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SECTION B: LITERATURE

Assessing Brand Awareness of ULesson among Bingham University Undergraduate Students in the Digital Era

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Abstract

In the digital era, educational technology platforms such as ULesson have gained prominence as innovative tools for learning. However, their success largely depends on brand awareness and adoption among target audiences. This study investigates the level of brand awareness of ULesson, a leading educational technology platform, among undergraduate students at Bingham University, Nigeria. As digital learning tools continue to gain traction in the educational landscape, understanding the extent to which ULesson is recognized and utilized by students is critical for its market positioning, growth strategy and educational development in Nigeria vis-a-viz Africa. AIDA model and Brand Equity Theory laid the theoretical foundation for the study. The research adopts a mixed-method approach, combining quantitative surveys and qualitative interviews to assess students' familiarity with ULesson, their usage patterns, and their perceptions of the platform's effectiveness in learning. A survey was administered to 300 undergraduate students, selected through stratified random sampling, to gather data on brand recognition, frequency of use, and factors influencing engagement. Additionally, in-depth interviews were conducted with 15 students to explore their experiences, attitudes, and suggestions for improving ULesson's appeal. The findings reveal that 65% of respondents are aware of ULesson, with 40% having used the platform at least once. Among users, 70% expressed positive perceptions of ULesson's content quality and user interface. However, 60% of non-users cited limited awareness and insufficient marketing efforts as barriers to engagement. Qualitative insights highlighted the importance of localized content, peer recommendations, and social media presence in driving brand awareness. The study concludes that while ULesson has a solid foundation of recognition among Bingham University students, there is significant potential to expand its reach through targeted marketing, partnerships with educational institutions, and the development of course-specific resources. Recommendations include leveraging social media campaigns, fostering student influencers, and enhancing user engagement strategies to strengthen ULesson's brand presence and adoption among university students. This research contributes to the growing body of knowledge on brand awareness in the edtech sector and

provides actionable insights for ULesson to optimize its market strategy in higher education contexts.

Keywords: Brand Awareness, ULesson, Educational Technology, Bingham University, Undergraduate Students, Digital Learning, Marketing Strategies.

Introduction

The digital era has revolutionized the way education is delivered and consumed, with educational technology (edtech) platforms playing a central role in this transformation. In recent years, the global edtech market has experienced exponential growth, driven by advancements in technology, increased internet penetration, and the growing demand for flexible and accessible learning solutions (HolonIQ, 2023). In Africa, the edtech sector has seen significant expansion, with platforms such as ULesson emerging as key players in addressing educational challenges and bridging learning gaps (Adeyemi et al., 2023). ULesson, founded in 2020, has quickly gained traction for its innovative approach to delivering curriculum-aligned content through mobile and web applications, catering to students across primary, secondary, and tertiary levels of education.

Similarly, despite its rapid growth, the success of ULesson, like other edtech platforms, hinges on its ability to establish strong brand awareness among its target audience. Brand awareness is a critical component of marketing strategy, as it influences user adoption, engagement, and loyalty (Kotler & Keller, 2021). In the context of university students, who are often early adopters of digital tools, brand awareness can significantly impact the perceived value and usability of an edtech platform (Smith & Johnson, 2022). However, in a digitally saturated environment where students are exposed to a plethora of competing platforms, building and maintaining brand awareness presents a unique challenge (Okafor, 2023).

In addition, Bingham University, a private institution in Nigeria, represents a relevant case study for assessing ULesson's brand awareness. As a university with a growing population of tech-savvy students, it provides an ideal setting to explore how ULesson is perceived and utilized in the digital era. However, there is limited empirical research on the level of brand awareness of ULesson among Nigerian university students, particularly in private institutions such as Bingham University. This gap in knowledge is significant, as understanding the factors that influence brand awareness in this demographic can provide valuable insights for ULesson's marketing

strategies and user engagement efforts (Eze et al., 2022).

Furthermore, the digital era has introduced new dynamics in how brands are perceived and engaged with. Social media, online reviews, and peer recommendations play a pivotal role in shaping brand awareness and user behaviour (Chaffey & Ellis-Chadwick, 2023). For ULesson, leveraging these digital channels effectively is essential to building a strong brand presence among university students. However, without a clear understanding of its current level of awareness and the factors influencing it, ULesson may struggle to optimize its outreach and engagement strategies.

Additionally, the digital era has transformed education, with platforms such as ULesson offering students access to quality learning resources. ULesson, a Nigerian edtech startup, provides video lessons, quizzes, and personalized learning experiences for primary, secondary, and tertiary students. Despite its potential, the platform's success hinges on its brand awareness and adoption among students. This study focuses on assessing ULesson's brand awareness among undergraduate students at Bingham University, a private institution in Nigeria.

This study, therefore, seeks to assess the brand awareness of ULesson among Bingham University undergraduate students, exploring their perceptions, usage patterns, and the challenges they face in engaging with the platform. By addressing these issues, the research aims to contribute to the growing body of knowledge on edtech adoption in Africa and provide actionable recommendations to enhance ULesson's brand positioning in the digital era.

Statement of the Problem

In the digital era, brand awareness has emerged as a pivotal determinant of success for educational technology (edtech) platforms, particularly among university students who are increasingly reliant on digital tools for learning (Smith & Johnson, 2022). ULesson, a rapidly growing edtech platform in Africa, has gained recognition for its innovative approach to delivering educational content. However, despite its expanding reach, there is a paucity of empirical research assessing its brand awareness and perception among specific university student populations, such as undergraduates at Bingham University. This gap in research is significant, as understanding brand awareness is essential for optimizing user engagement and informing strategic marketing decisions (Kotler & Keller, 2021).

