

EFFECT OF FLIPPED CLASSROOM STRATEGY ON UPPER BASIC II STUDENTS' ATTITUDE TOWARDS SOCIAL STUDIES IN GWER-WEST LOCAL GOVERNMENT AREA, BENUE STATE, NIGERIA

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ABSTRACT

The study investigated the effect of flipped classroom strategy on Upper Basic II students' attitude towards Social Studies in Benue State, Nigeria. Two research questions and two hypotheses guided the study. The research design employed for the study was quasi-experimental research design, pre-test, post-test non-equivalent control group. Population consisted of 292 (155 male and 137 females) Upper Basic II students in public schools during the 2024/2025 academic session. Sample comprised 71 (31 males and 40 females) Upper Basic II students in two intact classes in two schools. Multi-stage sampling procedure was employed for the study. Social Studies Attitude Questionnaire (SSAQ) was used for data collection. The instrument was validated by three experts in Faculty of Education, Rev. Fr. Moses Orshio Adasu University, Makurdi. The instrument was further trial tested to determine the reliability coefficient. SSAQ was calculated using Cronbach Alpha and yielded 0.63. Mean and standard deviation were used to answer the research questions. Analysis of Covariance (ANCOVA) was used to test the null hypotheses at 0.05 level of significance. Findings revealed that flipped classroom strategy had a significant positive effect on students' attitude ratings ($p < .001$) towards Social Studies compared to lecture strategy. No significant difference was found between the attitude ratings ($p < 0.609$) of male and female students taught using flipped classroom strategy. Based on the findings of the study, it was recommended, among others, that Social Studies teachers at the Upper Basic level should be encouraged to adopt and implement flipped classroom strategy in their teaching practice to help shift the classroom from a teacher-centred environment to a learner-centred and participatory one.

Keywords: Social Studies, flipped classroom strategy, attitude, lecture strategy, gender, quasi-experimental

Introduction

Education is a structured process of imparting knowledge, skills, values and attitudes essential for individual and societal development. It serves as the foundation for intellectual growth, fostering creativity, critical thinking and adaptability in an ever-evolving world. Through formal, informal and non-formal learning systems, education shapes individuals' perspectives and prepares them for active participation in various aspects of life. As education seeks to bridge the gap between knowledge and real-life application, this could be acquired through the teaching and learning of Social Studies.

Social Studies is an interdisciplinary field that explores human society, culture, politics, economics and geography. It fosters critical thinking, civic awareness and an understanding of historical and contemporary issues. The subject's goal is to prepare students to be active and informed citizens who can analyse societal structures and make ethical decisions. Davis (2016) observes that Social Studies education makes significant contributions to character development of citizens. It helps in the development of competences to enable one solve and manage the socio-economic and physical problems. The goal of Social Studies is to introduce Nigerian pupils to their own cultural values and customs while rescuing them from the apron strings of colonial education, which only served to spread foreign values (Dania, 2016). The author also points out that regardless of ethnic diversity; the goal of Social Studies is to foster effective concern amongst learners. Shamiya (2019) describes Social Studies as a subject that can help students develop the proper kind of virtues through interdisciplinary and integrated studies. The teaching and learning of Social Studies at the basic level of education is central to producing a just and egalitarian society which is one of the major goals of Nigerian educational system. This is why Social Studies is compulsory for all pupils and students at the lower and upper basic levels of education. This implies that it is at these levels of education that children's attitudes towards learning could be fostered.

Attitude is a psychological variable that could affect learners' learning process. It refers to students' perceptions, feelings and predispositions toward learning. Perloff (2016) describes this psychological tendency as emotional and mental entities that propel an individual to take any action towards an object or subject. Igwe and Onyekwere (2024) describe such a predisposition as learners' predisposition to respond positively or negatively to a subject based on their experiences and perceptions. It encompasses feelings, beliefs and behavioural tendencies that influence how a student engages with and values Social Studies. Attitude towards Social Studies deals with the beliefs, perception and aspiration, practising habits, persistence and self-concept of students in Social Studies. A positive attitude enhances motivation, engagement and willingness to participate in learning activities in Social Studies. A positive attitude is crucial and plays a crucial role in students' understanding of Social Studies concepts.

