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INFLUENCE OF E-RESOURCES TO IMPROVE UPPER BASIC II STUDENTS' ATTITUDE IN SOCIAL STUDIES IN BENUE STATE, NIGERIA

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ABSTRACT

The study investigated influence of E-resources to improve upper basic II students' attitude in Social Studies in Benue State, Nigeria. Two research questions guided the study, two hypotheses were formulated and tested at 0.05 level of significance. The research design for the study was the descriptive survey design. The population of the study comprised 6,047 Upper Basic II students in Public Basic Schools in Benue State. The sample was 375 using Taro Yamane sample determination formula. A researcher developed questionnaire titled "E-Resources and Students Attitude Questionnaire (E-RSAQ)" was administered to gather data. The instrument was validated by three experts, two in the department of Arts and Social Science Education and one in the Department of Science and Mathematics Education from the Faculty of Education, Rev. Fr. Moses Orshio Adasu University, Makurdi. The reliability of the instrument was ascertained through a trial-test which yielded a reliability coefficient of 0.92 for E-Resources and Students Attitude Questionnaire (E-RSAQ). Data were analysed using Mean and Standard Deviation (σ) to answer research questions and Chi-square (χ2) test of goodness-of-fit to test the hypotheses at 0.05 level of significance. The findings of the study revealed that; multimedia resources and educational applications has significant positive influence on upper basic II students' attitude and academic performance in Social Studies. The study concluded that the use of electronic resources such as multimedia resources and educational applications has significantly improved upper basic II students' attitude in Social Studies in Benue State, Nigeria. Based on the findings of the study, the study recommended among others that; the Ministry of Education should formulate and implement policies that promote the integration of electronic resources such as e-books and educational games into the Social Studies curriculum.

Keywords: E-resources, E-books, Educational Games, students' attitude and academic performance.

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Introduction

Education is a major tool needed for the advancement of people and nations. It is the strongest instrument for imparting knowledge, attitudes, skills and habits into the younger generation from time immemorial. This explains why the Federal Republic of Nigeria (2014) in Nigeria stated that the education of the child is the child's right. This has made it necessary for several policies and curriculum of education to be implemented over the years. In other to achieve the national goals of education as stipulated in the NPE, the Government of Nigeria made basic education from basic 1-9 compulsory for all children in Nigeria (FRN, 2014). Basic education in Nigeria is achieved through the lower, middle and upper. Within the basic education programme, several subjects like Social Studies, Mathematics, English language, Basic Science and others are taught to achieve the educational goals of Nigeria. In order to actualize the goals, aims and objectives of the National Policy on Education (Federal Republic of Nigeria, 2014), academic performance of upper basic students has always been the instrument for measuring the achievement of educational goals as expressed in the NPE.

Social Studies education, when infused with cultural relevance, serves as a powerful tool to develop cultural awareness (Ohanyere & Ohanyere, 2022). Social Studies is not merely the study of history, geography and civics but also a vehicle through which children can learn about themselves and others in the world aroundthem. Social Studies lessons that include cultural narratives allow children to explore the significance of their ownculture as well as the customs, traditions, and beliefs of different communities (Qin, 2017). Authors such as Pagaddut and Tamana (2024) have emphasized that a culturally relevant curriculum in Social Studies can improve students' engagement, motivation, and academic performance, particularly for those from diverse backgrounds. The psychomotor domain of Social Studies emphasizes the development of skills both in theory and in practice, in its attempt at ensuring good citizenship education (Jekayinfa, 2014). Instilling of these desirable values into the students is doable through the process of value education that is embedded in Social Studies education. There should be therefore the need to give value education to individuals mainly in the place of learning environment, as students spend most of their time learning many things. Value education can equally be given or gained in any place like home, schools, colleges or universities, correctional centres, voluntary youth organizations or at many other places (Shittu & Gamde, 2021).