Recent studies highlight the importance of brand awareness in influencing user adoption and loyalty in the edtech sector

(Adeyemi et al., 2023). Yet, little is known about how ULesson is perceived by its target audience in the Nigerian higher education context, particularly in the face of increasing competition from other digital learning platforms (Okafor, 2023). This raises critical questions: To what extent are Bingham University undergraduate students aware of ULesson as a learning resource? What factors shape their perceptions of the platform, and how do these perceptions influence their engagement with it? Furthermore, how does the digital environment, characterized by information overload and multiple competing platforms, impact ULesson's ability to establish a strong brand presence among students? The study is designed to answer these questions and any other question or issue that many arise in the course of the investigation.

Addressing these questions is vital, as the effectiveness of ULesson's branding and outreach strategies hinges on a clear understanding of its current level of awareness and reception among its target audience. Without such insights, ULesson may struggle to differentiate itself in a saturated market and fully capitalize on its potential to enhance learning outcomes (Eze et al., 2022). This study, therefore, seeks to assess the brand awareness of ULesson among Bingham University undergraduate students, examining their

perceptions, usage patterns, and the challenges they face in engaging with the platform. By doing so, the research aims to provide actionable recommendations to strengthen ULesson's brand positioning and improve its relevance in the digital era.

1.3   Research Questions

The research aims to answer the following questions:

1. What is the level of brand awareness of ULesson among Bingham University undergraduate students?

2. What factors influence students' adoption of ULesson?

3. How can ULesson improve its brand awareness and appeal in the digital era?

2.1   Literature Review

The literature review serves as a foundational pillar for this research, providing a comprehensive understanding of the existing body of knowledge related to brand awareness and adoption and its importance to brand patronage, equity and loyalty. By synthesizing prior studies, theoretical frameworks, and empirical findings, this section aims to contextualize the research problem, identify gaps in the current literature, and establish the significance of the present study.

Brand Awareness in the Digital Era

Brand awareness refers to the extent to which consumers are familiar with a brand's identity and offerings. In the digital era, social media, search engines, and online advertisements play a critical role in building brand awareness. Studies have shown that high brand awareness correlates with increased customer loyalty and market share (Keller, 2013).

Similarly, brand awareness, defined as the extent to which consumers are familiar with the distinctive qualities or image of a particular brand, has undergone significant transformation in the digital era (Kotler & Keller, 2021). With the proliferation of digital technologies, social media platforms, and online marketing tools, the ways in which brands build and maintain awareness have evolved dramatically. In today's digitally driven world, brand awareness is no longer confined to traditional media channels but is increasingly shaped by online interactions, user-generated content, and digital engagement strategies (Chaffey & Ellis-Chadwick, 2023).

One of the key drivers of brand awareness in the digital era is the rise of social media platforms. Platforms such as Instagram, Twitter, TikTok, and LinkedIn have become powerful tools for brands to connect with their target audiences, share content, and foster engagement (Smith & Johnson, 2022). Social media enables brands to reach a global audience at a relatively low cost, while also allowing for real-time interaction and feedback. For instance, viral marketing campaigns and influencer partnerships have proven to be highly effective in amplifying brand visibility and recognition (Adeyemi et al., 2023). However, the sheer volume of content on these platforms also poses challenges, as brands must compete for attention in an increasingly crowded digital space (Okafor, 2023).

Search engine optimization (SEO) and search engine marketing (SEM) have also become critical components of brand awareness strategies in the digital era. By optimizing their online presence, brands can ensure that they appear prominently in search engine results, thereby increasing their visibility to potential customers (Chaffey & Ellis-Chadwick, 2023). Additionally, paid search advertising allows brands to target specific demographics and keywords, further enhancing their reach and relevance (Eze et al., 2022).

Another significant trend in the digital era is the growing importance of user-generated content (UGC) and online reviews. Consumers today rely heavily on peer recommendations and reviews when making purchasing decisions,

making UGC a powerful tool for building brand awareness and credibility (Smith & Johnson, 2022). Brands that actively encourage and showcase UGC can create a sense of community and authenticity, which resonates strongly with digital-savvy consumers (Adeyemi et al., 2023).

However, the digital era also presents challenges for brand awareness. The phenomenon of information overload, where consumers are bombarded with an overwhelming amount of digital content, can make it difficult for brands to stand out (Okafor, 2023). Additionally, the rise of ad-blocking software and consumer skepticism toward traditional advertising has forced brands to adopt more creative and authentic approaches to building awareness (Eze et al., 2022). Personalization and data-driven marketing have emerged as key strategies in this regard, enabling brands to deliver tailored messages that resonate with individual consumers (Chaffey & Ellis-Chadwick, 2023).

In the context of educational technology (edtech) platforms, brand awareness is particularly crucial, as these platforms often rely on word-of-mouth and digital marketing to attract users (Adeyemi et al., 2023). For example, ULesson, an African edtech platform, has leveraged social media and influencer partnerships to build its brand presence among students and educators. However, the effectiveness of such strategies depends on a deep understanding of the target audience and their digital behaviours (Smith & Johnson, 2022).

In conclusion, brand awareness in the digital era is shaped by a combination of social media, SEO, UGC, and personalized marketing strategies. While digital technologies offer unprecedented opportunities for brands to connect with their audiences, they also present challenges that require innovative and adaptive approaches. For brands to thrive in this dynamic environment, they must continuously evolve their strategies to stay relevant and visible in the digital landscape.

Educational Technology and its Adoption in Nigeria

Foremost, educational technology (edtech) has emerged as a transformative force in Nigeria, addressing longstanding challenges in the education sector such as limited access to quality education, overcrowded classrooms, and inadequate teaching resources (Adeyemi et al., 2023). The adoption of edtech in Nigeria has been accelerated by the rapid growth of internet penetration, increased smartphone usage, and the proliferation of digital tools designed to enhance learning outcomes (Okafor, 2023). Despite these advancements, the integration of edtech into Nigeria's educational

system remains uneven, with significant disparities between urban and rural areas, as well as between public and private institutions (Eze et al., 2022).

