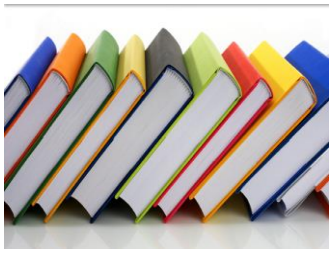

# Impact Of Digital Storytelling and Gender on Senior Secondary School Students' Self-Efficacy in Civic Education in Calabar Education Zone

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*Received October, 2023, Accepted November and, Published December, 2023*

**Abstract**

The study investigated the effect of digital storytelling and gender on senior secondary school students' self-efficacy in Civic Education in Cross River State. Two research questions and two hypotheses guided the study. Quasi-experimental research design was adopted. The population of the study comprised all the 4,484 Senior Secondary two students in Calabar Education Zone. A sample of 183 students comprising 85 males and 98 females from four co-educational secondary schools participated in the study. Instruments for data collection was Civic Education Self-Efficacy Questionnaire (CESEQ). The research questions were answered using mean and standard deviation while, the hypotheses were tested using Analysis of Covariance (ANCOVA) at 0.05 level of significance. Findings revealed that there was no significant influence of storytelling instructional strategies and gender on self-efficacy of students in Civic Education. However, female students' self-efficacy was slightly better than their male counterpart. Based on the result of the study, the researchers recommended that students should be encouraged to participate actively during learning activities that incorporate the use of digital storytelling strategy as it has the potentials to improve creative and critical thinking abilities in both male and females.

***Keywords:*** *Digital storytelling; Gender; Students Self-Efficacy; Civic Education*

## Introduction

Civic education is a core foundational subject in the curriculum of basic education (primary and secondary schools). It is taught in schools to inculcates sound morals and values in the students and youths. Civic education is an education that deals with instilling the right type of character, knowledge, and skills in the younger ones to enable them to conform to the societal norms. Through civic education the adolescents and youth are taught the communal ways of living. Sheu and

Eleanya (2020), described civic education as a subject which aim to help people learn how to become active, informed, and responsible citizens.

Civic Education has been defined variously by different authors depending on their backgrounds and viewpoints. Dagunduro (2012) view Civic Education as a concept that deals with the themes, concerns, and procedures through which people (children, young, and old) acquire knowledge, abilities and conducts necessary for personal and national development. According to Alozie (2019), Civic education is a subject that focuses on instilling in the public some democratic principles, morals, ideals such as an understanding of how democratic organizations function; their privileges and responsibilities as they participate in the civil process. It is a public, socially oriented system of ongoing education and parenting aimed at developing civic competency, democratic culture, and socialization requirements in the interests of the individual, civil society, and the rule of law (Simwa, 2022). The focal point in the concepts above and beyond is in making of an individual to conform to societal norms and value system. The knowledge acquired is to help in transforming the character of individuals to a better person in life. Civic Education is designed with the tools to help individuals learn how to become active, knowledgeable and be a responsible citizens of a society or country (Yusuf et al., 2018).

The importance of Civic Education to individuals and the Nigerian society is broad. As a field of study, it equips learners and individual alike with the right passion to become active and functional members of the society. Among others, Tinibu (2021) observed that one the of major tasks of civic education is the preparation of children, adolescent, and youths for the future role of educating upcoming citizens of the country on acceptable morals. These citizens, most of who grow to engaged in societal activities in a responsible manner, shows the need for students to acquire the right character, skills, knowledge, and awareness through Civic Education. Another importance of Civic education is in improving student engagement and collaboration in knowledge about what is acceptable in the society. When the right strategy is adopted to teach the students, they will grow to avoid crimes like drug abuse, arm rubbery, banditry, militancy to name but a few.