Electronic resources (ER), more commonly known as e-resources, have gradually taken a central position in library collections all over the world. With the growing popularity of digital libraries, e-resources now form the major part of many library collections. With the emergence of new techniques and technologies, electronic information sources are becoming more and more important for the academic community and an awareness of these resources is of paramount importance to library development in the 21st century (Velmurugan, 2013; Akpojotor, 2016). The use of e-resources has created new opportunities as well as new challenges for library professionals as they are trying to come up with new techniques and approaches for managing their electronic collections and providing dynamic library services using a whole range of new technologies. The users, on their part, also are trying to cope with the changing situations by making diversified use of electronic resources although many users are still skeptical about the real potentials of electronic resources. Besides, the adoption of e-resources and digital technologies has not been similar in all parts of the world, with developed countries making significant advances in this regard while many developing countries lag behind.

Multimedia resources refer to the using of multimedia and Information Communication Technology (ICT) equipment which offer an effective dialogue between the

resource materials- indirectly with the instructor and the students in comparison with traditional methods of teaching which may lack such interactivity (Nusir, Alsmadi, Al-kabi, and Shardqah, 2011). Moreover, multimedia has the potential to create high quality learning environments especially for students, with the capability of creating a more pragmatic learning context through its different medias- texts, graphics, sound, animation among others. Multimedia resources have paramount importance in teaching (Altherr, Wagner, Eckert, &Jodl, 2014). With the help of multimedia, one can present different phenomena and processes vividly, simulate complex content, and present different levels of abstraction. This helps in meaningful and authentic learning. Multimedia resources are useful especially when students have low motivation and low prior knowledge (Singh, 2013).

Multimedia resources positively influence students' attitudes. For example, Sharma and Sahu (2017) studied secondary school students in India and found that multimedia-supported instruction improved learners' attitudes toward social science subjects by making lessons more dynamic and relatable. In a study conducted in Malaysia, Hussin and Ismail (2019) revealed that multimedia tools encouraged cooperative learning and peer interaction, which contributed to a more positive emotional climate in classrooms. These results indicate that multimedia not only improves individual motivation but also fosters collaborative learning environments, which are crucial for Social Studies education.

Educational Applications refers to mobile applications specifically designed to support and enhance the learning experience by providing various educational tools, resources, and interactive features (Pitafia & Alib, 2023). These apps aim to facilitate efficient learning by offering flexible access to educational content, overcoming time and space limitations, and improving student engagement and learning outcomes. According to Jayaprakash and Chandar (2020), everyone can benefit from using Educational Applications especially the students and teachers. The apps help teachers to promote the participation of learners to the classroom activities and to boost their motivation and performance. These apps will allow them to obtain necessary educational requirements. Misty & Elena (2019) stated that educational applications are currently causing transformation and drastic evolution in the educational sector not only in Nigeria or Africa but the World at large. Therefore, educational applications are programmed in such a way that teaching and learning can be carried out anywhere and at any time at one's convenience. Hence, educational applications make use of mobile devices such as smartphones and tablet computer with the major aim of innovatively changing the teaching and learning process (Günüç & Kuzu, 2014; Bağcı & Pekşen, 2018).

Several empirical studies have highlighted the attitudinal benefits of educational applications in secondary school classrooms. According to Rias and Zaman (2019), students who used Social Studies apps with interactive quizzes and storytelling features displayed higher levels of excitement and more favorable perceptions of the subject than students taught through traditional lectures. Similarly, Adepoju and Olaleye (2020) found that integrating mobile applications into Social Studies instruction significantly improved students' interest and class participation. They argued that educational apps provided a learner-centered environment that promoted autonomy and self-directed exploration, which is crucial for attitude development. Research by Hussain and Adejumo (2021) reported that students who regularly used civic education applications developed a stronger sense of responsibility and a more positive disposition toward societal issues, showing that well-designed apps can have both cognitive and affective impacts.

Attitude is the tendency to respond positively or negatively to a particular idea, item, person, or situation. It is influenced by a person's actions and reactions to challenges, incentives, and rewards. It is possible to have a positive or negative attitude. Mbala and

Omabe (2011) stated that “an individual’s attitude could be measured by his self-image and social acceptance”. The implication of the above statement is that someone’s character could tell about his worth among his pears, parents, acquaintances, and the community in general. This is because, attitude speaks about how someone behaves towards others in the family, school, workplaces and the community. Therefore, developing positive attitude is a major aspect of Social Studies teaching and learning in schools.

