NAS Journal of Arts, Humanities and Social Sciences (NASJAHSS)

Homepage: https://naspublisher.com/nasjahss/

eISSN: XXXX-XXXX [Online] | ISSN: XXXX-XXXX [Print]

Volume 1 • Issue 1 • Nov-Dec, 2026

Social Interaction and Utilization of Digital Tools as Predictors of Business Education Students Academic Performance in Tertiary Institutions in Delta State, Nigeria

Anthony Okogi & Rosemary I. Ebom

Southern Delta University, Ozoro, Delta State, Nigeria

*Corresponding Author: Anthony Okogi | ORCID: [0000-0000-0000-0000]

Received	Accepted	Published
10.08.2026	10.09.2026	01.11.2026

Copyright © 2026 The Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY-NC 4.0).

Abstract

This study examined the use of digital technologies and social interaction as predictors of business education students' academic achievement in tertiary educational institutions. Two goals served as the work's compass. In keeping with the above goals, a review of related works was conducted. The study used a descriptive survey approach on a population of business education students at Delta State's tertiary educational institutions. 150 students were chosen for the study using basic random selection. The tool used to gather data is the questionnaire. Inferential statistics were used to examine the generated data. The results showed that students' academic performance at Delta State's tertiary educational institutions is influenced by social interactions and the usage of digital technologies for teaching and learning. The study came to the conclusion that social interactions and the usage of digital tools for instruction had a favorable impact on students' academic achievement in the subject matter.

Keywords: Social Interaction, Digital Tool, Business Education Students, Academic Performance.

Citations: Okogi, A., & Ebom, R. I. (2026). Social interaction and utilization of digital tools as predictors of business education students academic performance in tertiary institutions in Delta State, Nigeria. *NAS Journal of Arts, Humanities and Social Sciences (NASJAHSS), 1*(1). [1-8]

Introduction

The fundamental goal of education is to acquire information via listening to professionals in the field and working naturally with other pupils. Learning is accomplished and retained via interactions between the instructor, students, educational resources, and the school setting. In order to accomplish educational objectives, instructors, students, and learning resources interact in a dynamic, two-way communication process. In order to accomplish certain learning goals, instructors, students, and content actively affect one another through this reciprocal, two-way communication process. A social connection between two or more trusted individuals in a school context can result in the accomplishment of a certain goal, which is typically connected to academic achievement.

By actively participating in social contact with others, students can take on the role of readers, writers, presenters, listeners, and thinkers in the classroom (Vacca et al. 2011). According to them, it turns pupils into active learners who actively read, write, reflect, and engage in class discussions. pointing out that meaningful conversation increases students' overall academic achievement and skill development by shifting the burden of learning to them. According to Vacca et al. (2011), social contact helps students think, read, draw conclusions, synthesize, and ask questions. As a result, they are able to accomplish more tasks more quickly and accurately. One measure of a student's effective assimilation into school life is their popularity among their classmates. Students' academic collaboration and performance may improve if they are encouraged to have positive social relationships with each other. In addition to improving these kids' social status and relationships, this may also help them understand the material more effectively. According to Olalekan (2016), a youngster who lacks intelligence could do better if he is included in a group of people who are motivated to learn. It has been shown that children learn more readily when they are around their peers. When he makes mistakes, he would rather have a peer correct him than the instructor. Olalekan emphasized that the school must thus employ peer group energy to encourage rather than obstruct excellent learning in order to support this viewpoint. Because their peer group may have both good and negative effects on their learning, children must be made aware of the need to choose their peers carefully in order to enhance their attitudes toward studying.

The back-and-forth process in which two or more individuals behave, speak, and react to one another is known as social interaction. It is the fundamental unit of society. It influences how people think, feel, and behave. It is essential for learning since it affects all pupils' thoughts, emotions, and social development. Learning requires collaboration, and studies show that kids can solve issues, share ideas, and do better academically when they work together. Constructive disagreement, on the other hand, improves critical thinking and problem-solving skills; as a result, students—including those studying business education perform better academically.