Also, one of the key drivers of edtech adoption in Nigeria is the growing demand for accessible and flexible learning solutions. Platforms such as ULesson, Pass.ng, and Edukoya have gained popularity for offering curriculum-aligned content, interactive lessons, and exam preparation resources that cater to students at various educational levels (Adeyemi et al., 2023). These platforms leverage multimedia tools, including videos, quizzes, and gamification, to make learning more engaging and effective. For instance, ULesson has been particularly successful in reaching students in underserved areas, providing them with access to high-quality educational content that was previously unavailable (Smith & Johnson, 2022).

In addition, the COVID-19 pandemic further underscored the importance of edtech in Nigeria, as school closures forced educators and students to rely on digital tools for remote learning (Okafor, 2023). During this period, platforms like Google Classroom, Zoom, and WhatsApp became essential for delivering lessons and maintaining communication between teachers and students. However, the pandemic also highlighted the digital divide in Nigeria, as many students in rural areas lacked access to reliable internet connectivity and digital devices (Eze et al., 2022). This disparity has prompted calls for increased investment in digital infrastructure and policies to ensure equitable access to edtech solutions (Adeyemi et al., 2023).

Nevertheless, despite the potential of edtech to revolutionize education in Nigeria, several challenges hinder its widespread adoption. One major barrier is the lack of digital literacy among both teachers and students. Many educators are not adequately trained to integrate technology into their teaching practices, while students often struggle to navigate digital platforms effectively (Smith & Johnson, 2022). Additionally, the high cost of data and digital devices remains a significant obstacle, particularly for low-income families (Okafor, 2023). These challenges are compounded by inconsistent government policies and insufficient funding for edtech initiatives, which limit the scalability and sustainability of digital learning solutions (Eze et al., 2022).

Another critical issue is the quality and relevance of edtech content. While many platforms offer a wide range of resources, there is a need for more localized content that aligns with Nigeria's curriculum and cultural context (Adeyemi et al., 2023). Furthermore, the

effectiveness of edtech tools in improving learning outcomes has been a subject of debate. Some studies suggest that edtech can enhance student engagement and performance, while others argue that its impact depends on how effectively it is implemented and supported (Smith & Johnson, 2022).

In recent years, public-private partnerships have emerged as a promising approach to addressing these challenges. Collaborations between the government, edtech companies, and non-governmental organizations have led to initiatives such as the distribution of low-cost devices, the development of offline learning solutions, and the training of teachers in digital skills (Okafor, 2023). For example, the Nigerian government's partnership with Microsoft to provide free digital literacy training for teachers is a step in the right direction (Eze et al., 2022).

In other words, while the adoption of edtech in Nigeria has made significant strides, there is still much work to be done to ensure its widespread and equitable implementation. Addressing challenges such as the digital divide, digital literacy, and the quality of content will require sustained investment, collaboration, and innovation. By leveraging the potential of edtech, Nigeria can transform its education system and

provide millions of students with the skills and knowledge they need to thrive in the 21st century. Edtech platforms such as ULesson leverage technology to enhance learning outcomes. However, their adoption depends on factors such as perceived usefulness, ease of use, and affordability (Davis, 1989). In Nigeria, the growing internet penetration and smartphone usage have created opportunities for edtech platforms to thrive.

2.4 ULesson's Market Position

ULesson, an African educational technology (edtech) platform founded in 2020, has rapidly established itself as a key player in the continent's growing edtech sector. With its innovative approach to delivering curriculum-aligned content through mobile and web applications, ULesson has gained significant traction among students, parents, and educators (Adeyemi et al., 2023). The platform's market position is characterized by its focus on affordability, accessibility, and localized content, which have enabled it to carve out a niche in a competitive and rapidly evolving industry (Okafor, 2023).

One of ULesson's key strengths is its ability to address the unique challenges of the African education system. By offering high-quality, pre-recorded video lessons, interactive quizzes, and exam preparation tools, ULesson provides

students with a flexible and engaging learning experience that complements traditional classroom instruction (Smith & Johnson, 2022). The platform covers a wide range of subjects, including mathematics, science, and English, and is tailored to the curricula of several African countries, including Nigeria, Ghana, Kenya, and South Africa (Eze et al., 2022). This localization strategy has been instrumental in building trust and credibility among its target audience (Adeyemi et al., 2023).

ULesson's affordability has also been a significant factor in its market success. Recognizing the financial constraints faced by many African families, the platform offers subscription plans at relatively low costs, making it accessible to a broad demographic (Okafor, 2023). Additionally, ULesson has introduced offline functionality, allowing users to download lessons and access them without an active internet connection. This feature is particularly valuable in regions with limited or unreliable internet access, further enhancing the platform's reach and usability (Smith & Johnson, 2022).

Despite these strengths, ULesson operates in a highly competitive market, with both local and international edtech platforms vying for market share. Competitors such as Pass.ng, Edukoya, and Khan Academy offer similar services, creating a crowded and dynamic

landscape (Eze et al., 2022). To differentiate itself, ULesson has focused on building a strong brand identity and leveraging strategic partnerships. For example, the platform has collaborated with telecommunications companies to offer zero-rated data access, enabling users to stream lessons without incurring data costs (Adeyemi et al., 2023). These partnerships have not only expanded ULesson's user base but also strengthened its market position as a customer-centric platform. This also raises the issue of awareness which is main focus of this study. This means that brand awareness should go with the other aspects of the brand that consumers would benefit from patronising ULesson such customer-centric platform whereby the customers are offered zero-rated data access (Adeyemi et al., 2023).