However, the teaching of Social Studies in many Nigerian schools continues to rely on conventional strategies that limits students engagement. While students' lack of engagement contributes to their poor attitude in Social Studies, a more fundamental issue lies in the continued reliance on conventional teacher-centred strategies. This strategy, which emphasises passive listening and rote memorization, has been widely criticized for its failure to cultivate critical thinking, problem-solving skills and positive attitudes among learners of Social Studies (Slavin, 2019). Ajaja (2020) notes that conventional teaching strategies in teaching Social Studies often lead to students perceiving the subject as monotonous and irrelevant to real-life situations. This could lead to a decline in students' attitude.

If Social Studies is properly taught using appropriate strategies, it could develop students' attitude and could provide the nation with valuable development, which are required for the achievement of both personal and national goals. Mezieobi, et al. (2019) state that to be able to achieve the objectives of teaching and learning of Social Studies in Nigerian society as

well as a positive change in students' attitude in schools, Social Studies teachers must not rely on conventional strategies of teaching such as lecture strategy and adopt the modern trends in teaching which are learner-centred in nature. Shamija (2020) posits that strategies used by a number of Social Studies teachers are not capable of arousing and sustaining students' attitudes in the subject. One of such conventional strategies is the lecture strategy.

Lecture strategy is one of the most traditional and widely used instructional strategies in Social Studies and education generally. It is characterized by a teacher-centred strategy where the instructor delivers content while students passively receive information. Despite its long-standing presence in educational settings, lecture strategy is increasingly being criticized for its limitations. Pratiwi and Rismawati (2025) observe that reliance on lecture strategy can hinder the development of higher-order thinking skills such as analysis, synthesis and critical reasoning skills that are essential in subjects like Social Studies which aim at cultivating informed and participatory citizens. Social Studies teaching can only be result oriented when students are willing and teachers are favourably disposed to using appropriate strategies and considering the fast speed of change and innovation in knowledge. Learners who are socially and mentally active and are aware of their cognition, are able to develop self-confidence and attention become necessary (Cihanoglu, 2012). These assertions call for the necessity to adopt innovative strategies such as flipped classroom.

Flipped classroom is a teaching strategy whereby instructional content is learned outside the classroom (through videos and online materials), while in-class time is dedicated to discussion and problem-solving. Lo et al. (2018) note that flipped classroom is a learning environment where instructional content is provided before class through videos or other digital resources. This allows students to engage in hands-on activities, discussions and problem-solving exercises during class. Bergmann and Sams (2012) observe that flipped classroom represents a paradigm shift from conventional strategies to focusing on maximizing classroom time for collaborative learning and application of knowledge rather than passive instruction. Recent studies further highlight the positive impact of flipped classroom strategy on students' attitude towards Social Studies and related fields. Karbalai et al. (2025) reported that integrating flipped instruction with creative, participatory techniques significantly enhanced students' attitude, moral reasoning and social intelligence that are key objectives in Social Studies education. These findings suggest that flipped classroom strategy not only supports cognitive development, but also fosters social-emotional skills, thereby making it a holistic pedagogical strategy well-suited for 21st-century learning environments regardless of one's gender.

Gender is a variable that could influence students' attitude in Social Studies. It refers to the socially constructed roles associated with being male or female. While some studies suggest that male and female students exhibit varying attitudes in flipped classroom due to differences in learning preferences, technological adaptability and social influences, empirical evidence remains inconclusive (O'Flaherty & Phillips, 2015). Recent studies have emphasized the importance of considering gender-responsive pedagogical strategies within flipped classroom settings to ensure equitable learning outcomes. Arnold (2023) found that when lecture content is shifted outside the classroom, female students tend to engage more deeply with in-class activities such as source analysis and peer debate, leading to higher levels of critical thinking and overall enhanced attitude in Social Studies compared to their male counterparts. These findings underscore the need for educators to design flipped classroom experiences that are sensitive to varied learner profiles, including gender-related preferences to enhance attitude in Social Studies.