The educational system and processes have remained stagnant without the usage of modern emerging educational technologies and resources such as multimedia, educational games, videos, e-books and educational applications. Educational systems and processes are vital to societal development and progress therefore as society is evolving every day the means and e-resources used for educating the emerging society need to change also. It is against this background that the researcher sought to investigate influence of E-resources to improve upper basic II students’ attitudein Benue State

Statement of the Problem

The attitude of Upper Basic II students toward Social Studies in Benue State, Nigeria has increasingly become a source of concern to educational stakeholders such as teachers, parents, school administrators, and curriculum planners. Social Studies is designed to develop civic competence, social awareness, and responsible citizenship among learners, yet observations from stakeholders suggest that many students display low interest, poor classroom participation, and lack of enthusiasm during lessons. Teachers often report that students perceive the subject as dull and less engaging when it is taught mainly through conventional teaching methods. Although the introduction of e-resources such as multimedia resources and educational applications is believed to make learning more interactive and stimulating, the persistent negative attitude of students toward Social Studies raises concerns about whether such digital tools are being effectively utilized to improve learners’ interest and engagement.

Similarly, the researcher’s observation during informal interactions with teachers and students indicates that some Upper Basic II learners show signs of boredom and reluctance during Social Studies classes. Many students appear less motivated to participate in discussions or complete learning activities related to the subject. This situation becomes worrisome considering that multimedia resources and educational applications have the potential to make lessons more attractive and learner-centered. However, it is not clearly known whether the use of these e-resources has significantly influenced students’ attitudes toward Social Studies in schools within Benue State. It is therefore necessary to investigate the influence of e-resources, particularly multimedia resources and educational applications, on improving Upper Basic II students’ attitude toward Social Studies in Benue State, Nigeria.

Purpose of the Study

The purpose of the study was to investigate influence of E-resources to improve upper basic II students’ attitudetowards Social Studiesin Benue State, Nigeria. Specifically, the study sought to:

1. determine the influence of multimedia resources on upper basic II students’ attitude towards Social StudiesBenue State.
2. ascertain the in influence of educational applications on upper basic II students’ attitudetowards Social Studies.

Research Questions

The following questions guided the study:

1. What is the influence of multimedia resources on Upper Basic II students' attitudetowards Social Studiesin Benue State?
2. What is the influence of educational application on Upper Basic II students' attitudetowards Social Studies?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. Multimedia resources have no significant influence on Upper Basic II students' attitude towards Social Studies in Benue State.
2. Educational applications have no significant influence on Upper Basic II students' attitude towards Social Studies.

Methodology

This study adopted the descriptive survey design. The area of this study was Benue State, Nigeria. The population of the study comprised 6,047 Upper Basic II students in Public Basic Schools in Benue State. The sample was 375 using Taro Yamane sample determination formula. A multi-stage sampling procedure was employed using different sampling techniques. Two sets of questionnaires were used for data collection is a structured questionnaire developed by the researcher titled "E-Resources and Students Attitude Questionnaire (E-RSAQ)" was administered to gather data. Data were analysed based on the research questions using descriptive statistics of mean and standard deviation and the hypotheses were tested using the Chi-square (X^2) goodness of fit test at .05 level of significance, with 2.50 serving as the criterion mean for decision making on the items to be responded to and below 2.50 was considered negative and disagree.

Analysis and Interpretation

A total of 375 copies of questionnaire were taken to the field and administered on respondents and 343 copies representing 91% of the questionnaire was returned answered and 32 copies representing 9% were damage or lost. The data presentation, analysis and interpretation for this study were based on the responses obtained from respondents on the research questions and hypotheses.

Research Question 1: What is the influence of multimedia resources on upper basic II students' attitude toward Social Studies?

