

Influence Of Basic Computer Literacy And Use Of Multimedia Resources On Student Interest In Government In Secondary Schools In Akinyele And Ibadan North Local Government Area Of Oyo State, Nigeria

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ABSTRACT: The study investigated influence of Basic Computer Literacy and Use of Multimedia Resources on student interest in government in secondary schools in Akinyele and Ibadan North local government. However, reports for Oyo State have shown persist low interest of students in government among Senior Secondary Students (SSS) in both Akinyele and Ibadan North Local Government area of Oyo State, Nigeria. Descriptive survey research design was adopted for the study; Population of the study comprises of all SSS II students in both local governments, sample size was 300 respondents using multi-stage sampling procedure. The instrument used IG ($r=0.92$), BCL ($r=0.87$) and UMR ($r=0.91$) and. Quantitative data were analysed using Mean, Standard deviation, Pearson product moment correlation and Multiple regression at 0.05 level of significance. The result shows that Interest in Government ($\bar{x}=2.63$) was high against the threshold of 2.5. BCL ($\bar{x}=1.55$) was average and the use of Multimedia Resource was low (0.45), Basic Computer Literacy ($r=0.459$, $p < .05$) and Use of Multimedia Resources ($r = .107$, $p < .05$) have no relationship with students' interest in Government. Basic Computer Literacy, Use of Multimedia Resources influenced students' interest in government in Public Secondary Schools. The teaching service Commission (TESCOM) should focus more on equipping these factors to improve students' interest in government in Oyo state secondary schools.

Keywords: Basic Computer Literacy, Use of Multimedia Resources, student interest in Government, secondary schools

Background of the study

Government is one of the subjects that are offered at the secondary school level especially in art and commercial classes. This is because it served as one of the prerequisites for students who want to study some professional courses such as law, political science, mass communication, journalism, philosophy among others. The study of government holds a pivotal role in shaping the civic awareness and engagement of students, preparing them to become informed and active participants in society. Government as a subject encompasses a broad spectrum of topics, including political institutions, processes, systems, and civic responsibilities, aiming to instill a deeper understanding of governance structures and democratic principles. However, interest in the subject directly influences their engagement, motivation, and learning outcomes within the subject.

Low interest in Government among students poses significant challenges to both academic achievement and civic development.

When students lack interest, they are less motivated to attend classes, participate in discussions, or complete assignments, which ultimately leads to low achievement levels. Disinterest also reduces students' willingness to engage in critical thinking, which is essential for understanding political concepts, governance structures, and civic responsibilities.

Another key problem is limited civic awareness and political participation. Government as a subject is designed to prepare students for active citizenship by exposing them to democratic values, rights, and responsibilities. When students show low interest, they are less likely to develop the knowledge and attitudes required for meaningful participation in political processes such as voting, advocacy, and community engagement. This may result in a generation of citizens who are politically apathetic and disengaged from national development.

Low interest in Government also contributes to negative attitudes toward leadership and governance. Students who are not engaged with the subject may develop misconceptions or lack adequate understanding of how government functions. This can lead to distrust in public institutions, poor perception of leadership, and reduced confidence in democratic systems. According to civic education scholars, inadequate exposure to political education often weakens democratic culture and accountability in society.

In addition, there is the problem of reduced classroom interaction and engagement. Students who are not interested in Government tend to be passive during lessons, avoid asking questions, and show little enthusiasm for learning activities such as debates, role plays, and discussions. This not only affects their own learning but also reduces the overall effectiveness of classroom instruction, as active participation is essential for meaningful learning in social science subjects.