Statement of the Problem

Social Studies is a field of study designed to instill knowledge, skills and attitude into learners which help them to be effective in their daily societal activities. It has, however, been observed that students' attitude towards Social Studies has been poor. This could be attributed

to the fact that many Nigerian classrooms still adhere to the conventional teacher-centered strategy, where educators dominate instruction and students passively receive knowledge. This strategy has been linked to declining students' attitudes towards Social Studies (Okobia, 2016). Flipped classroom strategy, which encourages active participation and critical thinking, seems to present a potential solution to these challenges. However, its effectiveness in improving students' attitudes towards Social Studies at the upper basic level in the area of study remains underexplored.

Gender disparities in education persist, with some studies suggesting that male and female students may respond differently to innovative teaching strategies (O'Flaherty & Phillips, 2015). This raises concerns about whether the flipped classroom strategy benefits all students equally or if it inadvertently favours certain groups. Given these gaps, this study investigated the effect of flipped classroom strategy on Upper Basic II students' attitude towards Social Studies in Benue State, Nigeria.

Purpose of the Study

The purpose of this study was to investigate the effect of flipped classroom strategy on Upper Basic II students' attitude towards Social Studies in Benue State, Nigeria. Specifically, the study sought to:

1. Determine the attitude of Upper Basic II students taught Social Studies using flipped classroom strategy and those taught using lecture strategy; and
2. Ascertain the effect of flipped classroom strategy on male and female students' attitude towards Social Studies.

Research Questions

This study was guided by the following research questions:

1. What is the difference in the mean attitude ratings of Upper Basic II students taught Social Studies using flipped classroom strategy and those taught using lecture strategy?
2. What is the difference in the mean attitude ratings of male and female students taught Social Studies using flipped classroom strategy?

Hypotheses

The study tested the following null hypotheses at 0.05 level of significance:

1. There is no significant difference in the mean attitude ratings of Upper Basic II students taught Social Studies using flipped classroom strategy and those taught using lecture strategy.
2. There is no significant difference in the mean attitude ratings of male and female students taught Social Studies using flipped classroom strategy.

Methodology

The study adopted quasi-experimental design of non-randomized pre-test, post-test and control group. This design is used in classroom experiment, when experimental and control groups may be assembling as intact classes and no possibility of randomization (Agogo & Achor, 2019). Quasi-experimental design was considered appropriate because schedules weren't disrupted because intact classes were used without school schedules or reorganising classes to accommodate the study. The experimental group was exposed to flipped classroom strategy, while the control group was taught using the lecture strategy.

The area of this research is Gwer-West Local Government Area of Benue State, Nigeria. The population of this study consisted of 292 (155 male and 137 females) Upper Basic II public school students in Gwer West local government area during the 2024/2025 academic session (State Universal Basic Education Board, 2025). The choice of public schools is because they are owned by the government, which makes/monitors implementation of education policies, uses uniform curriculum and have most trained, qualified and experienced teachers. Upper Basic II students were deemed best for the study because they were not newly admitted and were neither in exit/transitional class.

The sample comprised 71 (31 males and 40 females) Upper Basic II students located in two intact classes in the area of study. Multi-stage sampling procedure was employed for the study. In the first stage, purposive sampling technique was adopted for the study. The choice of purposive sampling technique was to select schools based on specific criteria: the schools to be sampled had to be co-educational as gender was considered a moderating variable. The researcher selected only schools which had at least teachers who are NCE holders in Social Studies who teach the subject in Upper Basic II. Only government approved secondary schools with Upper Basic II classes were selected. This helped to ensure uniformity of standard in the selected schools and homogeneity of the students. Similarly, only co-educational schools with teachers/students were selected. In the second stage, simple random sampling technique was used to pick Upper Basic II class in each school. The names of all the schools that met the aforementioned criteria were written on pieces of paper and dropped in a container. The first two schools that were picked were considered to participate in the study. In the third stage in each school, one intact class was assigned to the experimental group and the other school to control group using hat and draw method. The students in the various groups were drawn from schools that were geographically distant from one another to prevent contamination and interaction effect between the study groups.

