



## NIGERIAN ONLINE JOURNAL OF EDUCATIONAL SCIENCES AND TECHNOLOGY

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### **SOCIAL STUDIES TEACHING METHOD IN CURBING ILLICIT DRUG USAGE AMONG UPPER BASIC SCHOOL STUDENTS IN ANAMBRA METROPOLIS**

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#### **To cite this article:**

**Orji-Oraemesi O. M (2024). Social studies teaching method in curbing illicit drug usage among upper basic school students in Anambra Metropolis, Nigeria. *Nigerian Online Journal of Educational Sciences and Technology (NOJEST)*, 6 (2), 102-117**

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**SOCIAL STUDIES TEACHING METHOD IN CURBING ILLICIT DRUG USAGE  
AMONG UPPER BASIC SCHOOL STUDENTS IN ANAMBRA METROPOLIS**

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Article Infor

**Article History**

Received:  
12 October 2024

Accepted:  
December 15, 2024

**Keywords**

Curb, Drug Abuse, Illicit, Inquiry  
Teaching Method, Upper Basic  
School

**Abstract**

This study investigated the use of inquiry teaching method in Social Studies to curb illicit drug usage among upper basic school students in Anambra Metropolis. Three research questions guided the study. The study examined the factors militating against curbing of the vices among students of the upper basic schools. A descriptive survey and quasi-experimental research using standardized achievement test and questionnaire was employed for the study. The achievement test questions were adapted from National Examination Council (NECO) past questions. The questionnaire items were developed by the researcher, but validated by experts. The reliability of the instruments was determined using test and re-test method and the coefficients of reliability obtained were 0.75 and 0.78 for achievement test and questionnaire respectively. The target population included all Upper Basic 9 students in three randomly selected local government areas in Anambra State, Nigeria. The sample was made up of 87 students, 58 in control group and 29 in experimental group. The data collected were analysed using mean and standard deviation to answer the research questions. The findings of the study revealed that inquiry teaching method is capable of curbing illicit use of drugs among Upper basic students. Based on the finding of this study, it was recommended among others that teachers should always use student-centred methods such as inquiry method which will engage the students deeply with mental work capable of distracting them from taking illicit drugs. Also, government should provide in-service training for teachers to keep them up to date with happenings in education world.

**Introduction**

In recent times, it cannot be over emphasized on the rate at which illicit drug usage are experienced among young people of school age. World Health Organization (2014) regarded illicit drug use as one of social menace ravaging the global and its health and social complications is becoming a

global concern. The use of drugs for prevention and treatment of ailment cannot be salient in human existence as some individuals depend on drugs to sustain their lives and carry out their day-to-day activities. Drug is a substance used in prevention and treatment of further occurrence of a particular ailment. It may also be defined as a chemical substance such as narcotic, tramadol, methamphetamine that affect the nervous system, causing change in behaviour and often lead to addiction (Yusuf, 2016). Some drugs are highly abused especially by young people of school age, some of known drugs are alcohol, cannabis, tobacco, energy drink, heroine, caffeine while some local ones still remain unknown (Nabofa, 2021). The aftermath effects of drug abuse among young are unimaginable. Some of the effects includes: personality disorder, criminal tendencies and other social ills yet some young people of school age still deeply engaged.

In the view of Idowu, Aremu, Olumide and Ogunlaja (2018), drug abuse is the use of harmful substance including alcohol and other illicit drugs without authority prescriptions. Globally, more than 2.6 million young people both boys and girls die because of the effects of drug abuse each year, in Nigeria, several studies revealed that one in every ten secondary school student uses on illicit drug or another (Ogunsola & Fatusi, 2016). Ogunsola and Fatusi went further to state in their report, that adolescents in schools whether in rural (65.7%) or urban (66.0%) has used drug at one time or another and implications shows in their academic performance. Hence, there are some factors identified by several authors as to be responsible for drug abuse among students. The factors include poor parental socio-economic status, peer pressure, quest to be turf among peers, quest for extra energy for daily task among others (Alewu & Nosiri, 2014).

Stives, May, Mack and Bethel (2021) also stated that lack of good education especially the one taught at home to students in early years and even now in school has a lot to do with their behaviour

in the school. They posited that while in school, teacher's classroom handlings contribute too to school behaviour.