Another critical aspect of ULesson's market strategy is its emphasis on user engagement and feedback. The platform regularly updates its content and features based on user input, ensuring that it remains relevant and responsive to the needs of its audience (Okafor, 2023). This iterative approach has helped ULesson build a loyal user base and maintain a competitive edge in the edtech space.

However, ULesson faces several challenges that could impact its market position. One major issue

is the digital divide in Africa, which limits access to edtech solutions in rural and underserved areas (Smith & Johnson, 2022). While ULesson's offline functionality addresses some of these barriers, broader issues such as the high cost of devices and low digital literacy levels remain significant obstacles (Eze et al., 2022). Additionally, the platform must continuously innovate to keep pace with evolving educational trends and technologies, as well as the increasing expectations of its users (Adeyemi et al., 2023).

Furthermore, ULesson has established a strong market position in Africa's edtech sector by focusing on affordability, accessibility, and localized content. Its strategic partnerships, user-centric approach, and innovative features have enabled it to stand out in a competitive landscape. However, addressing challenges such as the digital divide and maintaining continuous innovation will be critical for sustaining its growth and impact in the future.

Also, ULesson has positioned itself as a leader in the African edtech space, offering localized content and affordable subscription plans. However, its brand awareness among university students remains understudied, particularly in private institutions like Bingham University.

Theoretical Framework

Two relevant theories provide a theoretical foundation for the study. They are; AIDA Model and Brand Equity Theory. While AIDA is an acronym for 'Attention, Interest, Desire, Action', Brand Equity is Keller's Customer-Based Brand Equity Model. The AIDA model is a classic marketing framework that describes the different stages a consumer goes through before making a purchase decision. Its main aim or purpose is to draw 'Attention' of potential consumer or customer to a product or service in order to stimulate the consumer's 'Interest' as well as the customer's 'Desire' for the product or service and eventual evoke 'Action' by purchasing the product or service.

Relevance of the Theories to the Study

Both theories are relevant to the study in many respects as discussed below.

AIDA Model (Attention, Interest, Desire and Action)

The AIDA model, one of the most widely recognized marketing and advertising frameworks, was developed by E. St. Elmo Lewis in the late 19th century. Lewis, an American advertising and sales pioneer, introduced the model to explain the stages a consumer goes through before making a purchase

decision. Lewis initially developed the model to guide salespeople in structuring their pitches, but it has since become a cornerstone of public relations theory, marketing theory and is widely used in advertising, digital marketing, and consumer behaviour studies generally. The AIDA model remains relevant today as a foundational framework for understanding the customer journey. The acronym **AIDA** stands for:

Attention: Capturing the consumer's attention through advertising or marketing efforts.

Interest: Generating interest in the product or service by highlighting its benefits and features.

Desire: Creating a desire or emotional connection with the product or service.

Action: Encouraging the consumer to take action, such as making a purchase or engaging with the brand.

Beginning with the AIDA model, 'Attention' aligns with brand awareness which is the first stage of brand awareness. It focuses on whether or not the students are aware of ULesson's existence. In other words, the study can assess how ULesson captures the attention of Bingham University students through marketing channels such as social media, word-of-mouth or face-to-face (f2f), or advertisements in the traditional or conventional media such as radio, television, newspapers, magazines, billboards, etc. Next in the AIDA model is 'Interest'. By this, the study explores whether or not the students are interested in ULesson's offerings, such as its educational content, affordability, and or usability. The next term in the model is 'Desire' This stage assesses whether or not students perceive ULesson as a desirable solution for their educational needs compared to competitors. 'Action' as the last stage in the AIDA model evaluates whether or not awareness and interest translate into actual usage or subscription to ULesson. Finally, AIDA model is applicable to the study because the model guides the research design by structuring questions around these four stages to measure brand awareness and its impact on student behaviour.

Brand Equity Theory (Keller's Customer-Based Brand Equity Model)

Developed by Kevin Keller, this theory emphasizes that brand equity is built on four key dimensions: brand identity, brand meaning, brand responses, and brand relationships. Brand Identity (Awareness); this dimension directly relates to the study's focus on assessing brand awareness. It examines whether students recognize ULesson and can recall it in the context of educational apps.

Brand meaning (Associations); the study explores what students associate with ULesson, such as quality, reliability, or innovation. Brand responses (perceptions); this dimension assesses students' attitudes and perceptions toward ULesson, such as whether they view it as a credible and effective learning tool. Brand relationships (loyalty); the study investigates whether or not students feel a sense of loyalty or connection to ULesson, which is an outcome of strong brand awareness. As for the applicability of the Brand Equity Theory to the study, Keller's model helps in structuring the research to measure not only awareness but also the deeper dimensions of brand equity, providing a comprehensive understanding of ULesson's position among Bingham University undergraduate students.

Both theories are combined to create a robust theoretical framework. While the AIDA model focuses on the process of building awareness and driving action, Keller's Brand Equity Theory provides insights into the depth of ULesson's brand perception and loyalty. Thus, the study explores questions such as "How aware of ULesson are Bingham University undergraduate students?", "What factors contribute to ULesson's brand awareness among Bingham University undergraduate students?" and finally, "How does brand awareness influence Bingham University undergraduate students' perceptions and usage of ULesson?".

Methodology

This study employed a mixed-method approach; combining quantitative surveys and qualitative interviews. A sample of 300 undergraduate students of Bingham University was selected utilizing stratified random sampling. To have a fair representation of all the fifteen faculties, twenty students were randomly selected to respond to the questionnaire. Data was collected through survey with a structured questionnaire that assessed students' familiarity with ULesson, their usage patterns, and perceptions of the platform. Interviews were conducted using structured interview guides with 15 students which provided deeper insights into their experiences and suggestions for improvement. The fifteen students were purposively selected; one from each of the fifteen faculties in the University.

