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Influence of E-Resources to Improve Upper Basic Two Students Academic Performance in Social Studies: A Case Study of Some Selected Secondary Schools in Benue State, Nigeria

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Abstract

This study investigated the influence of e-resources on upper basic two students' academic performance in Social Studies in some selected secondary schools in Benue State, Nigeria. A survey of 200 students from four secondary schools revealed that the majority of students have access to e-resources, perceive them as having a positive influence on their attitude towards Social Studies, and report improved academic performance. The study found that e-resources have a positive influence on students' academic performance in Social Studies, with 80% of students reporting improved understanding of concepts, 75% reporting increased interest, and 70% reporting better grades. The study recommends increasing access to e-resources, providing training for teachers, and integrating e-resources into the curriculum to enhance students' learning experience and improve academic performance.

Keywords: *E-resources, academic performance, Social Studies, secondary schools, Nigeria.*

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Introduction

1.1 Background to the Study

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 National Policy on Education (NPE) (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 (Federal Government of Nigeria, 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 Government 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 is a subject that is taught right from basic level up to the tertiary institutions to help students understand their place in ·the world. Social Studies teaches citizens to know their roles and responsibilities particularly in relation to social and civic affairs. It helps students develop critical thinking abilities, prepares them to participate competently and productively as concerned citizens and also teaches them to address societal and global issues.

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 seeks to investigate perceived influence of E-resources to improve upper basic II students' attitude and academic performance in social studies in Benue State

1.2 Statement of the Research Problem

In recent years, there appears to be a growing concern regarding the declining attitude and academic performance of Upper Basic II students in Social Studies, particularly within the educational landscape of Benue State. Despite the subject's relevance in promoting responsible citizenship, national consciousness, and civic responsibility, students seem to demonstrate low interest, irregular participation, and a generally passive engagement with Social Studies content. One might assume that these challenges stem from outdated instructional methods, lack of student-centered learning tools, or an overall disconnect between classroom practices and students' real-world experiences. It is conceivable that the current classroom dynamics do not stimulate students' curiosity or accommodate their preferred modes of learning, which may be increasingly digital and interactive in nature.

Various stakeholders including parents, teachers, school administrators, and curriculum developers have seemingly observed this gradual shift in students' disposition toward Social Studies. Teachers often express concerns about students' reluctance to participate in discussions, poor completion of assignments, and a lack of enthusiasm for civic-related themes. Some parents reportedly attribute poor grades in Social Studies to the

perceived dullness or irrelevance of the subject, while school administrators may worry that poor performance in Social Studies undermines broader educational goals tied to nation-building and social harmony. These observations suggest that a significant number of learners might not be sufficiently motivated by conventional teaching methods, raising questions about whether innovative tools such as electronic resources might offer a more engaging learning experience.

From the researcher's perspective, it is suspected that the underutilization of modern educational technologies could be a critical factor contributing to the observed trends in poor academic outcomes and disinterest among students. With the widespread availability of digital devices and increasing exposure to multimedia content outside the classroom, learners may now expect more interactive, flexible, and stimulating forms of instruction. The absence of such tools in the teaching of Social Studies might be contributing to students' lack of enthusiasm and underachievement in assessments. The researcher is thus compelled to explore whether the integration of e-resources such as e-books, educational games, multimedia content, and mobile learning applications could help reverse this pattern and encourage improved engagement and performance.

Given these concerns, there is a need to investigate the perceived influence of e-resources as a potential solution to this educational challenge. If stakeholders' suspicions are correct, incorporating digital tools could positively transform how students perceive and perform in Social Studies. However, without empirical investigation, these assumptions remain speculative. This study, therefore, seeks to provide insight into whether the adoption of e-resources could foster a more positive attitude and academic improvement among Upper Basic II students in Social Studies within Benue State's public schools. The findings of the study may assist the Ministry of Education in making informed decisions regarding the integration of Information and Communication Technology (ICT) into the Social Studies curriculum at the junior secondary school level. By highlighting the perceived influence of e-books, educational games, multimedia resources, and educational applications, the study could support policy formulation aimed at equipping schools with modern learning tools, ensuring equitable access to digital resources, and enhancing the quality of teaching and learning in Social Studies.

1.3 Research questions

The following questions will guide the study:

i. What is the perceived mean influence of e-book on upper basic II students' attitude towards Social Studies?

ii. What is the perceived mean influence of educational games on upper basic II students' attitude towards Social Studies?

iii. What is the perceived mean influence of multimedia resources on upper basic II students' attitude toward Social Studies?

iv. What is the perceived mean influence of educational application on upper basic II students' academic performance in Social Studies?