Over time, the strategy adopted by teachers in teaching civic education in the Nigerian school system has been predominantly the traditional face-to-face otherwise called the storytelling strategy. This strategy has been described as teacher dominated, which has made the students to be passive learners. Most storytelling session in classroom involves the teacher speaking to the learners as audience without them having any role to play other than taking note and answer occasional questions from the teacher. This teaching strategy has led most young and adolescent learners to only memorized to passed examination without the expected high moral standard and creative thinking ability in them as students and youth who may have passed through civic education. As a result, these students easily fall prey and end up being use by drug barons and politician as machineries for crime (Rafaiee, et al., 2013).

Sadly, the expected high morals and self-confidence from people who may have been taught the compulsory Civic Education in secondary school seems to be lacking. These is as Stephen (2016) and Omokri (2018) frowned at the rate of cases involving youths and adolescent of Nigerian origin caught moving prohibited drugs from one place to another. The authors added that this trafficking of illicit drugs and substances, progresses from drug abuse. Presumably, these youths and adolescents may have passed through schools, acquired high grade in external examinations, while others may still be in school, few may have dropped out to pick trafficking as a trade. According to a survey by United Nation Office on Drug and Crime [UNODC] (2019), an estimated 14.4 percent of the population of Nigeria 10 to 14.3million people between 15 and 64years of age had used drugs, excluding alcohol and tobacco, in 2017. The report added that adolescents and youths are the worst hit.

Greater feat could be achieved toward contending the trend if the youth are made to be aware of the dangers of drugs abuse and trafficking. This suggests the need for intensive drug education aim at disabusing the minds of the students toward drug abuse but increasing their self-efficacy on how to live a drug free lifestyle. Even as the 21$^{st}$ century emphasis on instructional delivery is moving in favour of digitalized instructional media in all levels of education and across

subjects (Johnson, et al., 2021; Imoke, et al., 2021; Nkanu, et al., 2023). To reverse this dreadful trend, a paradigm shift in instructional delivery technique in Civic Education classrooms, such as digital storytelling is worthy of investigation.

Digital storytelling is an innovative instructional approach which involves the creation of short story movies for educational purposes. Ball (2023) defines digital storytelling as a blend of graphics, music, voices and other audio recordings, video clips, images, text, and interactive elements to create an engaging and educational narrative multimedia experience. Smeda et al., (2014) defines digital storytelling as an innovative pedagogical strategy that combine digital media to engage students effectively and efficiently in deep and meaningful learning. It is seen as a process that blends media to enrich and enhance the written or spoken words (Frazel, 2011). These media can be a short combination of text, photos, videos, or even music that accompany a recorded audio narration on a personal narrative, historical documentary, or a specific philosophy and practice.

Unlike the traditional media of storytelling that uses physical media materials (relics) such as paper posters, drawing on the board, a digital story uses materials that exists on electronic files (Bouchrika, 2021). Many digital stories are quite brief, ranging from 2 to 10 minutes in duration, and are preserved in a digital format that can be viewed on a computer or other device that can play video files (Bouchrika, 2021). This is because they are intended to either explain a previously ambiguous issue or to bring an abstract concept to the students' grasp. Thus, most concepts in Civic Education that students see as vague and abstract might be better taught using visuals, audio, and video aspects via digital storytelling. Digital storytelling, according to Bouchrika (2021), can appeal to learners with varied learning styles, allowing teachers to deliver abstract or theoretical knowledge in an intelligible manner. According to Dreon, et al., (2011) instructors should create digital stories and use it to generate curiosity and increase students' self-efficacy for effective learning in any instructional settings.

Digital Storytelling has been found to be beneficial in education since it engages the student's critical thinking and creative abilities to learn and perform task which increases their desire to learn effectively in different topics and subject areas. Yoon (2014), noted that English teachers believed that learning with digital storytelling will not only enrich students' knowledge and understanding of curricular content, but also improve their receptive communication skills. Yazdani, et al. (2022) investigated the effect of digital storytelling on the self-efficacy and critical thinking of second grade elementary school students in Gonbadkavus City. Findings revealed that digital storytelling has been effective in increasing the self-efficacy and critical thinking of second grade students in a happy online environment. These will increase their self-confidence, curiosity, and passion to work cooperatively with other students and make an impactful learning experience. An instructional system is said to be efficient if it has the potentials to increase student's self-efficacy to be focused and attained their goals in life.