Data analysis involved descriptive statistics for survey responses and thematic analysis for interview transcripts.

Data Presentation and Analysis

This section of the research presents and analyses the primary data collected from the field using both the survey questionnaire (quantitative approach) and the

structured interview guides (qualitative approach). Below is the quantitative data presentation and analysis.

Quantitative Data Presentation and Analysis

Figure 1:   Demographic Data of Respondents
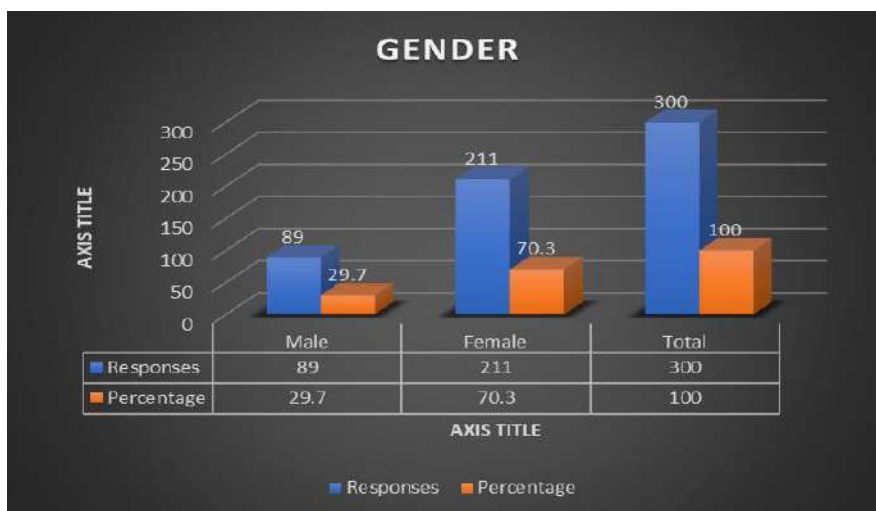
Figure 1A. Source: *Field Survey, 2025*
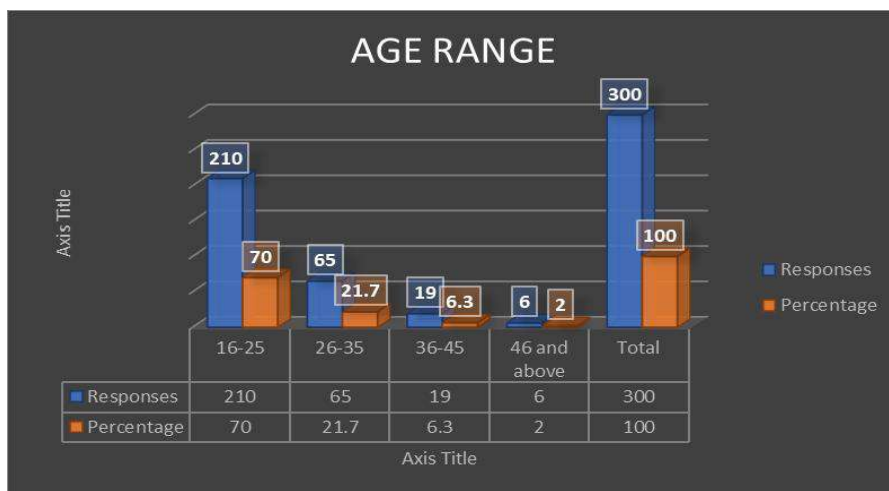
Figure 1B.   Source: *Field Survey, 2025*

Figure 1 shows the analysis of the demographic data of the respondents. The result of the analysis indicates that majority, 211 respondents representing 70.3%, are females while 89 respondents representing 29.75 are males. The implication of this finding is that more females than males were available and participated in the investigation.

Furthermore, the result of the analysis in Figure 1 reveals that majority (70%) of the participants are aged between 16 – 25 years. This implies that indeed, more younger people undertake undergraduate programmes in the University.

Figure 2: **Awareness Level of Respondents**
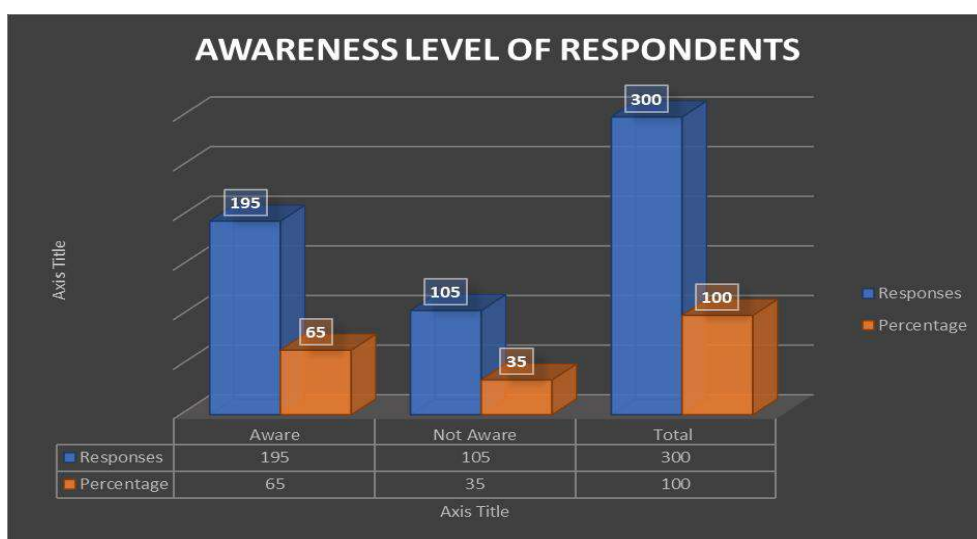
Source: *Field Survey, 2025*

The result of analysis in Figure 2 shows that majority (65%) of the respondents are aware of ULesson while 35% indicates that they are not aware of the existence of ULesson. The implication of this finding is that quite a large of undergraduate students in Bingham University are not aware of the existence of ULesson.