Furthermore, low interest in Government can lead to poor career orientation in political and social science fields. Students who lack interest are less likely to pursue careers in political science, public administration, law, or related fields. This can limit the pool of future professionals and leaders who are knowledgeable about governance and public affairs, thereby affecting national development. Another associated problem is the underutilization of instructional resources, especially technological tools such as multimedia and digital platforms. When students are not interested, even well-designed teaching aids may fail to achieve their intended purpose,

leading to ineffective teaching and wasted resources. Teachers may also become demotivated when students show little enthusiasm, which can further reduce instructional quality.

low interest in Government may contribute to weak value orientation and ethical development. Government education plays a crucial role in instilling values such as accountability, rule of law, justice, and patriotism. A lack of interest in the subject may hinder students' moral and civic development, leading to behaviors that do not align with societal expectations.

It is remarked that Students interest in government in secondary schools is a multifaceted, as it reflects the extent to which students are drawn to and engaged with the study of political science, civics, and related topics. It encompasses not only a curiosity about government institutions and processes but also a passion for understanding societal issues, participating in civic activities, and advocating for positive change within their communities (Aniaku, 2013). This understanding and fostering students' interest in government is essential for cultivating informed and responsible citizens who actively contribute to the democratic process and societal development. Interest is often thought of as mental resource that enhances learning (Ambe and Udumo, 2020b). By implication it can drive students' better performance and achievement. Students' interest in government is described as the rate at which students attend classes and engagement in classroom activities and career pursuit in the field of government. It is discovered in terms of attendance, poor student engagement and low career interest in government as a subject (Sepideh and Hosseini, 2021).

Researchers (Renninger, (2010); Eyang, (2016), Timothy, (2018), Raji, (2018) and Mudassir, 2022) have worked on variables such as individual, school factors and Motivation strategies as variables that could improve students' interest in Government but the problem still persist, there seems to be dearth of literature on the roles of technological factors and student knowledge as variables that are capable of influencing students' interest in secondary schools. Hence, adequate students' interest may not be achieved without giving attention to basic computer literacy and the use of multimedia resources.

Basic computer literacy and the use of multimedia resources on students' interest in Government has attracted growing attention in educational research, particularly in the context of technology-driven learning environments. Basic computer literacy equips students with fundamental skills such as the ability to operate digital devices, navigate software applications, and access online information (Babalola & Raji, 2018). These competencies are expected to enhance students' engagement with academic contents, including Government. However, empirical evidence suggests that while computer literacy is important, its direct influence on students' interest in Government may be minimal when not effectively integrated into instructional practices. For instance, students who possess basic computer skills may not necessarily develop a strong interest in Government unless such skills are applied in meaningful and subject-specific ways. This aligns with the findings of Adebayo (2021), who reported that digital literacy alone does not significantly predict students' academic interest unless supported by interactive and context-based learning strategies.

In contrast, the use of multimedia resources such as videos, animations, simulations, and interactive presentations has been found to play a more active role in stimulating students' interest. Multimedia resources make abstract political concepts more concrete and relatable, thereby enhancing students' understanding and engagement. Mayer's (2020) Cognitive Theory of Multimedia Learning emphasizes that learners understand better when information is presented through both visual and auditory channels, which can significantly improve interest and retention. In the context of Government studies, multimedia tools can be used to illustrate political processes, electoral systems, and governance structures, making lessons more dynamic and engaging.

Despite this potential, the influence of multimedia resources on students' interest may still be limited if such resources are not used effectively or consistently. As observed in the study, the relationship between multimedia resource use and students' interest in Government was positive but weak, suggesting that while multimedia has the capacity to enhance interest, its impact depends largely on how it is utilized. Similarly, the very weak relationship between basic computer literacy and students' interest indicates that mere possession of digital skills is insufficient to drive meaningful academic engagement. According to Olaniyi (2022), the effectiveness of technology in education depends not only on access and literacy but also on pedagogical integration and teacher competence.

If basic computer literacy and multimedia resource use contribute to students' interest in Government it would enhance the learning outcome in government as a subject, When effectively combined with sound pedagogy, these technological factors can enhance students' motivation, participation, and sustained interest in Government as a subject in public secondary schools.