Self-efficacy is a construct that defines the level of confidence one expresses when confronted with a challenge. Wuepper and Lybbert (2017) believes that it affects many areas of human endeavours, including education. It indicates a person's belief in his or her capacity to execute behaviours that will produce specific performance or attainment (Redmond, 2010). Xu, et al. (2011) researched on a new approach toward digital storytelling: an activity focused on writing self-efficacy in a virtual learning environment. Result of the experiment demonstrated that digital storytelling in a virtual learning environment is more effective than digital storytelling offline. Self-efficacy is known to reflect the degree of confidence of an individual in his/her ability to exert control over set academic tasks, especially in terms of learning information and doing well in overall attitude. Self-efficacy tends to vary in most studies according to gender either in favour of male or females.

**Gender** refers to the social attributes and opportunities associated with being male or female, which usually have a profound effect on the management of resources. It is also seen as a social construct that personifies the learner as either male or female. In the society, honour and

opportunity for recognition and contribution are usually given more to males than females. Research finding by Odanga et al. (2015) investigated the influence of gender on teachers' self-efficacy in public secondary schools of Kisumu County, Kenya. The result revealed that there was no statistically significant influence of gender on teachers' self-efficacy, but the qualitative results revealed that gender had an influence on self-efficacy of teachers in co-educational and Boys' schools. Balaman, (2020) carried out a study on the impacts of digital storytelling on English-as-a-foreign-language (EFL) learners' self-efficacy and attitudes toward educational technologies. The study aimed at investigating whether a digital storytelling integrated pedagogy was effective for developing students' self-efficacy and attitude towards educational technology. Findings from the quantitative data indicated that the exposure to digital storytelling impacted the experimental group students' self-efficacy and attitudes towards educational technology in the positive direction. However, the control group students' score did not exhibit a noticeable change. While these differences do not appear to set specific limits in learning, they do cause engagement differentiation among students, especially when students are exposed to similar learning resources and strategies. However, this study looks at the moderating effect of gender on students' self-efficacy in Civic Education when they are taught with digital and conventional storytelling instructional delivery strategies.

Based on the above expositions, the researcher feels that lack of exposure to innovative practices may be behind the apparent lack of confidence and self-efficacy in students who may have passed through Civic Education in schools. It is on this basis, that the researcher embarked on the study to explore the effect of digital storytelling on senior secondary school students' self-efficacy and gender in Civic Education in Cross River State, Nigeria, with the intent to expose the appropriateness or otherwise of Digital Storytelling in teaching drug abuse and trafficking related topics in Civic Education in Senior Secondary Schools.

**Purpose of the study**

The general purpose of the study is to determine the effect of digital storytelling on senior secondary school students' self-efficacy and gender in Civic Education in Calabar Education Zone of Cross River State, Nigeria. Specifically, the study seeks to find out the:

1. influence of gender on senior secondary school students' self-efficacy in Civic Education
2. interaction effect of digital and conventional storytelling strategies and gender on self-efficacy in Civic Education.

**Research questions**

Two research questions guided the study:

1. what is the influence of gender on the mean self-efficacy scores of students in Civic Education?
2. what is the interaction effect of digital and conventional storytelling strategies and gender on the mean self-efficacy scores of students in Civic Education?

**Research Hypotheses**

The following null hypotheses guided the study and was tested at a 0.05 level of significance:

1. there is no significant influence of gender on the mean self-efficacy scores of students in Civic Education.
2. there is no significant interaction effect of digital and conventional storytelling strategies and gender on the mean self-efficacy scores of students in Civic Education.

