequate findings for universities in order for them to acquire state of the art digital facilities that will aid learning and also, higher institutions should set aside good budgets for maintaining of these digital facilities.

Keywords: Influence, digital technology, learning, Higher Institution in Nigeria

Background to the Study

Within the broader category of information and communication technology is the phrase "digital technology." Higher education institutions in Nigeria have the ability to use a wide range of digital devices as computing equipment, including desktop and laptop computers, mobile phones, tablet computers, e-readers, flash drives for storage, keyboards, mice, and scanners for input, as well as printers and speakers for output. The more general area of information and communication technology includes mobile, electronic, and digital learning equipment. Digital technology was viewed as a tool to access digital instructional materials for online or offline learning activities via either wired or wireless networks, according to Anttila, Valimaki, Hatonen, Luukkaala, and

Kaila (2012) (Hockly, 2012).

The delivery of educational materials and learning contents via portable devices, such as cell phones, smartphones, PDAs, MP3/MP4 players, e-book readers (like the Kindle), netbooks, tablets (like the iPad and Galaxy Tab), and hybrid tablet/smartphone devices, is known as mobile learning, according to Sitthiworachart and Joy (2008). It is argued that digital technology can mediate change in educational environments by allowing for tailored instruction and boosting standards (Fullan, 2013; Hammond, 2013). It is impossible to overstate how much digital technology has impacted education. The relationship between digital technology teaching and learning and higher institution in Nigeria cannot be overstated. Thanks to digital learning, students may study through several modalities. This equips students for the workforce of the future, when the majority of occupations will demand digital knowledge and abilities. For students to succeed as digital learners, they need to have access to technology and the internet.

According to Titus (2018), the process of transforming traditional teaching and learning resources—like online learning platforms, educational apps, multimedia materials, online courses, online assessments, and web seminars, conferences, or workshops—into an electronic format for use in the classroom is known as digitalization in education. Utilizing computer-compatible equipment, including laptops, mobile devices, the internet, digital cameras, scanners, projectors, and printers. Digitalization, according to Bejinaru (2019), is the process of converting text, images, videos, and music into digital format. Students need to be comfortable using digital tools if they want to compete well in this digital age. Despite these numerous benefits there challenges such as lack of digital facilities, high cost of maintenance, lack of funding for university and inability to implement ICT policies that has impede the actualization of digital technology in learning in higher institutions over the years according (Bejinaru 2019). It is as a result of these benefits that this title influence of digital technology to learning in some selected higher institutions in Nigeria is imperative.

Statement of the Problem

The quantity and quality of teaching, learning, and research in educational institutions in Nigeria have all been greatly and remarkably impacted by digital technology. The technical tools and services that are offered in higher institutions are referred to as being accessible to technology. When instructors are lacking in subject matter or pedagogical expertise, technology can complement organized lesson plans or text-based prompts to help them develop this skill. The use of digital technology by teachers will enable them to take advantage of a variety of tools to give students more specialized, individualized learning. Easy access to knowledge is one of technology's most significant contributions to education.

It has been observed that literature exist on the influence of digital technology to learning, but no work has been done on the influence of digital technology to students learning in some selected higher institutions in Nigeria hence this research.

Objectives of the Study

The main objective of the study is to find out the influence of digital technology to students learning in some selected higher institution in Nigeria. The specific objectives are:

1. To find out the influence of digital technology to students learning in some selected higher institution in Nigeria.
2. To find out the challenges confronting the influence of digital technology to students learning in some selected higher institution in Nigeria.

Review of Related Literature

In order to establish a firm framework for the study, the researcher critically analyzed literature done on the following area: Digital Technology, Learning, higher education.

Digital Technology and Learning

Nigerian university students are accustomed to adjusting to their environment as they choose their academic goals and develop as both scholars and unique personalities. The majority of higher education students require learning assistance during the learning process for successful achievement and development both inside and outside the educational system (Blythman and Orr, 2002). Nigerian higher education institutions provide comprehensive support and professional guidance to enable every student to achieve academic success (Thomas, 2002). Students' learning and study strategies are influenced by both environmental and personal variables (Wingate, 2007). Students' socioeconomic background influences their attitudes, levels of cognition, and success rates before they enroll in higher education. Instead of approaching learning from a topic perspective, students are often more self-directed and self-motivated to learn. They also prefer to approach learning from a life, task, or problem-centered perspective. Learning to learn in higher education requires a fundamental shift in students' perspectives because they have to understand what their role as learners in this educational setting implies (Wingate, 2007).

According to Kutkun (2011), Nigerian students who have access to technology in higher education will benefit in a number of ways, including increased participation in class discussions, increased attention to detail, increased independence, direct and level communication with teachers, easier processing of new student-based learning materials, improved skills, and a decline in the teacher-student hierarchy. Furthermore, it is acknowledged that students will be able to evaluate and synthesize the knowledge they have learned, as well as quickly and readily get pertinent information from a range of sources related to their courses and activities (Ta^{o}pnar and Gümü^{o}, 2004). Sahin (2010) examined the use and accessibility of internet resources by college students for their course assignments. They argued that utilizing trustworthy web resources is essential for academic research, especially in advanced classes that call for a critical analysis of the literature. Kim (2011) found that students' practice of using the internet for learning had

an impact on their academic performance.