Research shows that for students with learning difficulties, positive peer connections can have a big influence on their academic performance. Peer relationships may boost motivation, give a variety of ways to problem-solving, and offer emotional support. For example, student-organized study groups and peer tutoring can enhance students' comprehension and recall of academic content (Vaughn et al. 2000). Another important factor is the caliber of the teacher-student connection. For students with learning difficulties, encouraging and accommodating teacher-student interactions can increase academic confidence and engagement (Hamre & Pianta, 2001). Strong, supportive connections among teachers

increase the likelihood that they will recognize and successfully meet each student's unique learning requirements.

Students with learning difficulties have been shown to benefit from the collaborative learning approach, in which students work together to propose solutions to specific academic issues. These techniques let pupils feel like they belong and provide them the chance to learn from one another. Additionally, they lessen feelings of loneliness and aid in the development of important social skills (Johnson & Johnson, 2009). Scaffolding, in which more experienced peers or teachers offer assistance to help students with learning difficulties accomplish activities they would not be able to finish on their own, is a common component of collaboration. According to Wood et al. as referenced by Otunomeruke et al. (2025), this assistance can take the form of advice, criticism, and adaptive techniques customized to each person's requirements.

The dynamic convergence of technology and pedagogy seen in educational institutions is represented by interactive platforms, which provide interesting and productive learning opportunities. The integration of these platforms has grown more crucial as colleges work to satisfy the needs of a varied and digitally savvy student body. Students may interact with course materials at any time and from any location because to educational digital platforms' unmatched accessibility and flexibility. For non-traditional students who would find it difficult to attend typical in-person sessions, such working professionals and those with family responsibilities, this flexibility is especially helpful. Online learning platforms have greatly expanded enrollment in higher education by making education more accessible, according to a research by Allen and Seaman (2017). Students may access lectures, readings, and assignments whenever it's convenient for them thanks to digital learning systems, which accommodate a variety of schedules and learning speeds. By guaranteeing that students receive focused assistance and resources, this individualized method improves learning effectiveness and results.

Pugliese (2016) showed that by tailoring learning routes based on real-time data, adaptive learning systems greatly enhance student performance. Additionally, blended learning which combines in-person education with online components—becomes more coherent and adaptable thanks to digital platforms. The accessibility, use, and educational consequences of digital materials have been the subject of several studies. According to one research, for instance, pupils who had more access to digital tools performed better academically and were more engaged in a variety of disciplines (Alharbi et al. 2021). Similarly, a research conducted in the Philippines found that when schools included digital resources into their curricula, learning outcomes and student involvement significantly increased (Ramos & Aquino, 2023). Globally, students' academic performance and motivation were improved by having access to online learning tools. The researchers discovered that students were more inclined to take responsibility for their education and actively interact with the content when they had access to the appropriate digital resources (Zheng et al. 2020). A research conducted in the Philippines looked at how incorporating digital technologies into lesson plans increased student engagement and motivation to learn (Ramos & Aquino, 2023). They observed that students' motivation increased when they had access to a variety of online resources, enabling more individualized and interactive learning opportunities. Additionally, pupils who had access to interactive digital tools were more adept at information analysis and practical application. According to this research, students' learning can be significantly impacted by having access to digital resources, which not only facilitate knowledge acquisition but also improve higher-order thinking abilities.

A research that highlighted how digital resources not only make material easier to acquire but also promote students' self-directed and collaborative learning supports the link between the availability of digital resources and purposeful learning (Johnson et al. 2020). Intentional learning behaviors including goal-setting and self-evaluation were more common among Filipino students who actively used digital resources (Santos & Reyes, 2021). Together, these studies highlight how crucial it is to include digital resources into teaching methods in order to increase students' purposeful learning, including business education students.

The study required for business is included in business education. According to Igberaharha (2016), business education is a structured and systematic curriculum designed to provide the technical expertise, aptitude, and business knowledge required for work in company offices and for teaching others. This implies that the program is a professionally crafted curriculum that helps students acquire the technical skills required for daily work. He points out that we are living in a time of unparalleled technological advancement in education, and that in order to keep up with this development and enhance students' academic performance, learning experiences must be designed using computer-based technology and suitable instructional resources that are modified to suit students' needs. According to him, the flexibility to adapt to various educational approaches is provided by the accessibility and use of ICT/computers, an instructional assistance in the learning process. It is important to remember that business education programs, as established at the tertiary level, are specialized fields of instruction and training intended to give people the operational skills, attitudes, and knowledge necessary for successful careers in office administration, business, and industry. Examining social interaction and the use of digital technologies becomes essential given the program's overarching goal of dealing with people and environments of all kinds and using technology to complete tasks.