**Methodology**

The study adopted a quasi-experimental research design. Intact classes were used for the study with pretest-posttest non-equivalent control group. The design is adopted because it is not possible to randomize the subjects of the study without disrupting the school setting, class arrangement, routine timetable, and other school programmes. The population of this study included all the 4,484 Senior Secondary two students comprising 2,045 male and 2,439 female from the 94 secondary schools in Calabar Education Zone of Cross River State. The sample of the study

consist of 183 students, 85 males and 98 females from four co-educational secondary schools in Calabar Education Zone. Purposive sampling and simple random sampling techniques were used for drawing the sample for this study. Purposive sampling techniques was used to select 15 schools out of the 94 secondary schools in the Zone. The conditions were: it must be a co-educational school; the schools must have facilities that can efficiently aid audio-visual instructional content delivery with student access. Simple random sampling technique was used to select two schools from the 15 schools that met the criterion above. This was achieved through balloting without replacement. In drawing the two schools using simple random sampling technique, the names of the 15 schools were written each on a piece of paper, each folded, put in a container, and shuffled. The researcher randomly draws one school at a time from the container without replacement for the two schools to be selected. The justification for the use of simple random sampling technique was to give each of the 15 schools equal chances of being selected for the study. Simple random sampling technique was used to assign the two schools into experimental and control group.

Instrument for data collection was Civic Education Self-Efficacy Questionnaire (CESEQ). It consisted of 25 items, using a four-point rating scale, with options of Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD). The instrument was administered to the students as pretest before the commencement of the treatment. One weeks after the treatment, CESEQ items were shuffled and re-administered as posttest. The instrument was validated by five experts, One from the Department of Educational Psychology, Faculty of Education, University of Calabar, Calabar. Two from the Department of Arts Education, (Educational Technology unit) and one from the Department of Science Education (Measurement and Evaluation unit), all from the Faculty of Education, University of Nigeria, Nsukka, and one Civic Education teacher in the secondary school. The reliability of the instrument was estimated after a trial test on 20 Senior Secondary School two students. The school is among the population but, was not included in the actual study. The researcher believes that the students in the trial test study were similar in terms of class, age, and experience to those in the sample. Data were collected and analyzed using Cronbach's Alpha to

determine the internal consistency of the items. The internal consistency indices were .80. Data generated were analyzed using Mean and Standard Deviation to answer the research questions, while the hypotheses were tested using the Analysis of Covariance (ANCOVA) at a .05 level of significance. The ANCOVA was used because it is the most effective statistical technique to be used in a pretest posttest situation where the pretests scores served as covariates and one or more of the independent variables is at categorical level. In the study, gender was a categorical variable with two levels each and the pretest scores served as covariate, hence, the use of ANCOVA was very appropriate.

**Result and discussion**

**Research Question one:** what is the influence of gender on the mean self-efficacy scores of students in Civic Education?

**Table 1**: Pretest and Post-test mean influence of gender on self-efficacy scores of senior secondary school students in Civic Education

| **Gender** | | **Pretest** | | **Posttest** | | **Adjusted** |
|---|---|---|---|---|---|---|
| | **n** | $\bar{X}_1$ | **SD₁** | $\bar{X}_2$ | **SD₂** | **Mean Score** |
| Male | 85 | 49.49 | 9.07 | 61.79 | 12.52 | 61.92 |
| Female | 98 | 50.40 | 8.62 | 62.87 | 12.07 | 63.27 |

**Note:** n = Number of Respondents, $\bar{X}$= Mean, SD = Standard deviation.

Result on Table 1 shows the influence of gender on the mean self-efficacy scores of senior secondary school students in civic education. The result shows that male students had a mean self-efficacy score of ($\bar{X}$ = 49.49, SD = 9.07) at pretest and a mean self-efficacy score of ($\bar{X}$ = 61.79, SD = 12.52) at posttest. While the female students had a mean self-efficacy score of ($\bar{X}$ = 50.40, SD = 8.62) at pretest and a mean self-efficacy score of ($\bar{X}$ = 62.87, SD = 12.07) at posttest. The standard deviation of 12.52 and 12.07 for the male and female students at posttest respectively, indicate that the self-efficacy scores of the male students were slightly widespread than those of the female students. The adjusted mean scores of 61.92 and 62.27 for male and female students respectively, is

indicative that although both male and female students' self-efficacy in civic education were boosted almost equally, that of the female students is slightly better than their male counterparts. This was however, significantly determined using hypothesis.