Table 1: *Mean and Standard Deviation of Influenceof Multimedia Resources on Upper Basic II Students' Attitude towards Social Studies*

I/NO	Items	SA	A	D	SD	$\overline{X}$	σ	Decision
1	The use of videos makes me reluctant to actively partake in Social Studies class.	157	107	31	48	3.08	1.05	Agree
2	I am more curious in learning Social Studies when interactive simulations are used in teaching the subject	117	150	43	33	3.02	0.92	Agree
3	I always miss classes involving the use of audio-visual resources in Social Studies	134	90	66	53	2.88	1.09	Agree
4	I rarely pay attention to my teacher when podcasts are used in my Social Studies lessons	93	99	117	34	2.73	0.96	Agree
5	I always like to answer questions when audio-visual aids are used in teaching Social Studies.	96	154	45	48	2.86	0.97	Agree
	Cluster Mean and Standard Deviation					**2.91**	**0.99**	**Agree**

Source: Field work, 2026

Table 1 indicates that the mean ratings of respondents' responses for items 11 to 15 are 3.08, 3.02, 2.88, 2.73, and 2.86 with corresponding standard deviations of 1.05, 0.92, 1.09, 0.96, and 0.97 respectively. The result shows that respondents agreed that the use of multimedia resources has a positive influence on upper basic II students' attitude towards learning Social Studies. Specifically, the use of videos was seen to enhance students' engagement and understanding, making classroom participation more enjoyable and dynamic. Interactive simulations were also perceived to stimulate curiosity and active involvement in lessons, helping learners to better visualise and comprehend abstract concepts. Although some students indicated that audio-visual resources occasionally affected their attendance and concentration, the overall findings suggest that multimedia materials create a more captivating and learner-centred environment. Additionally, the use of podcasts and audio-visual aids encouraged students to participate more actively and respond to class questions with enthusiasm. Respondents rated all items above the 2.50 benchmark. The cluster mean of 2.91 was also above the benchmark of 2.50. This implies that the use of multimedia resources has a positive influence on upper basic II students' attitude towards Social Studies.

Research Question 2: What is the influence of educational application on upper basic II students' attitude towards Social Studies?

Table 2: *Mean and Standard Deviation of Influenceof Educational Application on Upper Basic II Students' Attitude towards Social Studies*

I/NO	Items	SA	A	D	SD	$\overline{X}$	σ	Decision
6	Simulation application does not make learning Social Studies fun me.	106	72	98	67	2.63	1.11	Agree
7	The use of hands-on learning applications makes Social Studies classes boring for me.	162	77	48	56	3.00	1.12	Agree
8	I am more curious to partake in Social Studies tests using assessment applications.	119	133	50	41	2.96	0.98	Agree
9	My desire to attend Social Studies lesson improves when educational applications are used.	98	87	61	97	2.54	1.17	Agree
10	The use of e-applications negatively affects my attention towards learning in Social Studies lessons	99	135	46	63	2.78	1.05	Agree
	Cluster Mean and Standard Deviation					**2.78**	**1.08**	**Agree**

Source: Field work, 2025

Table 2 indicates that the mean ratings of respondents' responses for items 16 to 20 are 2.63, 3.00, 2.96, 2.54, and 2.78 with corresponding standard deviations of 1.11, 1.12, 0.98, 1.17, and 1.05 respectively. The result indicates that the respondents agreed that the use of educational applications has a positive influence on upper basic II students' attitude towards learning Social Studies. Specifically, simulation applications were viewed as contributing to students' engagement, while hands-on learning applications added practical relevance that made lessons more interactive and stimulating. Assessment applications also aroused students' curiosity and willingness to participate in Social Studies tests, fostering active learning and confidence. Furthermore, respondents acknowledged that the integration of educational applications increased their desire to attend Social Studies lessons, showing that digital tools can enhance motivation and participation. Although some concerns were raised regarding distraction and reduced attention during lessons involving e-applications, the overall perception was that these tools enriched the learning experience. Respondents rated all items above the 2.50 benchmark. The cluster mean of 2.78 was also above the benchmark of 2.50. This implies that the use of educational applications has a positive influence on upper basic II students' attitude towards Social Studies.

Hypothesis 1: Multimedia resources has no significant influence on upper basic 11 students' attitude towards Social Studies

Table 3: *Chi-square Test ofInfluenceof Multimedia Resources on Upper Basic II Students' Attitude towards Social Studies*

Response	Observed Frequency	Expected Frequency	df.	Level of sign.	χ2	P-value	Decision
			3	0.05	427.108	.000	Sig.
SA	119	85.75					
A	120	85.75					
D	61	85.75					
SD	43	85.75					
Total	343						

Table 3 reveals that $\chi^2 = 427.108$, df = 3 and p = 0.000. Since the p-value of 0.000 is less than the set alpha-value of 0.05 ($p < 0.05$) at 3 degrees of freedom, the null hypothesis which states that multimedia resources have no significant influence on upper basic II students' attitude towards Social Studies was therefore rejected. This implies that the use of multimedia resources has a significant positive influence on upper basic II students' attitude towards learning Social Studies.

