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INFLUENCE OF E-RESOURCES TO IMPROVE UPPER BASIC II STUDENTS' ATTITUDE AND ACADEMIC PERFORMANCE 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 and academic performance in Social Studies in Benue State, Nigeria. Four research questions guided the study, four 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) and E-Resources Performance Test in Social Studies (E-RPTSS)" 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) and 0.92 for E-Resources Performance Test in Social Studies (E-RPTSS). 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; e-books and educational games have 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 e-books and educational games has significantly improved upper basic II students' attitude and academic performance 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

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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.

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 (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.

Studies also reveal that attitudes are multidimensional, involving cognitive, affective, and behavioral components. Research by Fuentes and Gono (2023) and by Imran and Sakirah (2024) found that interactive e-books often increase affective interest (students' enjoyment of the subject) and behavioral engagement (participation and voluntary reading), while cognitive beliefs about the subject's importance are more influenced by teachers' framing of the content. When teachers integrate e-books with inquiry tasks, discussions, and applied activities, improvements in attitude are stronger and more enduring (Tlili, Essalmi, Jemni & Kinshuk, 2022). This indicates that e-books are most effective in changing attitudes when they are embedded within active, participatory pedagogies.

The link between e-books and academic performance is often explained by the increased opportunities for self-paced learning and personalization. ElAdl (2020) emphasized that e-books allow learners to control the pace of their learning, which helps them master difficult topics. This autonomy has been associated with improved learning outcomes, as students can revisit challenging sections and use embedded quizzes to check their understanding. Additionally, the use of multimedia in e-books caters to different learning styles, which can improve comprehension for students who may struggle with text-only resources (Mayer, 2021).

Games are one of the most effective tools that make educational environments fun (Kayan & Aydın, 2023). At the same time, games contribute to children's various development including social development. Children learn how to share, be a leader, respect, understand and protect their rights and freedoms by playing games. At the same time, they learn how to cooperate, solve some problems together with their playmates, make some decisions together, and learn how to act and think together within a group. (Bekmezci & Özkan, 2015). Therefore, children learn numerous new facts or concepts while playing games, and their cooperative learning skills increase as well. Parten also emphasized cooperative play in his theory about phases of play. Accordingly, Uygun, Akkeyik and Öztürk (2018) reported that educational games motivated learners to cooperate in social studies lessons in their study. Çelik (2020) also revealed that many traditional children's games are appropriate for developing cooperation skills that is stated in the social studies curriculum.

Educational games have significant positive effect on students' motivation and attitudes toward learning across multiple subject areas (Clark, Tanner-Smith, and Killingsworth, 2016). Clark, Tanner-Smith, and Killingsworth (2016) reported that students using digital games showed stronger interest, greater persistence, and a more favorable view of the learning process compared to students in traditional instructional settings. These findings align with the view that games leverage intrinsic motivation by offering autonomy, immediate feedback, and opportunities for mastery factors known to predict positive attitudes toward academic subjects (Deci and Ryan, 2017). Social Studies educators have applied these insights by developing games that teach history, geography, government, and citizenship education, often reporting that students respond enthusiastically and demonstrate greater participation and enjoyment of the subject (Chikwere and Ogbonnaya, 2021).

A study conducted by Yusuf and Adediran (2019) found that students exposed to Social Studies through game-based learning scored higher on achievement tests than those taught with conventional lecture methods. The researchers attributed the improvement to the active participation and immediate feedback mechanisms embedded in games, which

reinforced learning. Similarly, Adebayo and Oloyede (2022) reported that educational games increased students' motivation and focus, which in turn translated into better academic results in Social Studies. The competitive and collaborative nature of games encouraged students to engage with the subject matter repeatedly, resulting in improved retention and comprehension.

Attitudes toward a subject can significantly influence students' interests and future academic and career choices (Dundar & Rapport, 2014; Spiel, Schwartzman, Busemeyer, Cloete, Drori, Lassnigg, Schober, Schweisfurth & Verma, 2018). However, in these contexts, the attitude of secondary school students toward social science varies significantly, influenced by numerous factors including teaching methods, curriculum design, societal perceptions, personal interest, socio-economic status and family support. Factors influencing students' attitudes towards social sciences include the subject's perceived social status, scope in higher education and professions, teacher quality, and observation of role models. Attitude refers to the acquired emotional tendencies that exist for an individual, situation, event, idea, and the like. When students are motivated to complete their work or do well on an assignment, they have higher achievement. Students often find lectures boring and want to engage in other forms of learning. Generating interest in Social Studies content is also important (Faiz, 2020). A positive student attitude often leads to greater interest, effort, and consistency in learning, which contributes directly to improved academic performance.