**Hypothesis One**: There is no significant influence of gender on the mean self-efficacy scores of students in Civic Education.

The result on Table 1 also showed ANCOVA analysis of the influence of gender on the mean self-efficacy scores of senior secondary school students in civic education. The result reveals that the influence of gender on the mean self-efficacy scores of senior secondary school students in Civic Education is not statistically significant $F(1, 178) = 1.894$, $p = .170$; $\eta^2_p = .011$). This is because the associated probability (Sig.) value of .170 is greater than 0.05 level of significance at which the hypothesis was being tested. On this note, the null hypothesis one ($HO_1$) which stated that there is no significant influence of gender on the mean self-efficacy scores of senior secondary school students in civic education is upheld. Accordingly, inference drawn is that there is no significant influence of gender on the mean self-efficacy scores of senior secondary school students in Civic Education. This implies that gender has no significant influence on students' self-efficacy in Civic Education.

**Research Question two:** What is the interaction effect digital and conventional storytelling strategies and gender on the mean self-efficacy scores of students in Civic Education?

Result in Table 2 portrays the interaction effect of digital and conventional storytelling strategies and gender on the mean self-efficacy scores of students in Civic Education. The result shows that male students taught Civic Education using the digital storytelling strategy had a mean self-efficacy score of ($\bar{X}$ = 50.10, SD = 9.03) at pretest and a mean of ($\bar{X}$ = 72.69, SD = 6.23) at posttest. While, the female students taught Civic Education using the digital storytelling strategy had a mean self-efficacy score of ($\bar{X}$ = 50.30, SD = 8.83) at pretest and a mean of ($\bar{X}$ = 73.23, SD = 7.30) at posttest.

The adjusted mean for students in the digital storytelling group was 72.69 and 73.23 for the male and female students respectively.

**Table 2**: Pretest and Post-test mean interaction effect of digital and conventional storytelling strategies and gender on senior secondary students' self-efficacy taught Civic Education.

| **Instructional Strategy** | | | **Pretest** | | **Posttest** | | **Adjusted** |
|---|---|---|---|---|---|---|---|
| | **Gender** | **n** | $\bar{X}_1$ | **SD₁** | $\bar{X}_2$ | **SD₂** | **Mean Score** |
| Digital Storytelling | Male | 42 | 50.10 | 9.03 | 72.69 | 6.23 | 72.69 |
| | Female | 47 | 50.30 | 8.83 | 73.23 | 7.30 | 73.23 |
| Conventional Storytelling | Male | 43 | 48.91 | 9.17 | 51.14 | 6.38 | 51.15 |
| | Female | 51 | 50.49 | 8.51 | 53.31 | 6.29 | 53.31 |

**Note:** n = Number of Respondents, $\bar{X}$= Mean, SD = Standard deviation

The result also shows that male students taught Civic Education using the conventional storytelling strategy had a mean self-efficacy score of ($\bar{X}$= 48.91, SD = 9.17) at pretest and a mean of ($\bar{X}$ = 51.14, SD = 6.38) at posttest. Whereas, their female counterparts had a mean self-efficacy score of ($\bar{X}$ = 50.49, SD = 8.51) at pretest and a mean of ($\bar{X}$ = 53.31, SD = 6.29) at posttest. The adjusted mean obtained for students in the conventional storytelling strategy group was 51.15 and 53.31 for male and female students respectively. A cursory look at the result reveals that female students had a slightly higher self-efficacy in Civic Education than their male counterparts when taught using both digital and conventional storytelling strategies. In other words, to test for the interaction effect of storytelling instructional strategies and gender on the mean self-efficacy scores of students in civic education, see hypothesis six.