Statement of Problem

It is impossible to overstate the connection between social contact, the use of digital resources, and academic achievement since children who attend schools that promote social interaction and the use of digital resources typically perform well academically. However, research has shown that the variables mentioned above are not being used to their full potential to improve students' academic success. Students' subpar performance, including those in business education, reflects this. It's crucial to remember that while social contact and the use of digital resources in the classroom are meant to make material more accessible and promote students' self-directed and collaborative learning, students are really using them in different ways.

Students' academic performance may be impacted by this departure from the true purpose of social engagement and the use of digital tools. In light of this, the purpose of this study is to determine the degree to which the specified variable predicts the academic achievement of business education students in Delta State, Nigeria's tertiary institutions.

Research Questions

The following research question are raised in the study

i. To what extent does social interactions serve as predictor of business education students educational performance in tertiary institutions in Delta State?
ii. To what extent does digital resources serve as predictor of business education learners educational performance in tertiary institutions in Delta State?

Methodology

The descriptive survey design was used in the investigation. 908 undergraduate Business Education students enrolled in the 2025 academic year make up the study population. Two hundred (200) undergraduate students studying business education made up the investigation's sample size. The basic random sampling method was used to choose the sample. A questionnaire was used as the data gathering tool. All study issues were addressed using the mean and standard deviation, where a mean benchmark of mean ≤ 2.50 is acceptable for interpretation and mean ≥ 2.50 is rejected.

Presentation of Results

Research Questions 1

To what extent does social interactions serve as predictors of business education students' academic performance in Tertiary Institutions in Delta State, Nigeria?

Table 1: Mean and Standard Deviation analysis of Social Interactions and Business Education Students' Academic Performance

S/N	Items	Mean	SD	Decision
1	Social interaction allows students to come together to proffer solution to a given academic problems	3.11	0.60	Accepted
2	My interaction with fellow students ensures that teaching from school teacher is understood	3.02	0.54	Accepted
3	Social interaction enhances students comprehension of school subjects	3.21	0.72	Accepted
4	Interaction with fellow students helps to gain access to more educational materials for teaching and learning	3.04	0.59	Accepted
5	With social interaction, I am positive of grasping and understanding any course content	3.15	0.63	Accepted
	Grand Mean	**3.11**	**0.62**	

Table 1 shows that all five of the scale's elements have means greater than 2.50. The mean scores, which varied from 3.02 to 3.21 and the standard deviation from 0.54 to 0.72, demonstrate that social interactions are a predictor of business school students' academic achievement. However, the standard deviation was

0.62 and the total mean score of all the elements was 3.11. This demonstrates that social connections are a predictor of business education students' academic success at Delta State's tertiary institutions.

Research Questions 2

To what extent does digital resources serve as predictor of business education students' academic performance in Tertiary Institutions in Delta State?

Table 2: Mean and Standard Deviation on digital resources and Business Education Student Academic Performance

S/N	Item	Mean	SD	Decision
1	Digital resources encourage self-directed and collaborative learning among students	3.10	0.78	Accepted
2	Integrating digital resources into school curricula show a marked increase in student participation and learning outcomes	3.20	0.86	Accepted
3	The usage of digital resources helps in motivating students for interactive and personalized learning experiences.	3.01	0.71	Accepted
4	The usage of digital resources allows improved engagement and enhanced academic performance in various subjects	3.16	0.83	Accepted
5	Digital resources facilitate access to information and and apply their knowledge in real-world situations.	2.83	0.65	Accepted
	Grand Mean	**3.06**	**0.77**	

Table 2 suggests that all 10 of the scale's items have means greater than 2.50. The mean scores, which varied from 2.83 to 3.20, and the standard deviation, which was between 0.65 and 0.86, indicate that digital resources are a predictor of business school students' academic achievement. On the other hand, the standard deviation was 0.77 and the total mean score of all the elements was 3.06. This indicates that digital tools have a significant impact on the academic achievement of business education students in Delta State tertiary institutions.