A researcher-developed instrument, the Social Studies Attitude Questionnaire (SSAQ), consisting 30-item questionnaire, was used for data collection. Lesson plans served as treatment tools. It is intended to measure students' attitude towards Social Studies. It contains two parts: A and B. Part A seeks information on respondents' gender. Conversely, Part B has 30-items which elicit information on students' attitude towards Social Studies. The items are presented on a 4-point Likert Scale with 4 response options. Sixteen items are positive, while fourteen items are negative. The weightings for the responses are: Strongly Agree (SA - 4points), Agree (A - 3 points), Disagree (D - 2 points) and Strongly Disagree (SD - 1 point).

To ensure that the instrument and lesson plans were appropriate and relevant for the purpose of this study, they were subjected to both face and content validation. They were submitted to two Social Studies Education experts in the Department of Arts and Social Sciences Education and one expert in Measurement and Evaluation from the Department of Science and Mathematics Education, all from Faculty of Education, Rev. Fr. Moses Orshio Adasu University, Makurdi (MOAUM) for validation. The instruments were validated in terms of clarity of questions, proper wording of the items, appropriateness and adequacy of the questions/items to the students' level of understanding and experience and agreement of items with the test blue print.

The SSAQ was trial-tested on thirty students from the area of the study but different from the schools selected for the main study. The purpose of the trial testing was to obtain the reliability coefficient of the instruments. The instruments were administered to Upper Basic II students. A day was used for the trial test. The regular teacher of Social Studies served as research assistant for the trial test and was responsible for the administration and collection of the instrument from the respondents. The reliability coefficient of SSAQ was calculated using Cronbach Alpha. It yielded a reliability coefficient of 0.63. Nworgu (2015) states that Cronbach Alpha is used for internal consistency reliability calculation when the test items are not

Permission was sought from the principals of the selected schools for data collection. Data for this study were collected from pre-test and post-test scores. Two research assistants were engaged and guided on the use of the strategies and how to administer SSAQ, pre-test and post-test, followed by treatment to students in the sampled schools within six weeks. The research assistants were trained within the first week of the experiment on how to administer the SSAQ to students with emphasis on the teaching of Social Studies using flipped classroom strategy. The criteria used in selecting these research assistants was Nigeria Certificate in Education (NCE) in Social Studies with a minimum of two years' experience in teaching in the

Upper Basic II class. The training was done using a training guide. During the training the researcher explained each of the two strategies namely, flipped classroom strategy and lecture strategy to the research assistants. Proper guidelines were given to the research assistants on how to administer the pre-test and post-test.

Mean and standard deviation were used to answer the research questions. Analysis of Covariance (ANCOVA) was used to test the null hypotheses at 0.05 level of significance. The choice of ANCOVA for the test of hypotheses was because it eliminates bias in using intact classes whose equivalence in certain measures would not have been determined. According to Emaikwu (2016), this statistic removes the initial differences that exist among the research respondents and control of extraneous variables.

Results

The results of the data analysis and interpretation were presented according to the research questions and hypotheses that were formulated for the study. They were analysed as follows:

Research Question 1: What is the difference in the mean attitude ratings of Upper Basic II students taught Social Studies using flipped classroom strategy and those taught using lecture strategy?

Table 1: Mean and Standard Deviation of Attitude Ratings of Students Taught Social Studies Using Flipped Classroom Strategy and those Taught Using Lecture Strategy.