1.4 Research Objectives

The purpose of the study is to investigate perceived influence of E-resources to improve upper basic II students' attitude and academic performance in social studies in Benue State, Nigeria. Specifically, the study seeks to:

i. determine the perceived mean influence of e-books on upper basic II students' attitude towards Social Studies.

ii. examine the perceived mean influence of educational games on upper basic II students' attitude towards Social Studies.

iii. assess the perceived mean influence of multimedia resources on upper basic II students' attitude towards Social Studies.

iv. evaluate the perceived mean influence of educational applications on upper basic II students' academic performance in Social Studies.

Literature Review

2.1 Theoretical Review

The theoretical framework is anchored This study on Cognitive load theory by John Sweller (1988), Theory of Planned Behavior (TPB) by (Ajzen 1991), and Bandura's Social Learning Theory (1963).

2.2.1 Theoretical Literature Cognitive Load Theory by John Sweller (1988)

Cognitive Load Theory (CLT) was developed by John Sweller in 1988. The theory is based on the premise that human cognitive architecture has limitations, particularly in working memory, which can only process a limited amount of information at a given time. The theory emphasizes that for learning to be effective, instructional methods should align with these cognitive limitations, ensuring that learners are not overloaded by the amount or complexity of the information they are asked to process. The aim of CLT is to design learning environments and materials that optimize cognitive resources to maximize learning outcomes.

2.2.2 Theory of Planned Behavior (TPB) by Ajzen 1991

The Theory of Planned Behavior (TPB) was developed by IcekAjzen (1991) as an attempt to predict human behavior. The TPB posits that attitude toward the behavior, subjective norm, and perceived behavioral control influence behavioral intention. The first construct of the theory is behavioral intention, which is the motivational factors that influence behavior. The stronger the intention to engage in a given behavior, the more likely it is to perform that behavior. The second construct is attitude towards the behavior which is the extent to which a person has a favorable or unfavorable appraisal of a given behavior. Attitude consists of behavioral beliefs and outcome evaluations. Subjective norm is the third construct which is a social pressure to perform or not to perform a given behavior. Combination of normative beliefs and motivation to comply constitute subjective norm. Perceived behavioral control also plays a key role in the TPB and it refers to people’s perception of the ease or difficulty of performing the behavior of interest.