However, some authors like, Alewu and Nosiri (2014), Idowu, Aremu and Ogunlaja (2018), succinctly elucidated some steps that may also aid in curbing drug abuse among school aged children, education is one of the steps while teaching method is one of the fabrics of education. Invariably, drug abuse is evidently a social menace and there is urgent need to curb the menace, therefore, the synergy between solving personal and society problems should be at the front burner of the education. Classroom teaching and learning with adequate student-centred teaching method is fundamentally needful. Implicitly, there is need for teachers to employ an adequate student-centred teaching method during classroom interaction (National Policy on Education, 2014:6).

In respect of instruction, teaching method is used to facilitate knowledge in the students within and outside the classroom. It is a procedure employed by the teacher in order to achieve stated objectives during teaching and learning processes. Practically, teaching method facilitates critical skills of thinking and effective analysis of problem, knowledge, values, attitude, competence in the Social Studies students for now and future endeavours. Social Studies teaching method facilitate in student's prerequisite skills, knowledge, attitudes, competence and values that would activate the responsibility and productive nature in them as a fit citizen, who would be willing to oversee the growth of his/her society (Mezieobi, 2014). These teaching methods includes; discussion, demonstration, cooperative, inquiry amongst others.

Social Studies as a fundamental subject in upper basic schools has in its objectives as stated in National Value Education curriculum advocated by National Policy on Education (FGN, 2014:6) are as follows; to develop patriotic young people equipped to contribute to social development and in the performance of their civic responsibilities; inculcate values and raise morally upright

individuals capable of independent thinking, and who appreciate the dignity of labour.; inspire national consciousness and harmonious co-existence irrespective of differences in endowment religion, colour, ethnic and socioeconomic background and provide opportunities for the child to develop manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity.

Despite the richness of these objectives, students of upper basic still engage in drug abuse inside and outside of the school premises. As a result of student's engagement in illicit drug usage, Yusuf (2014) wonders if the students have not passed through Social Studies classroom or have not been taught with any teaching methods. Filgona, Sababa and Iyasco (2016) posited that Social Studies as a subject designed to equip students with citizenship attitudes and functional skills capable of controlling these vices if taught adequately with effective teaching methods. Drug abuse is a topic in Social Studies at upper basic school and is expected to be able to reduce the escalation to lowest minimal with the aid of innovative teaching methods.

The engagement of students in drug abuse is in no doubt one of the measures that disrupt their academic achievement and performance because of the effect on personality and lack of focus in their studies (Umukoro, Eduviere, Ahama, Moke, Edje, Omorodion & Ovigie, 2021). Thus, alarming increase of this menace among students, Ogundare (2010) advocated for student and activity-centred teaching method. The author is of the opinion that students who are engaged with mental works which comes from student-centred methods, may distract them from engaging in illicit drug usage even when pressured by peers.

Inquiry teaching method (ITM) equips the students with skills, values, knowledge, competence and attitudes to reflect deeply about a particular problem and come up with solutions on how to solve the problem. Sivakuma (2018) informed that inquiry teaching method encourages different

thinking, allows students find out problems themselves and proffers possible solutions logically. The steps involved in the inquiry teaching method are: identification of the problem, collection of data for decision-making and proffering of solution for easy application. Several studies such as Ibok and Ntibi (2020), Alper (2018) ,Adejo (2015), Ibrahim, Bello and Adamu (2018) to mention but few asserted that inquiry teaching method is a teaching method that spurs students to thinking deeply and critically about problems and take decisions on how solve it in order to achieve the stated objectives.

Furthermore, Adejo investigated the effect of inquiry on student's academic performance and found out that students perform better after being taught using inquiry method than their colleagues taught with other lecture method while Ibrahim, Bello and Adamu found out through their study on effect of inquiry and lecture method on student's academic performance and retention ability, and found out that students taught using inquiry teaching method learn effectively and efficiently than their counterpart taught without ITM. It is against this background that this study investigated Social Studies teaching method in curbing illicit drug usage among upper basic schools students. Ogundare and Jekayinfa (2017) contend that inquiry method of teaching drives students to the level where they will employ their sense and identify significant problems and curiosity to continually search for a satisfactory answer. Alper (2018) also asserted that ITM is a student-centred approach used for facilitation of knowledge where the teacher serves as an instructor and guider to the students through their questions, methods and information under study or discovered in the process. ITM affords students to discover information to support their study. The author went further to advocate ways of embracing inquiry teaching method as ninety percent student-centred against teacher-centred teaching method- lecture method.