Group	n	Pre-Test		Post-Test		Mean Gain
		\bar{x}	δ	\bar{x}	δ	
Flipped Classroom Strategy	40	2.36	0.92	3.65	0.44	1.29
Lecture Strategy	31	2.50	0.61	2.89	0.58	0.39
Mean Difference		0.14		0.76		0.9

Table 1 shows that the mean attitude ratings of students taught Social Studies using flipped classroom strategy was 2.36 in pre-test with standard deviation of 0.92 and mean 3.65 in post-test with standard deviation of 0.44 respectively. Students taught using lecture strategy had mean attitude ratings of 2.50 and standard deviation of 0.61 in pre-test and mean of 2.89 in post-test with standard deviation of 0.58 respectively. Table 1 further shows that students taught Social Studies using flipped classroom strategy had a mean gain of 1.29 while those taught using lecture strategy had a mean gain of 0.39 in the attitude ratings. The mean gain difference between the two groups is 0.9 in favour of students taught using flipped classroom strategy. This indicates that flipped classroom strategy improved students' attitudes more than lecture strategy.

Research Question 2: What is the difference in the mean attitude ratings of male and female students taught Social Studies using flipped classroom strategy?

Table 2: Mean and Standard Deviation of Attitude Ratings of Male and Female Students Taught Social Studies Using Flipped Classroom Strategy.

Group	n	Pre-Test		Post-Test		Mean Gain
		\bar{x}	δ	\bar{x}	δ	
Male	18	2.34	1.24	3.69	0.46	1.35
Female	22	2.38	0.58	3.61	0.44	1.23
Mean Difference		0.04		0.08		0.12

Table 2 reveals that male students taught Social Studies using flipped classroom strategy had a mean attitude rating of 2.34 with standard deviation of 1.24 in the pre-test and a mean attitude rating of 3.69 with standard deviation of 0.46 in the post-test. Female students taught Social Studies using flipped classroom strategy had a mean attitude ratings of 2.38 with standard deviation of 0.58 in the pre-test and mean attitude ratings of 3.61 and standard deviation of 0.44 in the post-test respectively. This indicates that male students taught using flipped classroom strategy had a mean gain of 1.35 while those of female students taught using flipped classroom strategy had a mean gain of 1.23 with a mean gain difference of 0.12 in favour of male students taught using flipped classroom strategy.

Hypothesis 1

There is no significant difference in the mean attitude ratings of Upper Basic II students' taught Social Studies using flipped classroom strategy and those taught using lecture strategy.

Table 3: Summary of ANCOVA Result of Attitude Ratings of Students Taught Social Studies Using Flipped Classroom Strategy and those Taught Using Lecture Strategy.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	10.171 ^a	2	5.086	19.603	.000	.366
Intercept	77.977	1	77.977	300.564	.000	.816
PreAttitude	.108	1	.108	.416	.521	.006
Teaching_Method	9.800	1	9.800	37.774	.000	.357
Error	17.642	68	.259			
Total	808.943	71				
Corrected Total	27.813	70				

a. R Squared = .366 (Adjusted R Squared = .347)

Table 3 shows that $F(1, 68) = 37.774$; $p < 0.001$. Since the probability level was less than the specified alpha level of 0.05, the null hypothesis was rejected. It implies that there was a significant difference between the mean attitude ratings of students taught Social Studies using flipped classroom strategy and those taught using lecture strategy in Social Studies.

Hypothesis 2

There is no significant difference in the mean attitude ratings of male and female students taught Social Studies using flipped classroom strategy.

Table 4: ANCOVA Result of Attitude Ratings Between Male and Female Students Taught Social Studies using Flipped Classroom Strategy.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	.799 ^a	2	.399	2.141	.132	.104
Intercept	83.159	1	83.159	445.838	.000	.923
PreGenAttitude	.740	1	.740	3.965	.054	.097
Gender	.050	1	.050	.267	.609	.007
Error	6.901	37	.187			
Total	540.113	40				
Corrected Total	7.700	39				

a. R Squared = .104 (Adjusted R Squared = .055)

Table 4 indicated that $F(1,37) = 0.267$; $p < 0.609 > 0.05$. This signifies that the probability level is greater than the specified alpha level of 0.05. Therefore, the null hypothesis was not rejected. This means that there was no significant mean difference between male and female students' attitude ratings taught Social Studies using flipped classroom strategy. This

means that flipped classroom strategy improved male and female students' attitude without disparity.