The availability of information and its source may have an effect on students' academic achievement in Nigeria's higher education, per a similar study by Ruth and Adedotun (2015). Olatokun (2008) asserts that although access to technology is important for academic achievement, students in Nigeria use the internet more for amusement than for educational purposes. The author further found out that Olatokun (2008), Nigerian students mostly use the internet for communication, entertainment, and leisure (email reading and sending, instant messaging, online chat, gaming, downloading music videos, and newspaper reading). Consequently, it is imperative that the Nigerian government prioritize the provision of internet resources and the instruction of its learning capacities in higher education.

Technology helps active and immersive learning in higher education through interactive simulations, virtual labs, online discussion forums, multimedia content, and real-time collaboration tools. A teacher can arrange and organize his work plan and promote a review of the curriculum's subject matter and teaching techniques if they have access to digital resources and the skills and expertise to use them. A research on the use and accessibility of digital resources in a sample of Nigerian schools was carried out by Okon and Jacob (2002). The authors found that a very high degree of access and utilization was shown by the fact that 161.3% of respondents said they used technology for research and teaching. But statistical analysis was where it was used more than instruction. This basically implies that, even though the majority of schools were found to have access to technology, this technology has proven more beneficial in domains other than scientific teaching and learning, such as research.

Students in Nigerian higher education can also benefit from free access to technology through the institution's wifi (Bejinaru, 2019). WiFi is an invaluable resource for students since it offers a number of advantages that can support them in meeting their academic goals. For college students, WiFi is a resource that is becoming increasingly important. According to Olabode (2016), it helps them stay on top of their studies, have access to online resources, and keep in touch with other students. With the increasing use of mobile devices among students, WiFi is becoming increasingly important. Students may access their school's network and services from almost anywhere by using a mobile phone. As a consequence, students could find it easier to stick to their academic plan and finish their assignments on time. WiFi enables students to easily collaborate with instructors and other students. They can transmit and receive papers as well as communicate via online chat services. Online coaching courses in Nigerian higher education are growing more and more popular these days because of its accessibility and flexibility for students.

Research on the benefits of mobile devices for learning was conducted in 2016 by Shonola, Joy, Oyelere, and Suhonen at Nigerian higher education institutions. According to their research, students used their portable devices for academic information sharing, communication, and peer discussions regarding education. According to Ghavifekr and Rosdy's (2015) research findings, ICT integration benefits both teachers and students

greatly. Furthermore, Mugo (2017) demonstrated that although students often used smartphones, only few of them were used for teaching or learning. The study concentrated on the technological preferences, usage patterns, and attitudes of students regarding mobile devices. The use of technology in education presents several obstacles. Digital facilities, equipment, and resources are in short supply as a result of insufficient financing and allocation for digital technology in higher education, as stated by Dada et al. (2022). Funding, in the opinion of Orunaboka & Nwachukwu (2012), Abdullah et al. (2017), and Akinyemi et al. (2022), is a crucial component of education because it makes it possible to purchase teaching and learning resources like computers, multimedia, labs, textbooks, and other materials, as well as to pay for teachers' salaries, benefits, and pensions.

Higher Education

Nigeria's first university was established in 1936. The Yaba Higher College was the first higher education establishment in Nigeria, according to Okoli, Ogbondah, and Ewor (2016). The development of acceptable, high-level staff, the improvement of people's intellectual skills, and the acquisition of both physical and intellectual abilities are among the goals of postsecondary education, according to (FRN, 2004). Others are in charge of encouraging volunteerism and academic performance. Postsecondary educational institutions employ a variety of programs, such as undergraduate, graduate, certificate, and diploma courses, to achieve these goals.

As per Ahaotu & Ogunode (2021), these entities are legally created and function as parastatals under the Federal Ministry of Education, which is responsible for supervising higher education. For example, universities are governed by the National Universities Commission (NUC), whereas colleges of education are governed by the National Commission for Colleges of Education (NCCE). The National Board for Technical Education (NBTE) oversees polytechnic education. These commissions are in charge of appointing members to governing councils, deciding on policies that affect the institutions under their supervision, allocating and overseeing government funding, upholding standards through a system of recurring course accreditation, and supervising the institutions' daily operations.

Universities, polytechnics, monotechnics, and colleges of education make up Nigeria's higher education system. The federal and state governments possessed 40 and 45 of the 153 institutions that the NUC has registered as of August 2017, with the remaining 68 being privately owned. According to the Federal Ministry of Education, Nigeria has 26 approved private colleges of education, 22 approved federal colleges, 47 approved state colleges, 75 approved private universities, 43 approved state universities, 28 approved federal polytechnics, 43 approved state polytechnics, 51 approved private polytechnics, and 22 approved federal colleges. Furthermore, the President Muhammadu Buhari administration's Federal Executive Council authorized the establishment of 20 new private institutions in Nigeria on February 3, 2021. Commission on National Universities, 2021). (Dada, Atobauka, & Ogunode 2022).