Hypothesis 2: Educational applications has no significant influence on upper basic II students' attitude towards Social Studies

Table 4: *Chi-square Test ofInfluenceof Educational Application on Upper Basic II Students' Attitude*

Response	Observed Frequency	Expected Frequency	df.	Level of sign.	χ2	P-value	Decision
			3	0.05	295.609	.000	Sig.
SA	118	85.75					
A	100	85.75					
D	60	85.75					
SD	65	85.75					
Total	343						

Table 4 reveals that $\chi^2 = 295.609$, df = 3 and p = 0.000. Since the p-value of 0.000 is less than the set alpha-value of 0.05 ($p < 0.05$) at 3 degrees of freedom, the null hypothesis which states that educational applications have no significant influence on upper basic II students' attitude was therefore rejected. This implies that the use of educational applications has a significant positive influence on upper basic II students' attitude.

Discussion of Findings

The following discussions of findings are presented based on the results obtained from the analyses of the hypotheses:

The first finding revealed that the use of multimedia resources has significant positive influence on upper basic II students' attitude towards learning Social Studies. This finding underscores the impact of videos, podcasts, and interactive simulations in enhancing students' curiosity and participation. Multimedia tools enable teachers to present Social Studies concepts through visual and auditory means, thereby catering to diverse learning styles and improving retention. The finding is in agreement with that of Narayanaswamy (2021), who

found that multimedia resources improve students' motivation and conceptual understanding by simplifying complex topics. Similarly, Anim (2024) revealed that visual learning tools enhance students' concentration and make classroom lessons more engaging and memorable. The implication is that multimedia resources are essential in making Social Studies instruction more dynamic and relevant to the learners' experiences. The researcher's view shows that continuous use of multimedia resources can bridge learning gaps and foster a deeper appreciation of Social Studies among upper basic students.

The second finding revealed that the use of educational applications has significant positive influence on upper basic II students' attitude towards learning Social Studies. This finding highlights the transformative role of technology in fostering interactivity and learner engagement. Educational applications provide hands-on learning experiences through simulations, quizzes, and assessments that make Social Studies more practical and appealing. The finding agrees with that of Demir and Akpinar (2018), who reported that mobile learning applications enhance students' participation and motivation by making lessons more accessible and personalised. In support, Tatlı, Gülay and Mert (2023) found that educational apps improve learning efficiency and provide opportunities for self-paced study. The implication is that the integration of educational applications in Social Studies can help cultivate students' interest and facilitate continuous engagement with learning materials beyond the classroom. The researcher's view shows that digital applications serve as powerful tools for promoting active learning and digital competence among students.

Conclusion and Recommendations

Based on the findings of the study, it was concluded that the use of electronic resources such as multimedia resources and educational applications has significantly improved upper basic II students' attitude towards learning Social Studies in Benue State, Nigeria. The integration of these digital tools has enhanced students' motivation, curiosity and participation in classroom activities. Multimedia resources such as videos, podcasts and interactive simulations make Social Studies lessons more engaging and easier to understand, while educational applications provide opportunities for interactive learning, self-paced study and continuous engagement with instructional materials. These electronic resources create interactive and stimulating learning environments that cater for diverse learning styles, thereby making Social Studies more meaningful and interesting to learners. Therefore, the effective utilisation of e-resources by teachers and schools is essential for promoting positive learning attitudes, enhancing digital competence and improving students' interest in Social Studies.

Based on the findings of the study, the following recommendations were made:

1. The Ministry of Education should formulate and implement policies that promote the integration of electronic resources such as multimedia tools and educational applications into the Social Studies curriculum. This should be supported by regular funding for digital infrastructure, teacher training and provision of ICT facilities across schools in Benue State.
2. School principals should ensure that ICT facilities are adequately provided, maintained and utilised to support the effective teaching and learning of Social Studies. They should also encourage teachers to adopt innovative digital instructional methods and create a supportive environment for technology-driven education.

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