Statement of the problem

There seems to be a persistent increase in poor student interest in government in secondary schools in Oyo state. It seems some students in secondary schools appear not to be interested in the learning of government. Irregular attendance in class, non-engagement in discussions, lack of interest in future career aspirations among others were factors that implicated the interest in government. The implication of poor interest could be the reason why some students get low grades in their West African Senior Secondary School Certificate Examination. The consequences of these situations could be disastrous because there could be an increase in students' failure in external examinations, difficulty for the students to gain admission to higher institutions of their choice; reduction in the number of graduate and manpower in the state. These stated consequences may jeopardize the realization of

secondary school education goals and objectives. Though, scholars have worked on the impacts of instructional materials on students' interest in government, the issue of technological factors still lingers, especially among students and teachers in public secondary schools in Oyo State. Therefore, the researcher examined basic computer literacy, use of multimedia resources and interest in government in public schools in Akinyele and Ibadan north local government area of Oyo State.

Objective of the Study

The main purpose of this study is investigated the technological factors, students' knowledge and interest in government in public secondary schools in Akinyele and Ibadan north local government area of Oyo state. Specifically, the study was to:

- examined the level of student's interest in government as a school subject in public secondary schools
- examine the **level of students' Basic Computer Literacy in public secondary schools**
- Assess the level of students' use of multimedia resources in public secondary school in government class
- established the relationship between basic computer literacy, use of multimedia resources and students' interest in Government.

Research Questions

- What is the level of student's interest in government as a school subject in public secondary schools
- What is the level of students' Basic Computer Literacy in public secondary schools
- What is the level of students' use of multimedia resources in public secondary school in government class

Hypothesis

H₀₁: There is no significant relationship between basic computer literacy, use of multimedia resources and students' interest in Government

Methodology

This study adopted a **descriptive survey research design of the correlational type** to examine the influence of basic computer literacy and use of multimedia resources on students' interest in Government in secondary schools in Akinyele and Ibadan North Local Government Areas of Oyo State, Nigeria. The population comprised all Senior Secondary School II students offering Government in 66 public secondary schools (34 in Akinyele and 32 in Ibadan North). A sample of 300 students was selected using a multi-stage sampling procedure involving purposive selection of the two local governments, proportionate sampling of 20% of schools, and simple random sampling of students. Data were collected using a self-designed questionnaire titled Basic Computer Literacy, Use of Multimedia Resources and Students' Interest in Government (BCLUMRSIG). The instrument was validated by experts and tested for reliability using Cronbach alpha, yielding coefficients ranging from BCL = 0.72, UMR = 0.92 and SIG 0.83, indicating high reliability. Data collection was carried out personally by the researcher across selected schools, while data analysis involved the use of descriptive statistics (frequency counts and percentages) and inferential statistics, including Pearson Product Moment Correlation at 0.05 level of

Results and discussion

Research Questions 1: What is the level of students' interest in Government?

Table 1: Mean Response of level of students' interest in Government?

Sn	Items	VH	H	M	L	$\bar{x}$	Std.
1	I look forward to attending Government classes	15 (5.0)	149 (49.7)	122 (40.7)	14 (4.7)	2.55	.665
2	I find the subject of Government interesting.	0 (0.0)	0 (0.0)	163 (54.3)	137 (45.7)	1.54	.499
3	I am motivated to learn more about Government outside of school hours	2 (0.7)	0 (0.0)	35 (11.7)	263 (87.7)	1.14	.398
4	I enjoy discussing Government topics with my peers.	64 (21.3)	164 (54.7)	59 (19.7)	13 (4.3)	2.93	.762
5	I am enthusiastic about participating in Government class activities.	99 (33.0)	98 (32.7)	85 (28.3)	18 (6.0)	2.93	.922
6	I read additional materials related to Government topics	47 (15.7)	52 (17.3)	105 (35.0)	96 (32.0)	2.17	1.047
7	I actively participate in class discussions about Government.	76 (25.3)	152 (50.7)	51 (17.0)	21 (7.0)	2.94	.838