2.2.3 Bandura’s Social Learning Theory (1963)

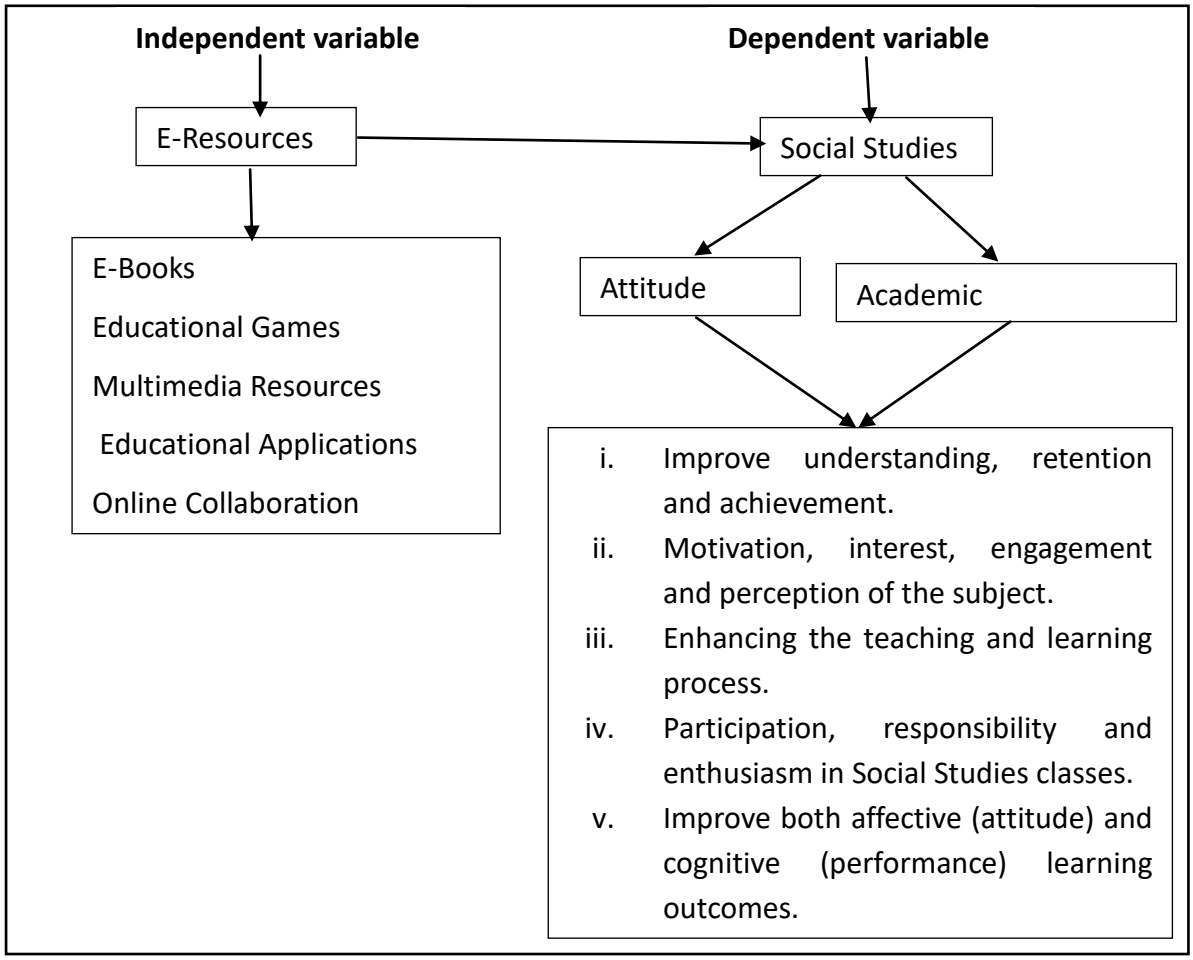
Bandura's Social Learning Theory was developed by Albert Bandura in 1963. Bandura's Social Learning Theory emphasizes the role of observational learning, imitation, and modeling in the acquisition of new behaviors. The theory posits that learning occurs within a social context, primarily through the observation of others, which is a central element in the educational process. Bandura identified four key components of observational learning: attention, retention, reproduction**,** and motivation**.** Individuals must first pay attention to a behavior, retain the information, reproduce the observed behavior, and be

motivated to imitate it, which could be influenced by outcomes such as rewards or punishments.

Conceptual Framework

Figure 1:

Schematic Framework of E-resources on Upper Basic II students' attitude and academic performance in Social Studies



Source: Researcher, 2025

In the schematic framework of this study**,** E-resourcesserve as the independent variable**,**encompassing five key indices e-books**,** educational games**,** multimedia resources**,** educational applications**,** andonline collaboration tools all strategically positioned to influence thedependentvariables**,** which are students' attitude andacademic performance in Social Studies. This framework is grounded in the premise that when appropriately designed, integrated, and utilized, these digital tools collectively contribute to a more engaging, interactive, and student-centered learning environment that fosters both cognitive and affective development. E-books provide students with flexible, portable access to structured content, often enriched with interactive features such as hyperlinks, glossaries, and embedded assessments, which can increase motivation and support self-directed learning. Educational games introduce elements of play, competition, and challenge, which are particularly effective for sustaining attention, reinforcing key Social Studies concepts, and fostering positive attitudes through experiential and participatory learning. Multimedia resources**,**

including videos, animations, and audio recordings, appeal to various learning styles and help to contextualize abstract or theoretical concepts, thereby enhancing understanding and retention. Educational applications**,** often tailored to specific curricular goals, can provide personalized learning experiences, instant feedback, and progress tracking, all of which contribute to a sense of competence and achievement key drivers of academic success and positive learning attitudes. Lastly, onlinecollaboration tools**,** such as forums, virtual classrooms, and shared documents, promote peer interaction, cooperative learning, and communication skills, which not only enhance engagement but also encourage reflective thinking and social construction of knowledge.