Figure 3:   Factors that Influence Awareness of ULesson
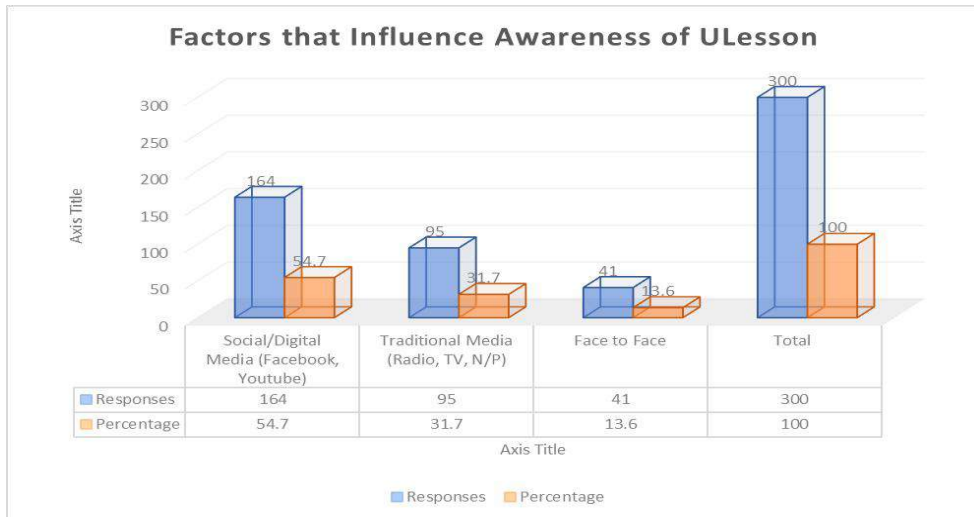
Source: *Field Survey, 2025*

The result of analysis in Figure 3 indicates that social/digital media such as Facebook, X (formerly Twitter), YouTube, Tik Tok, among others has the highest influence on the awareness level of ULesson among Bingham University undergraduate students. This implies that ULesson used more social/digital media platforms for its marketing or advertising.   Also, this result of the analysis further reveals that Bingham University undergraduate utilized social or digital media platforms to get information about brands.

Figure 4: Utilization of ULesson by Respondents

Factors that Influence Awareness of ULesson

	Social/Digital Media (Facebook, Youtube)	Traditional Media (Radio, TV, N/P)	Face to Face	Total
Responses	164	95	41	300
Percentage	54.7	31.7	13.6	100
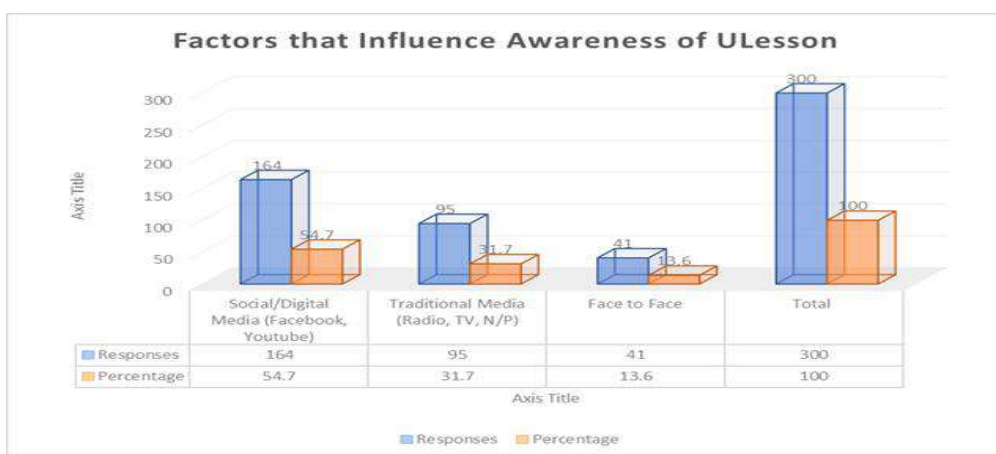
Source: *Field Survey, 2025*

The analysis in Figure 4 displays the result of those who are aware of, and utilize ULesson. The finding here shows that only 40% of the respondents are aware and utilize ULesson while majority of the respondents (60%) do not utilize ULesson. This result implies that there is a low level of utilization of ULesson by Bingham University undergraduate students.

Figure 5: Factors that Influence the Adoption/Utilization of ULesson

Factors that Influence the Adoption/Utilization of ULesson

	Perceived Usefulness	Affordability	Accessibility	Ease of Use	Localised Content	Total
Responses	119	65	47	54	15	300
Percentage	39.7	21.7	15.6	18	5	100
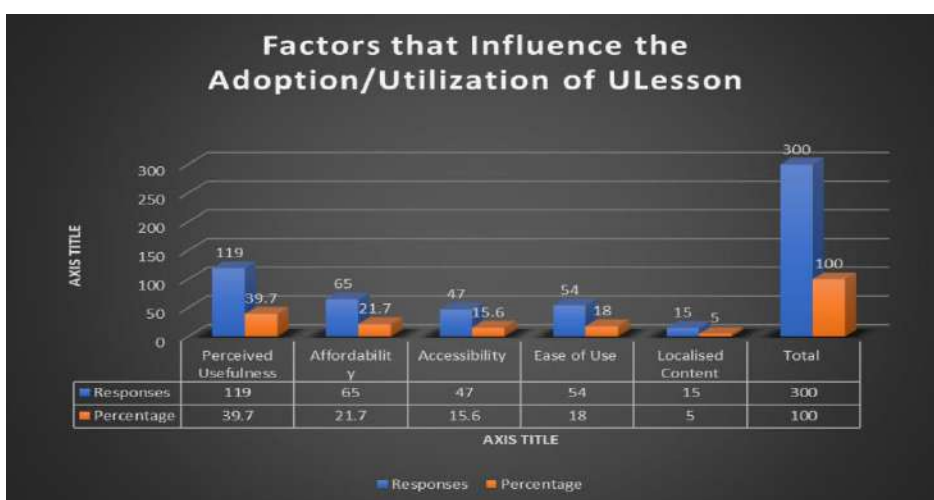
Source: *Field Survey, 2025*