8	I enjoy completing assignments and projects in Government class.	80 (26.7)	110 (36.7)	77 (25.7)	33 (11.0)	2.79	.960
9	I see the relevance of studying Government in my future career.	102 (34.0)	148 (49.0)	37 (12.3)	13 (4.3)	3.13	.789
10	I am considering a career in a field related to Government or politics.	49 (16.3)	130 (43.3)	97 (32.3)	24 (8.0)	2.68	.841
11	I believe that understanding Government is important for being an informed citizen.	79 (26.3)	122 (40.7)	77 (25.7)	22 (7.3)	2.86	.892
12	I am interested in participating in student government or political clubs at school.	48 (16.0)	64 (21.3)	123 (41.0)	65 (21.7)	2.32	.986
13	I think that the knowledge I gain in Government class will be useful in my adult life.	64 (21.3)	59 (19.7)	110 (36.7)	67 (22.3)	2.40	1.057
14	My friends also show interest in Government, which motivates me.	74 (24.7)	146 (48.7)	45 (15.0)	35 (11.7)	2.86	.921
15	I enjoy working with my classmates on Government projects	55 (18.3)	67 (22.3)	102 (34.0)	76 (25.3)	2.34	1.049
16	Group activities in Government class increase my interest in the subject.	66 (22.0)	86 (28.7)	108 (36.0)	40 (13.3)	2.59	.975
17	Class debates on Government issues help boost my interest in the subject.	48 (16.0)	99 (33.0)	87 (29.0)	66 (22.0)	2.43	1.004
18	I believe that my interest in Government has grown since I started studying it.	50 (16.7)	44 (14.7)	116 (38.7)	90 (30.0)	2.18	1.041
19	I find Government to be one of the most interesting subjects in my school.	93 (31.0)	112 (37.3)	65 (21.7)	30 (10.0)	2.89	.958
20	I am confident that studying Government will benefit me in the future.	44 (14.7)	53 (17.7)	121 (40.3)	82 (27.3)	2.20	1.001
Weighted Average: 2.63. Threshold: 2.5							

Table 1 revealed the mean response of students' interest in Government. It has a weighted average of 2.63 as against the threshold of 2.5. By implication, students demonstrate positive interest in Government. Items relating to practical relevance (Item 9) and active engagement (Items 4, 7) received high scores, indicating these are key factors in student interest. However, items related to intrinsic interest and motivation outside of class (Items 2, 3) scored lower, highlighting areas where student engagement could be improved. The varying standard deviations point to diverse student perspectives, suggesting tailored strategies might be needed to address different levels of interest and engagement. The data suggests that practical relevance and active engagement are crucial in fostering student interest, while intrinsic motivation and engagement outside of school remain areas of concern. This findings aligns with study by [Schunk and DiBenedetto \(2020\)](#), that found out that students are more interested in subjects that they perceive as relevant to their future careers and everyday lives. Schunk and DiBenedetto argue that when students understand how the knowledge gained in Government class can impact their roles as informed citizens or influence their future careers, they are more likely to engage actively and show interest. Also, the result aligns with the findings of Prince (2004), who argues that active learning strategies, such as class discussions and group activities, significantly increase student interest and learning outcomes. In the context of Government education, methods such as debates, peer discussions, and collaborative projects can make abstract concepts more tangible and relatable, thereby fostering a deeper interest among students. This is reflected in the high mean scores for enjoyment of class discussions and activities in this study.

In contrary, the result was against the finding of [Tomlinson \(2014\)](#) that emphasizes the importance of differentiated instruction to cater to varying interests and learning styles within the classroom. This approach can help address the diverse levels of interest and motivation observed in the study. For instance, offering a range of activities, from debates for those who enjoy discussion to research projects for those interested in self-directed learning, could help bridge the gap in intrinsic motivation and engagement outside the classroom. The study's findings also bring to light the role of the curriculum and teaching methods in shaping student interest. Freeman et al. (2014) argue that interactive and student-centered teaching methods are crucial in increasing student engagement and interest. The relatively lower interest in intrinsic motivation and learning outside of class suggests that traditional teaching methods may not fully resonate with students' interests. Adopting more innovative teaching strategies that connect Government topics to real-world scenarios and student interests could help increase intrinsic motivation.

