



Mobile Apps in Reading Comprehension Among Secondary School Students in Southern Nigeria: A Theoretical Framework

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Published: 14 February 2002 | **Received:** 18 October 2001 | **Accepted:** 30 December 2001

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DOI: [10.5281/zenodo.18754089](https://doi.org/10.5281/zenodo.18754089)

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Abstract

Recent studies have highlighted the effectiveness of mobile apps in enhancing reading comprehension among secondary school students globally. In Southern Nigeria, there is a growing interest and need to understand how these tools can be optimally utilised within educational settings. The study will employ a mixed-methods approach combining qualitative interviews with quantitative pre-post test scores analysis of participating students from selected schools across the region. The theoretical framework establishes a solid foundation for further empirical research into the impact of educational technology on student learning outcomes. This will inform educators and policymakers about best practices for integrating mobile apps effectively into reading comprehension programmes. Educators should tailor their use of mobile apps to individual student needs, while policymakers can advocate for increased funding towards digital literacy initiatives that support app-based teaching and learning.

Keywords: *African Education, Mobile Learning, Reading Comprehension, Technological Integration, Constructivism, Quantitative Research, Hierarchical Linear Modelling*

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