The result of analysis in Figure 5 reveals that perceived usefulness has the highest rate of response having 119 respondents representing 39.7% and it is followed by affordability which has 65 respondents representing 21.7%. others are accessibility (15.6%), ease of use (18%) and localized content having 5% of the responses. The implication of this result is that majority of Bingham University undergraduate students adopt or utilize ULesson based on their perceived usefulness of the ULesson learning app.

Figure 6: Perception of ULesson by Respondents

PERCEPTION OF ULESSON BY RESPONDENTS

	Positive Perception	Negative	Total
Responses	210	90	300
Percentage	70	30	100
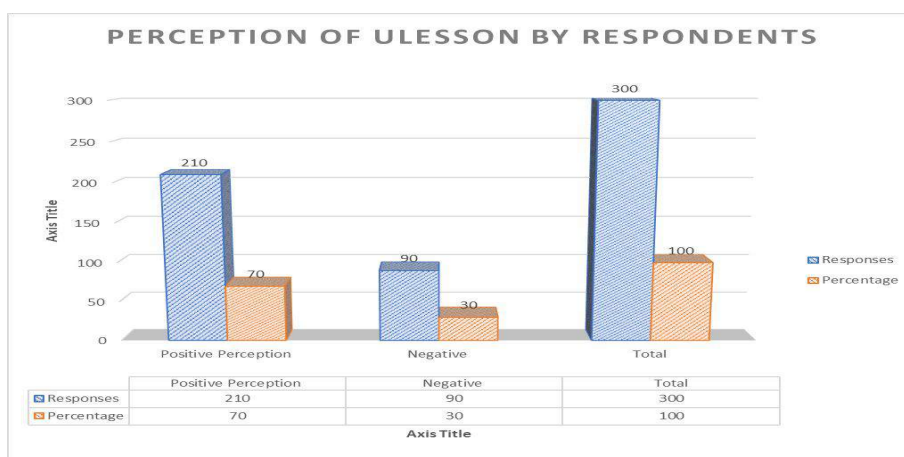
Source: *Field Survey, 2025*

The analysis in Figure 6 indicates that majority of the respondents (70%) have positive perception about ULesson learning app, while 30% of the respondents hold a negative perception about the use of ULesson app for learning. The implication is that more students are most likely going to adopt ULesson app for learning in the future based on the high level of positive perception about ULesson by Bingham University undergraduate students.

Figure 7: Challenges in Utilizing ULesson App

Challenges in Utilizing ULesson App

	App Crashes	Poor Internet	Power Outage	Total
Responses	115	111	74	300
Percentage	38.3	37	24.7	100
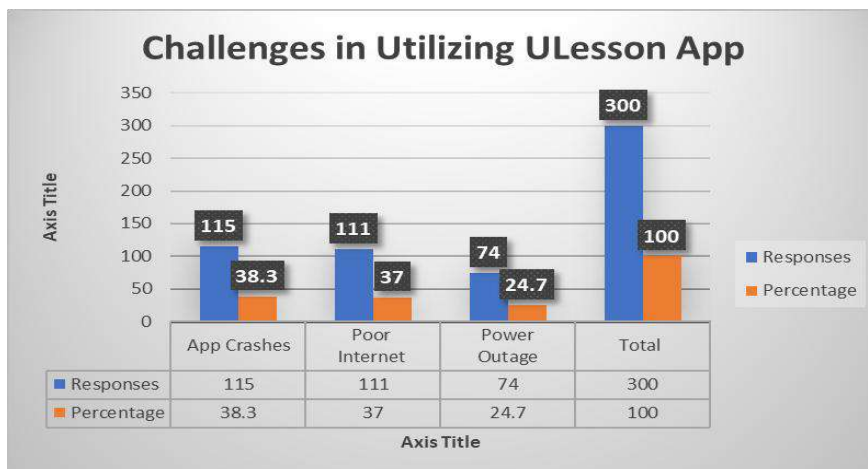
Source: *Field Survey, 2025*

The result of the analysis in Figure 7 shows that majority, 115 respondents representing 38.3% of the users attest that one of the main or key challenges is app crashes, while poor internet supply followed with 111 respondents representing 37% of the users affirming that poor internet supply is a key challenge in the utilization or adoption of ULesson for learning.

Data analysis from the Interview (Qualitative Approach)

The interview was structured to primarily address the following research questions:

1. What is the level of brand awareness of ULesson among Bingham University undergraduate students?
2. What factors influence students' adoption of ULesson?
3. How can ULesson improve its brand awareness and appeal in the digital era?

In order to do this effectively, the researchers assigned code to the interviewees such as participants one (P1), participants two (P2)...participant fifteen (P15). The interviewees otherwise known as participants were interviewed individually at different times.

The first research question seeks to address the level of brand awareness of ULesson among Bingham University undergraduate students. Therefore, brand awareness of ULesson formed the thematic issue which was presented and discussed by the interviewees. Out of the 15 interviewees, five (5) of them said they were not aware of ULesson while ten (10) said they were aware of ULesson. In other words, majority of the interviewees or participants in the interview are aware of the existence of ULesson. Statistically, 66.7% of the interviewees are aware of the existence of ULesson while 33.3% are not aware of ULesson learning app. This finding is closely related to the result of the quantitative analysis on the level of awareness of ULesson among Bingham University undergraduate students. This finding implies that there is a substantial level of awareness about ULesson among Bingham University undergraduate students.