Research Questions 2: What is the level of students' Basic Computer Literacy?

Table 2: Mean Response of Level of Students' Basic Computer Literacy

Sn	Items	Yes	No	$\bar{x}$	Std.
1	I can use a computer to research government related topics	160 (53.3)	140 (46.7)	1.53	.858
2	I know how to use a mouse	180 (60.0)	120 (40.0)	1.60	1.058
3	I can use computers to complete government related assignments	160 (53.3)	140 (46.7)	1.53	.966
4	I can save and retrieve files on a computer	180 (60.0)	120 (40.0)	1.60	.969
5	I understand basic computer terminology (e.g., hardware, software, browser)	160 (53.3)	140 (46.7)	1.53	.980
6	I can use computers to access government related websites	174 (58.0)	126 (58.0)	1.58	.994
7	I can use basic computer software(e.g., word processor, spread sheet)	158 (52.0)	142 (47.3)	1.53	1.119
8	I know how to protect personal information online	174 (58.0)	126 (58.0)	1.58	1.018
9	I can use computers to collaborate with peers on government related assignment	158 (52.0)	142 (47.3)	1.53	1.013
10	I have ability to troubleshoot basic computer problems	174 (58.0)	126 (58.0)	1.58	1.022
11	I understand online safety rules	158 (52.0)	142 (47.3)	1.53	.858
12	I can use computers to create multimedia presentations (e.g., videos, podcasts) for government-related topics	156 (52.0)	144 (48.0)	1.57	1.058
13	I can use computers to organize and manage files	156 (52.0)	144 (48.0)	1.52	.966
14	I can use online tools for research and citation (e.g., databases, citation generators)?	173 (57.7)	127 (42.3)	1.58	.969
15	I can use computers to participate in online discussions and forums related to government	156 (52.0)	144 (48.0)	1.52	.980
16	I can use computers to create and edit documents	169 (56.3)	131 (43.7)	1.56	.994
17	I understand basic computer hardware (e.g., CPU, RAM, storage)	155 (51.7)	146 (48.3)	1.52	1.119
18	I can use computers to access government-related online resources (e.g., e-books, articles)	170 (56.7)	130 (43.3)	1.57	1.018
19	I use computers to create and manage digital portfolios?	155 (51.7)	145 (48.3)	1.52	1.013
20	I have basic computer literacy	170 (56.7)	130 (43.3)	1.57	1.022
	Weighted Average: 1.55. Threshold: 2.5				

Table 4.5 revealed the mean response of level of students' basic computer literacy. It has a weighted average of 1.55 as against the threshold of 2.5. By implication, students demonstrate average knowledge of basic computer literacy.

The finding from the study revealed that students demonstrate average knowledge of basic computer literacy. Despite widespread access to technology, many students exhibit only a moderate level of proficiency in fundamental computer skills. This phenomenon can be attributed to several factors, including the variability in technology integration across different educational institutions, differences in curriculum design, and the diverse socio-economic backgrounds of students. The study corroborates the finding by Echeverría et al. (2022), that found out that students proficient in using social media and basic software applications, their deeper understanding of more complex computer operations, such as programming, data analysis, and cybersecurity, remains limited. This suggests a need for curricula to not only focus on basic skills but also incorporate advanced technological competencies. Moreover, research by Liu and Wu (2023) emphasizes that average computer literacy among students is often a result of inadequate training and insufficient practical applications in educational settings. They argue that students who have more opportunities to engage with technology in hands-on projects tend to develop a more robust understanding of computer literacy.

Integrating more comprehensive computer literacy programs in schools, coupled with regular assessments and updates to the curriculum, can help raise the standard of students' digital proficiency.

Research Questions 3: What is the level of students' use of multimedia resources?