Discussion of Findings

The discussion of findings is presented in line with the two research questions and hypotheses that guided this study. Findings are discussed as follows:

The finding revealed a significant difference in the mean attitude ratings of Upper Basic II students taught Social Studies using flipped classroom strategy and those taught using lecture strategy. Students in the experimental group who were taught Social Studies using flipped classroom strategy had higher attitude mean scores than those in the control group taught using lecture strategy. The result is not odd because students in flipped classroom had the opportunity for pre-class, group space learning, formative assessment and feedback, intentional content design, flexible learning environment and the evolving role of the facilitator. However, such opportunities were not provided to those taught Social Studies using lecture strategy. Therefore, flipped classroom made students develop positive attitudes towards learning Social Studies. It encouraged active involvement, collaboration and flexibility, which helped them to enjoy the subject more than the usual lecture strategy.

This finding is consistent with the works of Alareifi (2021) and Afifi (2024) which found that students exposed to the flipped classroom developed more positive attitudes towards learning because they could participate actively and learn at their own pace. It also supports Nja et al. (2022) who discovered that students became more enthusiastic about learning Social Studies when taught with technology-enhanced and participatory methods like flipped classroom strategy. Therefore, flipped classroom strategy is a very effective method for developing positive attitudes in students towards Social Studies.

The result further revealed that there is no significant difference in the mean attitude ratings of male and female students taught Social Studies using flipped classroom strategy. This finding indicates that both male and female students benefited equally from flipped classroom strategy. Both male and female students developed positive attitudes, enjoyed group discussions and participated freely in learning activities. This is because flipped classroom strategy helped reduce gender-based disparities and foster psychological safety conditions in which develop students' confidence, emotional engagement and positive attitude towards learning Social Studies. It shows that the method is gender-friendly and promotes equal learning opportunities.

This result corroborates the findings of Oluwaseun and Adeniyi (2022) who found that both male and female students improved in learning when taught with flipped classroom strategy, though females recorded slightly higher attitude gains. It also agrees with Ibrahim and Okoro (2020) who discovered that gender did not significantly influence students' learning outcomes in Social Studies when innovative strategies were used. Therefore, flipped classroom strategy can be regarded as gender-inclusive and suitable for all learners.

Conclusion

Based on the findings, it was concluded that flipped classroom strategy significantly improves the attitude of students in Social Studies. Thus, flipped classroom strategy is an effective instructional strategy for teaching Social Studies at the Upper Basic level in Gwer West Local Government Area of Benue State. It successfully fosters more positive attitudes towards the subject compared to lecture strategy. The benefits of flipped classroom strategy are inclusive and equitable. The strategy ensures that both male and female students develop positive attitudes without significant gender disparities.

Limitations

The study had several limitations. First, the recurring herdsmen attacks in the study area created a highly tense environment, which made participants unsettled throughout the study. The responses provided by the participants were done in haste, a situation that may potentially

affect the findings. Additionally, the 71 Upper Basic II students who served as the study's sample size was small and their opinions may not adequately reflect the situation in the entire study area. Furthermore, the 6 weeks used as the treatment period did not avail the researchers with adequate time to cover the entire study area. In addition, the focus on Gwer West Local Government alone limited the generalizability potential of the study and impacted the results. All of these limitations may have influenced the study's outcomes. Therefore, these factors should be considered when interpreting the findings of the research.

Recommendations

In light of the findings of this study, the following recommendations were made:

1. Social Studies teachers at the Upper Basic level should be encouraged to adopt and implement flipped classroom strategy in their teaching practice to help shift the classroom from a teacher-centred environment to a learner-centred and participatory one.
2. Government and school administrators should prioritise the provision of adequate ICT infrastructure, including internet connectivity and digital devices, in public schools to facilitate the effective implementation of flipped classroom strategy.

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