The follow up question was to address or identify factors that influence awareness of ULesson learning app among Bingham University undergraduate students. In other words, through what media of communication or advertisement do the interviewees or participants became aware of ULesson? Responding to this question, the participants shared their views on the different media through which they came to know about ULesson; they include face-to-face interactions with friends, family members, schoolmates as well as coursemates. Others include social or digital media

and the traditional media. Participant eleven (P11) states:

'I first became aware of ULesson in my secondary school through one of my classmates who had been using ULesson app before we met in the secondary school. Thereafter, I became very interested in the learning app and began to search for it via the various social and digital media such as Facebook, YouTube, etc.'

Participant seven (P7) who also affirms that she became aware of ULesson before gaining admission into Bingham University avers:

My parents told me about ULesson and bought the app for me and I started using it in secondary school. I also saw their advertisement through the radio, television and social media. I told many of my friends about ULesson learning app who also started using the app.

The second research question is designed to address or identify the factors that influence students' adoption of ULesson which form the second objective of the study, which is to identify the factors that influence students' adoption of

ULesson. The data gathered from all the interviewees point to similar or the same factors that influenced the adoption of ULesson learning app, though expressed in different ways. The outcome of the interview indicates that the adopters were influenced by factors such as usefulness, affordability, accessibility, easy to use, and the content is tailored towards their specific needs. Participant one (P1) clearly asserts:

I find ULesson app very useful for my needs then, but now at the university, the content does not seem to address or cover so many things that I need for the course of study that I am undertaking. As for affordability, my parents subscribed for me so I cannot say so much about it. However, I know that my parents can afford it, and since that time I have never heard them complain about the cost.

This assertion clearly shows that some of the adopter or users of ULesson learning app did not take the decision on their own, rather they go to know about ULesson through their parents and the decision to utilize ULesson app was made by their parents and guidance.

Another interviewee, participant thirteen (P13) declares:

> I realised that the app is quite expensive when I attempted at making subscription for myself. Nevertheless, I find it be very useful, I can get it at time I want especially through my parent. It is also easy to use.

Furthermore, participant nine (P9) further asserts:

> I enjoyed using it when I was in secondary school, but now the content does not cover my area of study at the university. They should do more in the area of publicity and improve their awareness and increase the content to cover or cater for the needs of university undergraduate students. They should also reduce the subscription cost and make it more affordable so that more people will get to know about and to also use it.

Further questions in the interview delved into the challenges in utilizing ULesson. The participants in the interview appeared to have similar opinions about the challenges being encountered. The challenges include poor internet facilities or bandwidth, epileptic power supply, app crashes, among others.

In other words, the interviewees just like their participants in the survey questionnaire expressed different perspectives about awareness level of ULesson as well as the factors that influence their adoption of ULesson learning app. They also expressed the challenges faced while using ULesson for learning.

The third research question is "How can ULesson improve its brand awareness and appeal in the digital era?" Responding to this question, the participant same view of the need to improve on its marketing strategy such as publicity, promotion activities. There should be more deliberate more towards creating awareness about ULesson among university students and to increase or improve their content to meet the needs of the university students.

Discussion of Findings

Level of Brand Awareness of ULesson among Bingham University Undergraduate Students

The first question which this study seeks to answer is "What is the level of awareness of ULesson by

Bingham University undergraduate students?". To address this question, the survey revealed that 65% of respondents were aware of ULesson, primarily through social media advertisements and word-of-mouth or face-to-face (f2f). This finding agrees with Chaffey and Ellis-Chadwick (2023) position that in today's digitally driven world, brand awareness is no longer confined to traditional media channels but is increasingly shaped by online interactions, user-generated content, and digital engagement strategies. The finding also corroborates the AIDA model which focuses on drawing attention of potential customers, to arouse their interest, stimulate their desire to buy or patronize the product or service and evoke action. However, only 40% had used the platform, indicating a gap between awareness and adoption. The finding addresses the first research question which seeks to know the level of awareness of ULesson among Bingham University undergraduate students.

Factors Influencing Adoption of ULesson by Bingham University Undergraduate Students

Several factors influence the adoption of ULesson educational technology for learning. The key factors that influence adoption include perceived usefulness; students valued ULesson's video lessons and quizzes but expressed a need for more university-level content. The other key factor is affordability; while some students found the subscription plans affordable, others considered them expensive. They therefore, suggest a more affordable subscription plan that will enable more students to adopt the ULesson educational technology platform. Furthermore, ease of use was identified as one of the key factors that influenced the adoption of ULesson edtech. The platform's user-friendly interface was praised, but technical issues such as app crashes and poor internet were reported.

Suggestions for Improvement on the level of awareness and adoption of ULesson by university undergraduate students

Interview participants recommended targeted marketing campaigns, partnerships with universities, and the inclusion of more tertiary-level content to enhance ULesson's appeal.

Conclusion and Recommendations

This study highlights the moderate brand awareness of ULesson among Bingham University students and identifies key factors influencing its adoption. To improve its market penetration, ULesson should:

1. Develop more university-level content to cater for undergraduate students learning needs.

2. Launch targeted marketing campaigns on social media platforms frequented by students such as Facebook, YouTube, WhatsApp, Instagram, Tik Tok, Twitter (now X).

3. Partner with universities to integrate ULesson into their curricula and address technical issues to enhance user-friendly experience.

When these strategies are adequately implemented, ULesson can strengthen its brand awareness and adoption among university students in Nigeria, Africa and globally in the digital era.

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