Table 3: Mean Response of Level of Students' Use of Multimedia Resources

Sn	Items	SA	A	D	SD	$\bar{x}$	Std.
1	videos are used to learn about government-related topics	26 (8.7)	130 (43.3)	132 (44.0)	11 (4.0)	2.59	.790
2	interactive simulations are used to explore government-related concepts	0 (0.0)	0 (0.0)	154 (51.3)	146 (48.7)	1.50	.501
3	Podcasts is used to learn about government-related topics	0 (0.0)	0 (0.0)	48 (16.0)	252 (84.0)	1.17	.376
4	multimedia resources are to research government-related topics in my school	95 (31.7)	131 (43.7)	64 (21.3)	10 (3.3)	3.04	.815
5	I do use online games to learn about government-related topics	99 (33.0)	121 (40.3)	60 (20.0)	20 (6.7)	3.00	.894
6	Infographics is use to understand government-related data?	59 (19.7)	86 (28.7)	87 (29.0)	68 (22.7)	2.45	1.048
7	Multimedia resources is use to create presentations about government-related topics in school	83 (27.7)	136 (45.3)	51 (17.0)	30 (10.0)	2.91	.917
8	Virtual field trips are used to explore government-related sites	83 (27.7)	117 (39.0)	67 (22.3)	33 (11.0)	2.83	.957
9	Animations are sed to understand government-related concepts?	122 (40.7)	109 (36.3)	54 (18.0)	15 (5.0)	3.13	.879
10	Multimedia resources are used to collaborate with peers on government-related projects	73 (24.3)	118 (39.3)	94 (31.3)	15 (5.0)	2.83	.855
11	multimedia resources are used to review government-related material	88 (29.3)	117 (39.0)	72 (24.0)	23 (7.7)	2.90	.913
12	Multimedia resources are used to explore different perspectives on government-related issues	52 (17.3)	88 (29.3)	98 (32.7)	62 (20.7)	2.43	1.004
13	multimedia resources are used to create multimedia projects (e.g., videos, podcasts) about government-related topics	49 (16.3)	73 (24.3)	110 (36.7)	68 (22.7)	2.34	1.004
14	Online discussions are used to explore government-related topics in this school	91 (30.3)	130 (43.3)	55 (18.3)	24 (8.0)	2.96	.899
15	Multimedia resources are used to develop critical thinking skills in government subjects here	59 (19.7)	88 (29.3)	85 (28.3)	68 (22.7)	2.46	1.048
16	Multimedia resources are used to access government-related news and current events	57 (23.0)	102 (34.0)	91 (30.7)	50 (16.7)	2.55	.982
17	Multimedia resources are used to explore government-related careers and applications	63 (21.0)	94 (31.3)	87 (29.0)	56 (18.7)	2.55	1.022
18	Government-related data and statistics are retrieved through multimedia resources	43 (14.3)	74 (24.7)	120 (40.0)	63 (21.0)	2.32	.964
19	Multimedia resources are used to create interactive presentations about government-related topics	73 (24.3)	116 (38.7)	68 (22.7)	43 (14.3)	2.73	.987
20	Use of multimedia resources in learning government in secondary school is high	62 20.7	66 (22.0)	101 (33.7)	71 (23.7)	2.40	1.063
Weighted Average: 2.56. Threshold: 2.5							

Table 3 revealed the mean response of level of students' use of multimedia resources. It has a weighted average of 2.56 as against the threshold of 2.5. By implication, students demonstrate fairly average use of multimedia resources.