Academic performance is a concept encompassing the outcome of educational goals, often measured by grades, test scores, and other formal assessments. For example, the academic performance of a student in Social Studies includes observable and measurable behaviour of a student at any point in time during a course. According to Gbinde, Shamija and Garba, (2023) in Social Studies, student's academic performance consists of their scores at any particular time obtained from a teacher-made test. It is the ability of the student to study and remember facts and being able to communicate his knowledge orally or in written form even in an examination condition. Khaliq, Abdullahi, Jahan and Mohammed, (2020) sees academic performance as the ability of students to manage their studies and the various tasks assigned by their teachers, including the capability to study, retain information and convey acquired knowledge verbally or in written form.

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' attitude and academic performance in Social Studies in Benue State

Statement of the Problem

The teaching and learning of Social Studies at the Upper Basic level in Nigeria is expected to equip learners with civic competence, social awareness, and positive values necessary for national development. However, observations by stakeholders such as teachers, parents, school administrators, and education authorities indicate that many Upper Basic II students in Benue State demonstrate poor attitude toward Social Studies. Reports from classroom teachers suggest that students often perceive the subject as abstract, less engaging, and heavily theoretical, which results in low participation during lessons, lack of interest in classroom activities, and poor commitment to assigned tasks. Consequently, these negative attitudes have been associated with declining academic performance in the subject during

internal and external assessments. Although the integration of technological resources such as e-books and educational games has been widely advocated to make learning more interactive and stimulating, many public secondary schools still rely heavily on conventional instructional approaches that limit students' engagement with digital learning materials. Stakeholders therefore worry that the continued neglect or inadequate utilization of such e-resources may further reduce students' motivation to learn Social Studies and weaken the effectiveness of instructional delivery.

Furthermore, preliminary observations by the researcher during informal interactions with teachers and students in some schools in Benue State suggest that students who have limited exposure to interactive digital learning tools often display disinterest, passive learning behaviour, and reduced enthusiasm toward Social Studies lessons. In contrast, emerging educational discussions speculate that the use of e-books could provide accessible and flexible learning materials, while educational games may create engaging and participatory learning environments capable of stimulating students' curiosity and positive learning attitudes. Despite these assumptions, it remains unclear whether the integration of these e-resources actually influences students' attitude and academic performance in Social Studies at the Upper Basic II level in Benue State. The troubling and worrisome situation, therefore, is that students' persistent negative attitude toward Social Studies may continue to undermine their academic success and the broader objectives of Social Studies education if innovative digital resources are not adequately explored and empirically examined. It is against this background that this study seeks to investigate the influence of e-resources, particularly e-books and educational games, on improving Upper Basic II students' attitude and academic performance in 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' attitude and academic performance in Social Studies in Benue State, Nigeria. Specifically, the study seeks to:

1. determine the influence of e-books on upper basic II students' attitude towards Social Studies
2. examine the influence of educational games on upper basic II students' attitude towards Social Studies.
3. ascertain the influence on e-books on upper basic II students' academic performance in Social Studies.
4. establish influence of educational games on upper basic II students' academic performance in Social Studies.

Research Questions

The following questions guided the study:

1. What is the influence of e-book on upper basic II students' attitude towards Social Studies?
2. What is the influence of educational games on upper basic II students' attitude towards Social Studies?
3. What is the influence of e-books on upper bass II students' academic performance in Social Studies?
4. What is the influence of educational games on Upper basic II students' performance in Social Studies?

Hypotheses

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

1. E-books has no significant influence on upper basic 11 students' attitude towards Social Studies.
2. Educational game has no significant influence on upper basic 11 students' attitude towards Social Studies
3. E-books has no significant influence on Upper basic 11 students' academic performance in Social Studies.
4. Educational games have no significant influence on upper basic II students' academic performance in 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 AttitudeQuestionnaire (E-RSAQ) and E-Resources Performance Test in Social Studies (E-RPTSS)" 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.

Results and Findings

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 e-book on upper basic II students' attitude towards Social Studies?