**Hypotheses two**: There is no significant interaction effect of digital and conventional storytelling instructional strategies and gender on the mean self-efficacy scores of students in Civic Education.

Result on Table 2 also showed ANCOVA analysis of the interaction effect of digital and conventional storytelling instructional strategies and gender on the mean self-efficacy scores of senior secondary school students in Civic Education. The result is evident that the interaction effect of storytelling instructional strategies and gender on the mean self-efficacy score of students in Civic Education is not statistically significant, $F(1, 178) = .679$, $p = .411$, $\eta^2_p = .004$). This is due to the fact that the associated probability (Sig.) value of .411 is greater than 0.05 level of significance at which the hypothesis was tested. Thus, the null hypothesis two ($HO_2$) which stated that there is no significant interaction effect of storytelling instructional strategies and gender on the mean self-efficacy scores of senior secondary school students in Civic Education is not rejected. Besides, the effect size difference of ($\eta^2_p = .004$), shows that 0.4% variance in the mean self-efficacy scores of students is accounted for by the interaction effects of storytelling instructional strategies and gender. Therefore, the conclusion drawn is that there is no significant interaction effect of digital and conventional storytelling strategies and gender on the mean self-efficacy scores of senior secondary school students in Civic Education. The profile plot (graph) is as presented below.

The profile plot above (Figure 1) clearly shows that there was no significant interaction effects of storytelling instructional strategies and gender on the mean self-efficacy scores of students in Civic Education. This is evident in the fact that the lines drawn against the strategies and gender in the graph are parallel to each other or do not intercept at any point to produce an effect on the mean self-efficacy scores of students in Civic Education. The marginal means in the graph for digital storytelling strategy was 72.96 while that of the conventional storytelling strategy was 52.23, irrespective of the students' gender, which is indicative that there is no significant interaction effect of strategies and gender on the mean self-efficacy scores of senior secondary school students in Civic Education