### **Objectives of the Study**

The specific objectives of the study are to:

1. examine the extent to which Social Studies teachers are aware of the usage of inquiry teaching method in curbing illicit drug abuse among Upper Basic schools' students in Anambra Metropolis;
2. ascertain the extent to which inquiry teaching method will help in curbing illicit drug usage among Upper Basic schools' students in Anambra Metropolis; and
3. examine the factors militating against curbing illicit drug usage among Upper Basic schools' students in Anambra Metropolis.

### **Research Questions**

1. To what extent are Social Studies teachers aware of the usage of inquiry teaching method in curbing illicit drug abuse among Upper Basic schools' students in Anambra Metropolis?
2. To what extent will inquiry teaching method help in curbing illicit drug usage among Upper Basic schools' students in Anambra Metropolis?
3. What are the factors militating against curbing illicit drug usage among Upper Basic schools' students in Anambra Metropolis?

### **Method**

The study adopted descriptive survey and quasi-experimental pre-test, post-test control group research design. The population of the study covered the entire Upper Basic nine (9) students and their Social Studies teachers in all public schools in Anambra Metropolis. Simple random sampling technique was employed to select eighty-seven (87) Upper Basic nine Social Studies students and two (2) teachers. First and foremost, three (3) public Upper Basic schools were randomly picked from public Upper Basic schools in Anambra Metropolis. Out of the three (3) schools sampled, 87 Upper Basic School students of Social Studies were randomly selected to form the study sample. The eighty-seven was divided into fifty-eight (58) students for the control group and twenty-nine

(29) students for the experimental group. A researcher's designed questionnaire with 5 items to generate data on the on factors militating against curbing illicit drug usage among upper Basic school students, while 5 items for teachers' questionnaire were also designed to elicit their response on awareness on the efficacy of inquiry teaching method in curbing illicit drug usage and 5 items on factors militating against the curbing of illicit drug usage among Upper Basic schools students. All the questionnaires were scaled on 4- point likert scale of Not Aware (1), Slightly Aware (2), Moderately Aware (3), Highly Aware (4); and Strongly Disagreed (1), disagreed (2), agreed (3) and strongly agreed (4). In addition, twenty-five (25) multiple choice items on illicit drug usage was adapted from the past questions of the National Examination Council (NECO) as the Achievement Test. The achievement test was used for student's pre-test and post-test assessment in Social Studies. Afterwards, experts' judgement, from Social Studies cohort of Arts and Sciences Department and Test and Measurement unit, University of Lagos, was used to validate the instruments. The reliability of the instruments was carried out on 20 students who are not involved in the main study using Cronbach Alpha reliability test which yielded the reliability coefficient of 0.75, 0.76 and 0.78 for students' questionnaire, teachers' questionnaire and Achievement test respectively at 0.05 level of significance. In the main study, the students in the control and experimental groups were pre-tested with achievement test before teaching and were post-tested with the same achievement test after the teaching process. Also, the copies of the questionnaires were administered to the Social Studies students and teachers in the sampled schools. After retrieving the questionnaires and tests, mean, standard deviation and independent sample t-test were used to analyse the data generated from students' achievement test and questionnaire items, and teachers' questionnaire items.

## **Presentation of Results**



### Research Question One:

To what extent are Social Studies teachers aware of the usage of inquiry teaching method in curbing illicit drug abuse usage among Upper Basic schools' students in Anambra Metropolis?

**Table 1: Social Studies teachers' awareness of the use of inquiry teaching method in curbing illicit**

<b>drug abuse usage among Upper Basic Schools' students</b>				
<b>S/N</b>	<b>Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Remarks</b>
1	The use of inquiry teaching method makes students to think deeper about lives.	3.00	1.41	Moderately aware
2	The use of inquiry teaching method has ability to prevent students from engaging in illicit usage in the school	1.50	0.71	Slightly aware
3	Students can be discouraged from engaging in illicit drug usage with the use of inquiry teaching method.	2.00	0.0	Slightly aware
4	The use of inquiry teaching method can prevent students from thinking of engaging in drug abuse.	2.00	0.0	Slightly aware
5	Inquiry teaching method can help students learn how to live vices-free life.	2.00	0.0	Slightly aware
<b>Average</b>		<b>2.10</b>	<b>0.42</b>	<b>Slightly aware</b>

*Source: Field Survey, 2022*

**Scales:** Highly Aware ( $x \leq 4$ ), Moderately Aware ( $x \leq 3$ ), Slightly Aware ( $x \leq 2$ ), Not Aware ( $x \leq 1$ )

Table 1 shows that the overall mean and standard deviation of the teacher's awareness on the use of inquiry teaching method for curbing of drug abuse among Upper Basic schools' students in Anambra State, Nigeria are 2.10 and 0.42 respectively. This mean is approximately 2.00.