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

I/NO	Items	SA	A	D	SD	$\overline{X}$	σ	Decision
1	E-journal makes learning Social Studies fun for me.	105	156	61	21	3.00	0.85	Agree
2	The use of e-magazines make my learning of Social Studies boring.	130	97	91	25	2.96	0.96	Agree
3	I am more confident to learn Social Studies using e-newspapers.	116	157	40	30	3.04	0.89	Agree
4	My desire to attend Social Studies lesson improves when e-story books are used.	118	153	46	26	3.05	0.88	Agree
5	The use of e-historical books negatively affect my attention to learn Social Studies	91	157	25	70	2.78	1.05	Agree
	Cluster Mean and Standard Deviation					**2.96**	**0.92**	**Agree**

Source: Field work, 2026

Table 1 indicates that the mean ratings of respondents' responses for items 1 to 5 are 3.00, 2.96, 3.04, 3.05, and 2.78 with corresponding standard deviations of 0.85, 0.96, 0.89, 0.88, and 1.05 respectively. The result shows that the respondents agreed that the use of e-books has positively influenced students' attitude towards learning Social Studies. Specifically, e-journals were perceived to make the learning of Social Studies more enjoyable, while e-magazines, despite some mixed feelings, still contributed to a positive learning experience. Moreover, the use of e-newspapers was seen to build students' confidence and participation in Social Studies lessons. The finding also reveals that students' enthusiasm to attend classes increased when e-story books were integrated into lessons, suggesting that digital materials foster greater interest and engagement. Although a few respondents noted that e-historical books could sometimes distract attention, the overall perception was that e-books enhanced learning motivation and improved students' disposition towards the subject. Respondents rated all items above the 2.50 benchmark. The cluster mean of 2.96 was also above the benchmark of 2.50. This implies that the use of e-books has a positive influence on upper basic II students' attitude towards Social Studies.

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

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

I/NO	Items	SA	A	D	SD	$\overline{X}$	σ	Decision
6	The use of puzzle games makes learning Social Studies interesting to me.	132	107	56	48	2.94	1.05	Agree
7	Use of brain teasers lowers my self-belief to succeed in learning Social Studies.	135	63	94	51	2.82	1.11	Agree
8	I am not persistent in learning Social Studies lessons involving riddles	136	130	37	40	3.05	0.98	Agree
9	The use of educational games make me reluctant to actively partake in Social Studies class.	121	112	64	46	2.89	1.03	Agree
10	Use of robotics makes me anxious to learn Social Studies.	140	117	56	30	3.07	0.95	Agree
	Cluster Mean and Standard Deviation					**2.95**	**1.02**	**Agree**

Source: Field work, 2026

Table 2 indicates that the mean ratings of respondents' responses for items 6 to 10 are 2.94, 2.82, 3.05, 2.89, and 3.07 with corresponding standard deviations of 1.05, 1.11, 0.98, 1.03, and 0.95 respectively. The result shows that respondents agreed that the use of educational games has a positive influence on upper basic II students' attitude towards learning Social Studies. Specifically, puzzle games were seen to make learning more interesting and engaging, helping students to interact with Social Studies concepts in a fun and participatory way. Although a few respondents noted that brain teasers could sometimes challenge their self-belief, they still acknowledged the mental stimulation such activities bring. Moreover, learning through riddles encouraged persistence and curiosity, while the inclusion of educational games generally promoted excitement and attentiveness during Social Studies lessons. The use of robotics was also found to arouse students' enthusiasm and

readiness to learn, indicating that interactive, game-based approaches foster a lively and motivating classroom atmosphere. Respondents rated all items above the 2.50 benchmark. The cluster mean of 2.95 was also above the benchmark of 2.50. This implies that the use of educational games has a positive influence on upper basic II students' attitude towards Social Studies.

Hypothesis 1: E-books has no significant influence on upper basic 11 students' attitude towards Social Studies.

Table 3: *Chi-square Test of Influenceof E-Book 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	570.688	.000	Sig.
SA	112	85.75					
A	144	85.75					
D	53	85.75					
SD	34	85.75					
Total	343						

Table 3 reveals that $\chi^2 = 570.688$, 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 e-books has no significant influence on upper basic II students' attitude towards Social Studies was therefore rejected. This implies that the use of e-books has significant positive influence on upper basic II students' attitude towards learning Social Studies.

Hypothesis 2: Educational game has no significant influence on upper basic 11 students' attitude towards Social Studies

Table 4: *Chi-square Test ofInfluenceof Educational Games 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	502.076	.000	Sig.
SA	133	85.75					
A	106	85.75					
D	61	85.75					
SD	43	85.75					
Total	343						

Table 4 reveals that $\chi^2 = 502.076$, 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 games has no significant influence on upper basic II students' attitude towards Social Studies was therefore rejected. This implies that the use of educational games has significant positive influence on upper basic II students' attitude towards learning Social Studies.