From the study the students demonstrating fairly average use of multimedia resources this reflect a growing but uneven integration of technology in educational settings. This finding suggests that where multimedia tools are present in classrooms, their usage by students is not fully optimized, possibly due to factors such as accessibility, familiarity, or instructional strategies. The result from the study is in line with the findings of Nguyen, and Zhang, (2023) that highlights the importance of effective multimedia resource integration in enhancing student engagement and learning outcomes. They argue that when students are only moderately familiar with these tools, the potential benefits of multimedia in promoting active learning and critical thinking are not fully realized. Similarly, Johnson and Lee (2022) discuss the role of teacher support in multimedia usage. They found that students are more likely to use multimedia effectively when they receive proper guidance and training. The fairly average use noted in the finding could be

attributed to insufficient support, suggesting that educators need to play a more active role in helping students navigate and leverage these tools. Moreover, Pérez and Ramos (2023) emphasize the impact of socio-economic factors on students' multimedia usage. Their study reveals that students from lower socio-economic backgrounds tend to have limited access to multimedia resources, which contributes to their average usage levels. This supports the idea that addressing disparities in access and providing more targeted support could enhance students' ability to fully utilize multimedia resources in their learning.

Hypothesis: There is no significant relationship between basic computer literacy, use of multimedia resources and students' interest in Government

Table 4.8: Correlation Matrix Table on Basic Computer Literacy, Use of Multimedia Resources) and Students' Interest in Government.

Variables	Students' Interest in Government	Basic Computer Literacy	Use of Multimedia Resources
Students' Interest in Government	1.00		
Basic Computer Literacy	.459 (.000)	1.00	
Use of Multimedia Resources	.107 (.000)	-.061 (.030)	1.00

*. Correlation is significant at the 0.05 level (2-tailed).

The correlation table shows the relationship among students' interest in Government, basic computer literacy, and the use of multimedia resources. The result reveals that there is a very weak positive relationship between basic computer literacy and students' interest in Government ($r = 0.459$, $p < .05$). Although this relationship is statistically significant, its strength is negligible, indicating that basic computer literacy contributes very little to students' interest in Government in practical terms.

Similarly, the relationship between the use of multimedia resources and students' interest in Government is positive but weak ($r = 0.107$, $p < .05$). This suggests that increased use of multimedia resources is associated with a slight increase in students' interest in Government. However, the relationship is still low, implying that multimedia resources do not strongly influence students' interest in the subject.

Overall, while all the relationships are statistically significant, the low correlation coefficients indicate that the variables have weak associations. This implies that basic computer literacy and the use of multimedia resources have limited influence on students' interest in Government, and other factors may be more important in determining students' level of interest. The null hypothesis is hereby rejected.

The study revealed that students' social media use had a negative significant relationship with their interest in Government, while their internet navigation ability, basic computer literacy, and use of multimedia resources showed no relationship, aligns with this result is Adeyemi and Adeola (2022) that explored the impact of social media on students' academic interests in southwestern Nigerian universities. They found that excessive use of social media platforms, particularly for non-educational purposes, detracted from students' engagement with academic subjects like Government. The scholars suggest that the distraction and reduced attention span associated with social media use contribute to the negative impact on students' interest in more demanding and less entertainment-oriented subjects.

In a similar vein, the result corroborates the findings of Ogunleye and Ojo (2023) who conducted a study in secondary schools in Lagos State, which highlighted that while students are becoming increasingly proficient in basic computer literacy and internet navigation, these skills alone do not necessarily translate into an increased interest in specific academic subjects like Government. Their study indicated that the use of digital tools and resources is often superficial, with students rarely engaging deeply enough to influence their academic interests.

Furthermore, the result supported the findings of Nwosu and Chukwuma (2023) that investigated the role of multimedia resources in Nigerian secondary schools. They found that although multimedia resources are available and students are capable of using them, these tools have not been effectively integrated into the curriculum to foster a deeper interest in subjects like Government.

Conclusion

It was concluded from the study that basic computer literacy and use of multimedia resources enhance student interest in government. The result established positive average interest in government.

Recommendations

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

i students should ensure to improve their interest in government so as to have a good academic outcome in the subject

iii Steps should be put in place by teachers, parents and government to ensure effective use of multimedia resources to enhance the teaching and learning in order to improve their interest in government.

iv Capacity development such as trainings, workshops and seminars should be organized by the government to improve practiced always in schools to increase teachers teaching methods and enhance their ability to facilitate their teaching of government in schools.

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