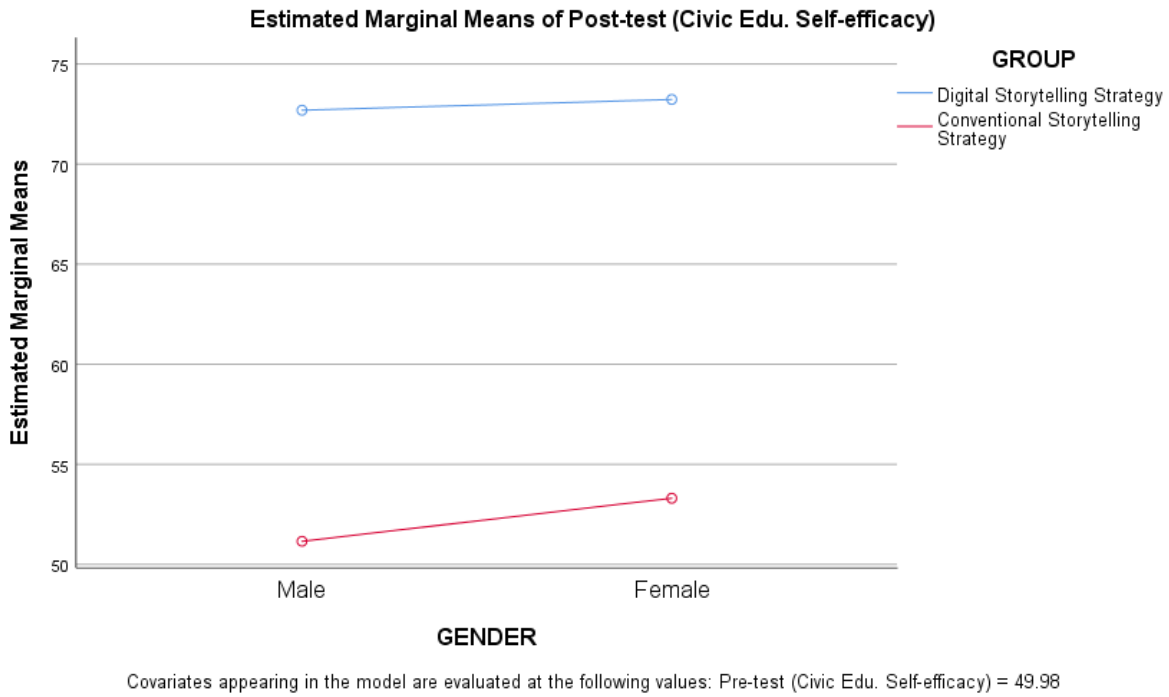


***Figure one (1):*** *Graph for interaction effects of storytelling instructional strategies and gender on the mean self-efficacy scores of senior secondary school students in Civic Education.*

**Discussion of Findings**

The finding of the study also showed that although both male and female students' self-efficacy in Civic Education were boosted, that of the female students is slightly higher than their male counterparts. Further analysis revealed that there is no significant influence of gender on the mean self-efficacy scores of senior secondary school students in Civic Education. This shows that gender is not a significant factor in determining students' academic engagement in Civic Education. That is to say, both male and female students are likely to have similar level of academic self-efficacy when exposed to similar learning conditions.

The above finding is consistent with the findings of the previous study by Odanga, et al. (2015) whose research on the influence of gender on teachers' self-efficacy in public secondary schools of Kisumu County, Kenya, revealed that there was no statistically significant influence of gender on teachers' self-efficacy. Furthermore, the finding adds credence to the findings of the study by Balaman (2020) on the impacts of digital storytelling on EFL learners' self-efficacy and

attitudes toward educational technologies, the findings revealed that gender had no significant influence on students' self-efficacy when exposed to digital storytelling.

The study also found that female students had a slightly higher self-efficacy in Civic Education than their male counterparts when taught using both digital and conventional storytelling strategy. However, further analysis showed that there is no significant interaction effect of strategy and gender on the mean self-efficacy scores of senior secondary school students in Civic Education. This implies that both male and female students taught using digital storytelling as well as conventional storytelling strategy could demonstrate similar levels of self-efficacy in Civic Education. In other words, students' self-efficacy was not influenced by the instructional strategies adopted for the students' gender. This also entails that the instructional strategy were not gender biased with respect to increasing students' self-efficacy in Civic Education.

The above finding agrees with findings from some previous studies. For instance, the finding to some extent lends support to the findings by Odanga, et al. (2015) whose study disclosed that there was no significant interaction effect of instructional approaches and gender on the mean academic self-efficacy of students. In a similar vein, the finding is in line with the findings of the study by Balaman (2020) whose study showed that the interaction effect of instructional approaches and gender on students' self-efficacy score was not statistically significant. This implies that both male and female students' self-efficacy could improve alike due to the instructional strategies utilized. Thus, there could be no significant interaction effect of storytelling instructional strategies and gender on the mean self-efficacy in civic education as depicted by the finding of this present study.

**Conclusions**

Based on the findings of this study, it was concluded that digital storytelling instructional strategy has positive effect in terms of increasing senior secondary school students' self-efficacy in Civic Education than the conventional storytelling strategy. Gender has no significant influence on students' self-efficacy in Civic Education. Lastly, there is no significant interaction effect of

storytelling instructional strategy and gender on students' self-efficacy. Hence, digital storytelling instructional strategy is an effective strategy when seeking to enhance students' self-efficacy in Civic Education.

**Recommendations for policy directions**

From the findings of this study, the following recommendations were made:

1. Students should be encouraged to participate actively during learning activities that incorporates the use of digital storytelling strategy as it has potentials to improve their creative and critical thinking abilities.
2. Civic Education teachers should be encouraged to adopt the digital storytelling instructional strategy when teaching civic education in order to enhance students' self-efficacy in Civic Education.
3. Males and females' students should be encouraged to participate fully in learning activities that incorporates digital storytelling strategy since it has proven effective to both gender.

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