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 e-books has significant positive influence on upper basic II students' attitude towards learning Social Studies. This finding underscores the growing importance of digital learning tools in fostering students' interest and engagement in classroom activities. Through the use of e-books such as e-journals, e-magazines, and e-storybooks, students gain access to rich, interactive, and up-to-date learning materials that promote curiosity and sustained attention in Social Studies lessons. The finding agrees with that of ElAdl and Al Musawi (2020), who reported that e-books enhance learners' motivation by providing visually stimulating and easily accessible content that supports independent study. Similarly, Sarkar (2023) found that students who engage with electronic reading materials demonstrate improved classroom participation and a more positive attitude towards learning. The implication is that integrating e-books into Social Studies instruction can significantly transform the learning environment, making it more interactive, flexible, and learner-centred. The researcher's view shows that effective use of e-books enhances students' digital literacy and nurtures a lifelong interest in Social Studies learning.

The second finding revealed that the use of educational games has significant positive influence on upper basic II students' attitude towards learning Social Studies. This finding highlights the motivational role of educational games in creating an enjoyable and participatory learning experience. Games such as puzzles, riddles, and brain teasers stimulate curiosity, problem-solving, and teamwork, which are critical in understanding Social Studies concepts. The finding aligns with that of Korkmaz, Cetin-Dindar, and Öner (2023), who found that game-based learning fosters students' engagement, reduces boredom, and encourages competition that enhances learning. In a similar Irwanto, Cahyana, Ayuni, and Wijayako (2024) reported that educational games improve learners' confidence and collaboration, making classroom interactions more productive. The implication is that incorporating games into Social Studies lessons can enhance cognitive and affective engagement among learners. The researcher's view indicates that educational games are vital for promoting a stimulating classroom atmosphere where students learn through play, discovery, and social interaction.

The third finding revealed that the use of e-books has significant positive influence on upper basic II students' academic performance in Social Studies. This finding emphasises the academic benefits of digital reading materials in improving comprehension and performance. E-books provide interactive content that allows students to review, annotate, and engage with materials at their own pace. The finding corroborates the work of Ejila (2023), who discovered that e-books promote better understanding and recall of concepts in Social Studies. Likewise, Gbesoevi, Ola, Oyelami, and Jinadu (2022) asserted that electronic learning resources enhance students' study habits and lead to improved examination performance. The implication is that adopting e-books in Social Studies instruction can bridge learning disparities and foster academic success. The researcher's view shows that when students are exposed to quality digital reading resources, their achievement levels in Social Studies improve remarkably.

The fourth finding revealed that the use of educational games has significant positive influence on upper basic II students' academic performance in Social Studies. This finding indicates that game-based learning does not only enhance students' attitude but also strengthens their mastery of concepts and problem-solving skills. Educational games create an engaging context for knowledge application and retention. The finding agrees with that of Pechenkina, Laurence, Oates, Eldridge and Hunter (2023), who observed that students exposed to game-based learning strategies performed better academically than those taught through traditional lecture methods. Similarly, Sharliana, Norul Huda, Mohd. Sofi, Kwang

Yong, Mageswari and NoorulAkmal (2023) found that educational games develop students' analytical thinking and motivation to learn. The implication is that educational games can be employed as effective pedagogical tools to improve both participation and performance in Social Studies. The researcher's view shows that educational games serve as reinforcement mechanisms that enhance learning outcomes and sustain academic interest.

Conclusion and Recommendations

Based on the findings of the study, it was concluded that the use of electronic resources such as e-books and educational games has significantly improved upper basic II students' attitude and academic performance in Social Studies in Benue State, Nigeria. The integration of these digital tools has enhanced students' motivation, curiosity and participation, while also improving comprehension, retention and overall achievement. E-resources create interactive and engaging learning environments that cater to diverse learning styles, making Social Studies more practical and enjoyable. Therefore, the effective utilisation of e-resources by teachers and schools is essential for promoting positive learning attitudes, stimulating intellectual development and achieving better academic outcomes among students 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 e-books and educational games into the Social Studies curriculum. This should be supported by regular funding for digital infrastructure, teacher training and provision of e-learning 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.
3. Parents should support their children's learning by providing access to electronic devices and internet connectivity at home. They should also monitor and guide the use of e-resources to ensure that students utilise them for productive academic purposes rather than for distractions.
4. Teachers should be committed to continuous professional development in the use of e-resources for instructional delivery. They should integrate e-books, educational games, multimedia resources and applications into their lessons to make learning more interactive, student-centred, and engaging.

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