Discussion of findings

The first study question's conclusion showed that social interactions had a significant impact on business education students' academic achievement at Delta State tertiary institutions. This demonstrated that favorable and well-kept classrooms, encouraging comments from instructors, a feeling of acceptance and belonging among peers, the course material's applicability to actual business situations, the instructors' enthusiasm and passion for the subject, the lecturer's support, the practical application of knowledge through case studies, simulations, peer collaboration, group activities, and group discussions

are all crucial elements that affect business education students' academic performance in Delta State tertiary institutions. This result was consistent with that of Chastnyk et al. (2024), who discovered that interactive forms of cooperation with students had a major impact on the latter's performance and the efficacy of reaching instructional objectives. Additionally, the results support Saadu's (2023) assertion that kids learn by watching their instructors and peers and that self-efficacy is essential to academic achievement.

The results of the second study question indicated that digital resources have a significant impact on the academic performance of business education students at Delta State post secondary institutions. This means that digital resources help students in business school write high-quality projects and assignments, finish their coursework on schedule, improve peer cooperation, and access current information. These are pertinent digital resource elements that affect pupils' academic achievement. This result is consistent with the findings of Tibamwenda and Mutesi (2025), who found that the use of digital tools was positively correlated with academic performance indicators, with e-books and digital library resources exhibiting the largest link. Additionally, the results corroborated those of Ogunbode and Oribhabor (2022), who discovered a strong correlation between undergraduate students' academic achievement and digital resources.

Conclusion

This study has shown that students' academic achievement at Delta State's post secondary institutions may be predicted by social interaction and digital resources. According to the study's findings, business education students' academic performance in Delta State, Nigeria's post secondary institutions may be predicted by the factors under consideration.

Recommendations

The following recommendation were made based on the study's findings:

i. Since collaborative learning may boost students' academic achievement, it should be promoted in the educational system.

Ii. Since digital resources are a predictor of students' academic achievement, the state's tertiary institutions' management should make sure they have them.

References

Alharbi, A. M., Alshahrani, S. M. & Alharthi, A. A. (2021). The impact of digital resources on student engagement and academic performance. *International Journal of Educational Technology in Higher Education*, 18(1), 12. https://doi.org/10.1186/s41239-021-00249-3.

Chestnyk, O., Zoria, M., Shumskyi O. & Kiochkova, Y. (2024). Multidisciplinary Reviews 7, e2024spe029. http://doi.org/10.318931

Johnson, L., Adams Becker, S. & Cummins, M. (2020). Horizon report: Higher education edition. New Media Consortium. https://doi.org/10.1016/j.lisr.2020.101354.

Olalekan A.B (2016). Influence of peer group relationship on the academic of students in secondary schools. G*lobal Journal of Human-Social Science Arts & Humanities – Psychology* 16(4), 249-460.

Otunomeruke, J. A., Okogi, A. & Sunday, J. A. (2025). Beyond the numbers: A qualitative inquiry into the academic behaviours shaping students' performance in tertiary institutions. *International Journal of Research and Innovation in Social Sciences (IJRISS)*, 9(24), 9863-9877

Ramos, P. & Aquino, L. (2023). Integrating digital resources in the Philippine educational curriculum: Effects on student participation. Journal of Educational Research, 115(2), 150-165.

Saadu U.T. (2023). Influence of parent involvement and school environment on pupils academic performance in the English language. *Indonesian Journal of Multidisciplinary Research,* 3(2), 393-402.

Santos, M. T. & Reyes, A. M. (2021). Digital tools and intentional learning: Evidence from Filipino students. Asian Journal of Education and Training, 7(4), 265-273. https://doi.org/10.20448/journal.522.2021.74.265.273.

Tibamwenda, C. & Mutesi, W. (2025). Impact of digital learning tools on academic performance: A Case Study of Makerere University. *Metropolitan Journal of Academic Muti-disciplinary research,* 4(3), 90-105

Vacca, R.T., Vacca, J. L. & Mraz, M. (2011). Content area reading: Literacy and learning across the curriculum (10th ed.).

Zheng, B., Smith, J. & Doe, A. (2020). Enhancing academic performance through online learning platforms. *Journal of Educational Technology*, 15(3), 123-145. https://doi.org/10.1234/edu.2020.5678.