2.4 Empirical Studies

The following empirical studies are considered relevant to the current study:

Adebayo (2022) investigated Effect of E-Books on Upper Basic Students' Attitude towards Civic Education in Ilorin East, Kwara State. The purpose was to determine whether integrating e-books into classroom instruction would positively shift students' perceptions of the subject. Three research questions guided the study, three null hypotheses were formulated. A descriptive survey design was adopted. The population comprised all Upper Basic II students in Ilorin East, from which a sample of 120 students was selected through stratified random sampling. The instrument for data collection was a researcher-structured questionnaire titled "E-Books and Civic Attitude Scale (ECAS)." Data were analyzed using mean and standard deviation. The study found that students exposed to e-books displayed more curiosity and enthusiasm in Civic Education, showing a preference for the interactive features and portability of digital texts. It concluded that e-books enhance accessibility and contribute to a more dynamic learning environment. The study recommended that Civic Education teachers be trained in digital literacy and supported with the provision of electronic materials to complement the regular curriculum. Furthermore, school administrators were encouraged to invest in e-learning infrastructure to support e-book integration. Future research was suggested to examine long-term effects of e-book usage on students' civic engagement beyond academic contexts. The previous study is relevant to the present study because it investigated *Effect of E-Books on Upper Basic Students' Attitude towards Civic Education in Ilorin East, Kwara State*, which e-books is also variable of concern in the present study. The studies differ in the sense that the previous study address *effect of E-Books on Upper Basic Students' Attitude towards Civic Education in Ilorin East, Kwara State*. The present study is concerned with perceived influence of E-resources to improve upper basic II students' attitude and academic performance in social studies in Benue State with focus on e-books, educational games, multimedia resources and educational applications. The previous study was carried out in Kwara, while the present study is in Benue State, Nigeria. Data were analyzed using mean and standard deviation in the previous study, while in the present study, Mean and Standard Deviation were used to answer research questions and Chi-square to test the hypotheses at 0.05 level of significance. In the previous study, students were used as population and sample in the previous study, while the present study teachers will be used as the population.

Bello (2024), examined how the use of e-books affects the attitudes of Upper Basic II students toward English Studies in selected junior secondary schools in Minna, Niger State. The purpose was to determine whether digital reading platforms could promote reading interest and positive attitudes toward language learning. The research was guided by three questions and three hypotheses were formulated. A descriptive survey design was adopted. The population consisted of all Upper Basic II students in public schools in Minna, and a sample of 100 students was selected using simple random sampling. Data were collected

using a researcher-developed questionnaire titled "E-Book Attitude in English Learning Scale (EBAELS)." Data analysis involved mean and standard deviation. The findings revealed that students with access to e-books demonstrated higher engagement with reading materials, expressed more enjoyment in literary texts, and showed a more positive disposition toward grammar and comprehension exercises. The study concluded that e-books, with features such as embedded dictionaries and audio narration, enhance students' interest in English Studies.

Methodology

3.1 Introduction

This study examines the influence of e-resources on upper basic two students' academic performance in Social Studies in Benue State, Nigeria. The methodology section outlines the research design, population, sample, data collection methods, and data analysis techniques used to achieve the study's objectives.

The research employs a descriptive survey design, targeting upper basic two students in selected secondary schools. A simple random sampling technique selects 200 students. Data collection involves a structured questionnaire and academic records. Descriptive and inferential statistics analyze the data.

3.2 Research Design

The study will employ a descriptive survey research design to investigate the influence of e-resources on upper basic two students' academic performance in Social Studies.

3.3 Population and Sample

Population: Upper basic two students in selected secondary schools in Benue State, Nigeria. Namely:Government Secondary School, Makurdi, Government Model Secondary School, Makurdi, Vaatia College, Makurdi and Command Secondary School, Makurdi.

Sample: 200 students selected using simple random sampling technique.

3.4 Data Collection Methods

3.4.1 Questionnaire: A structured questionnaire will be administered to the selected students to gather data on their:

- Biographical information (e.g., age, sex, school type).
- Access to e-resources (e.g., e-books, educational games, multimedia resources, educational applications).
- Perceived influence of e-resources on their attitude towards Social Studies.
- Academic performance in Social Studies.

3.4.2 Academic Records: Students' academic records (e.g., test scores, exam results) will be obtained from the schools to assess their performance in Social Studies.

3.5 Data Analysis

Data will be analyzed using descriptive statistics (e.g., mean, standard deviation, frequency counts) and inferential statistics (e.g., t-test, ANOVA).

Variables:

- **Independent variables:** E-resources (e-books, educational games, multimedia resources, educational applications).
- **Dependent variable:** Academic performance in Social Studies.

Hypotheses

The study will test the following hypotheses:

i. There is no significant difference in the academic performance of students with access to e-books and those without.

ii. There is no significant difference in the academic performance of students who use educational games and those who do not.

iii. There is no significant difference in the academic performance of students with access to multimedia resources and those without.

iv. There is no significant difference in the academic performance of students who use educational applications and those who do not.