Higher education, according to Umar et al. (2016), is a systematized form of postsecondary education and training that encompasses both conventional universities with faculties of the humanities, arts, and sciences and institutions that concentrate on particular fields like science, technology, engineering, and agriculture. Higher education encompasses post-secondary institutions such as polytechnics, colleges of education, and monotechnics. Higher education encompasses all classifications of professional institutions. The Nigerian education policy document states that among other things, the goals of higher education are to help with national development by providing high-level manpower training and to help people develop their intellectual capacity to understand and appreciate their local and external environment (Umar et al. 2016). By finding more effective ways to educate and communicate knowledge to their students, teachers in higher education frequently seek to enhance their students' ways of thinking, behaving, and addressing a subject of study and learning.

Different learning strategies are used in higher institution in Nigeria. By integrating experiential learning, collaborative learning, and adaptive learning, innovative approaches to teaching and learning in higher education are crucial for preparing students for the challenges of the twenty-first century. The experimental method according to Breunig, (2009) is essential for academic progress. An educational strategy known as experiential learning places a strong emphasis on learning by doing fieldwork, internships, and service-learning assignments fall under this category. Students are able to put their knowledge and abilities to use by interacting with real-world circumstances. The ability to bridge the gap between theory and practice is one of the main advantages of experiential learning. The collaborative learning according to Laal, and Laal,(2012), is another one used in Nigerian higher education.

Research Methodology

The study adopted a descriptive survey using questionnaire to collect data. A total of 477 students was randomly picked from (3) three higher institutions in Nigeria. A total of 477 questionnaires were distributed while only 391 were retrieved and found useful. Descriptive statistics, (mean and percentage) were used for analysis. A mean score of 2.5 and above and a percentage score of 50% were considered for decision making.

Table 1: Population of the Study

S/N	Higher institution in Nigeria	Students
1	University of Nigeria Nsukka	154
2	Delta State University Abraka	102
3	Ahmedu Bello University Zaria	135
	Total	**391**

Table 1 depicts the population of the study, University of Nigeria Nsukka has 154 students randomly picked, Delta State University Abraka has 102 while Ahmedu Bello University Zaria has 135 students respectively.

Data Analysis

Table 2: Influence of digital technology to students learning in some selected higher institution in Nigeria

N=391

S/N	Items Statement	A	SA	D	SD	X
1	Academic achievement	201	109	23	58	3.1
2	Academic growth	167	169	32	23	3.2
3	Self-development	177	172	28	14	3.3
4	ICT compliance	165	162	27	37	3.1
5	Scholarship	145	178	21	47	3.0

Table 2 shows the influence of digital technology to students learning in some selected higher institution in Nigeria as follows: academic achievement has (3.1), academic growth (3.2), self-development (3.3), ICT compliance (3.1) and scholarship is (3.0) respectively.

Table 3: Challenges confronting the influence of digital technology to students learning in some selected Higher Institution in Nigeria.

S/N	Items Statement	A	SA	D	SD	X
1	Lack of digital facilities	123	167	30	71	2.8
2	Lack of funding for university	166	154	32	39	3.1
3	High maintenance costs	176	153	22	40	3.1
4	Implementation of ICT policies in Nigerian Schools	176	122	47	46	3.0
5	Negative attitude to ICT usage by students	190	147	43	54	3.4

Table 3 indicate the challenges confronting the influence of digital technology to students learning in some selected higher institution in Nigeria as lack of digital facilities (2.7), lack of funding for university (3.1), high maintenance costs (3.1), implementation of ICT policies in Nigerian schools (3.0) and negative attitude to ICT usage by students (3.4) respectively.

Discussion of Findings

The study on the influence of digital technology to learning in some selected higher institution in Nigeria. The results in table 1 showed that the influence of digital technology to students learning in some selected higher institution in Nigeria is as follows: academic achievement, academic growth, self-development, ICT compliance and scholarship. This implies that there is a strong correlation between digital technology and student learning in higher institution in Nigeria. The findings also affirmed the challenges confronting the influence of digital technology to students learning in some selected higher institution in Nigeria as lack of digital facilities, lack of funding for university, high maintenance costs, implementation of ICT policies in Nigerian schools

and negative attitude to ICT usage by students. This means the challenges of digital technology will hindered effective learning in higher institution in Nigeria.

Conclusion

Through interactive simulations, virtual labs, online discussion forums, multimedia material, and real-time collaboration tools, technology supports active and immersive learning in higher education. When a teacher has access to digital resources and the knowledge and abilities to use them, he or she may structure and organize his work plan and encourage review of the curriculum's subject matter and teaching methods.

In Nigeria, educational institutions have reportedly been inundated with technical resources including the internet, electronic resources, digital technologies, and interactive games. Students need to be comfortable using digital tools if they want to compete well in this digital age. Despite the fact that they have demonstrated efficacy and promise for teaching and learning the new educational technologies has enable the shift from traditional learning settings and places to web-based (digital) learning platforms.

Recommendations

1. The Federal Government should provide adequate findings for universities in order for them to acquire state of the art digital facilities that will aid learning
2. Higher institutions should set aside good budgets for maintaining of digital technology

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