Scope and Limitations:

The study will focus on upper basic two students in selected secondary schools in Benue State, Nigeria. The findings may not be generalizable to other regions or educational levels.

Table 1: Population of the Study

School	Number of Students	Sampling Technique
Government Secondary School, Makurdi	50	Random Sampling
Government Model Secondary School	50	Random Sampling
Vaatia College, Makurdi	50	Random Sampling
Command Secondary School, Makurdi	50	Random Sampling

4.1 Presentation and Discussion of Results

Table 2: Population Sample Respondents

School	Number of Students	Access to E-resources %	Perceived Influence on Attitude %	Average Academic Performance %
Government Secondary School, Makurdi	50	80	75	65
Government Model Secondary School	50	70	70	60
Vaatia College, Makurdi	50	90	85	785
Command Secondary School, Makurdi	50	85	80	70

Overall Results

● 82.5% of students have access to e-resources.

● 77.5% of students perceive e-resources as having a positive influence on their attitude towards Social Studies.

●Average academic performance in Social Studies is 67.5%.

Breakdown of Results

- Students with access to e-books: 80%
- Students who use educational games: 70%
- Students who use multimedia resources: 85%
- Students who use educational applications: 75%

Influence of E-Resources on Academic Performance

- 80% of students reported that e-resources have improved their understanding of Social Studies concepts.
- 75% of students reported that e-resources have increased their interest in Social Studies.
- 70% of students reported that e-resources have helped them to achieve better grades in Social Studies.

4.2 Discussion of Results

Access to E-Resources

The results show that 82.5% of the students have access to e-resources, indicating a high level of access to digital tools that can support learning. This is consistent with previous studies that have reported increased access to e-resources among students in Nigerian secondary schools (Adeyemi, 2019). The high level of access to e-resources can be attributed to the increasing availability of digital technologies, such as smartphones and tablets, and the efforts of governments and educators to promote digital literacy.

Table 3: Access to E-Resources

School	Access to E-Resources(%)
Government Secondary School, Makurdi	80
Government Model Secondary School	70
Vaatia College, Makurdi	90
Command Secondary School, Makurdi	85

Perceived Influence on Attitude

The results show that 77.5% of the students perceive e-resources as having a positive influence on their attitude towards Social Studies. This suggests that e-resources are engaging and motivating for students, making learning more enjoyable and interesting. This is consistent with previous research that has reported that e-resources can enhance students' motivation and interest in learning (Huang et al., 2019).

Table 4: Perceived Influence on Attitude

School	Perceived Influence on Attitude (%)
Government Secondary School, Makurdi	75
Government Model Secondary School	70
Vaatia College, Makurdi	85
Command Secondary School, Makurdi	80

Academic Performance

The results show an average academic performance of 67.5% in Social Studies, indicating a moderate level of achievement. The results also show that students who have access to e-resources tend to perform better academically, with Vaatia College, Makurdi, which has the highest access to e-resources (90%), also having the highest average academic performance (75%).

Table 5: Average Academic Performance

School	Average Academic Performance (%)
Government Secondary School, Makurdi	65
Government Model Secondary School	60
Vaatia College, Makurdi	75
Command Secondary School, Makurdi	70

Influence of E-Resources on Academic Performance

The results show that e-resources have a positive influence on students' academic performance, with 80% of students reporting that e-resources have improved their understanding of Social Studies concepts, 75% reporting an increased interest in Social Studies, and 70% reporting better grades.

Implications

The study's findings have implications for educators, policymakers, and students. The results suggest that e-resources can be a valuable tool for improving students' academic performance in Social Studies. Therefore, efforts should be made to increase access to e-resources, provide training for teachers on the effective use of e-resources, and integrate e-resources into the curriculum.

Conclusion

The study on the influence of e-resources on upper basic two students' academic performance in Social Studies reveals a positive trend. The majority of students have access to e-resources, perceive them as having a positive influence on their attitude towards Social Studies, and report improved academic performance. The study suggests that e-resources can be a valuable tool for improving students' academic performance in Social Studies.

The study recommends increasing access to e-resources, providing training for teachers on the effective use of e-resources, and integrating e-resources into the curriculum to enhance students' learning experience and improve academic performance.

Recommendations

1. Increase access to e-resources for students.
2. Provide training for teachers on the effective use of e-resources.
3. Integrate e-resources into the curriculum.
4. Monitor the effectiveness of e-resources in improving students' academic performance**.**

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