Therefore, the answer to research question one is that teachers are slightly aware of using inquiry teaching method for curbing illicit drug usage among Upper Basic schools' students in Anambra Metropolis.

### **Research Two:**

To what extent will inquiry teaching method help in curbing illicit drug usage among Upper Basic schools' students in Anambra Metropolis?

The research question two is answered with pre-test and post-test of students in the experimental group taught using inquiry teaching method.

**Table 2: Mean score and standard deviation of Upper Basic schools' students in the test on illicit drug before and after being taught with inquiry teaching method in Anambra State.**

Type of Test	N	Mean	Standard Deviation
Pre-test	29	13.84	3.48
Post-test	29	32.02	4.48

*Source:* Field Survey, 2022

Table 2 shows that the post-test mean score of the students in the experimental group increased significantly compared to their mean score in the pre-test. (That is, increase from 13.84 to 32.02). The increase in the mean after the treatment is more than 200%. This result indicates that inquiry teaching method has effect on curbing of illicit drug usage among Upper Basic schools' students after the teaching. Thus, inquiry teaching method helps in curbing illicit drug usage among Upper Basic schools' students in Anambra Metropolis to a large extent.

### **Research Question Three:**

What are the factors militating against curbing of illicit drug usage among Upper Basic schools' students in Anambra Metropolis?

The research question three was answered using results in Tables 3a and 3b. Table 3a contains students' responses to the items in the questionnaire to answer research question 3; while table 3b contains teachers' responses on related items.

**Table 3a: Students' responses on factors militating against curbing of illicit drug usage among Upper Basic schools' students in Anambra Metropolis**

S/N	Items	Mean	Standard Deviation	Remarks
1	Parental socio-economic status pushes students to engage in illicit drug usage	3.51	0.76	Strongly Agreed
2	Poor parental upbringing contributes to students engaging in illicit drug usage	3.57	0.50	Strongly Agreed
3	Peer influence serves as an obstacle on curbing illicit drug usage among students.	3.69	0.81	Strongly Agreed
4	Use of inappropriate teaching method stands as an obstacle to alleviation of vices among students.	3.17	0.59	Agreed
5	Unconducive learning environment contributes to students engaging in vices-illicit drug usage.	2.86	0.68	Agreed
<b>Average</b>		<b>3.36</b>	<b>0.67</b>	<b>Agreed</b>

*Source: Field Survey, 2022*

**Scales:** Strongly Disagreed ( $x \leq 1$ ), Disagreed ( $(x \leq 2)$ ), Agreed ( $(x \leq 3)$ ), Strongly Agreed ( $(x \leq 4)$ )

Table 3a reveals that the mean of the items 1 to 5 is 3.51, 3.57, 3.69, 3.17 and 2.86 respectively.

These means indicate that parental socio-economic status pushes students to engage in illicit drug usage; poor parental upbringing contributes to students engaging in illicit drug usage; peer influence serves as an obstacle on curbing illicit drug usage among students; use of inappropriate teaching method stands as an obstacle to alleviation of vices among students; and unconducive learning environment contributes to students engaging in vices-illicit drug usage

**Table 3b: Teachers' responses on factors militating against curbing of illicit drug usage among Upper Basic schools' students in Anambra Metropolis**

S/N	Items	Mean	Standard Deviation	Remarks
6	Parental socio-economic status pushes students to engage in illicit drug usage	3.00	0.00	Agreed
7	Poor parental upbringing contributes to students engaging in illicit drug usage	3.50	0.71	Strongly Agreed
8	Peer influence serves as an obstacle on curbing illicit drug usage among students.	3.60	0.78	Strongly Agreed
9	Inconsistency in government policies is one of the constraints militating against alleviation of vices among students.	2.50	0.57	Agreed

10	Unconducive learning environment contributes to students engaging in vices-illicit drug usage.	2.50	0.71	Agreed
<b>Average</b>		<b>3.30</b>	<b>0.0</b>	<b>Agreed</b>

*Source: Field Survey, 2022*

**Scales:** Strongly Disagreed ( $\leq 1$ ), Disagreed ( $\leq 2$ ), Agreed ( $\leq 3$ ) And Strongly Agreed ( $\leq 4$ )

Table 3b reveals that the means of the items 6 to 10 are 3.0, 3.5, 3.6, 2.5, and 2.5 respectively.

These means indicate that parental socio-economic status pushes students to engage in illicit drug usage; poor parental upbringing contributes to students engaging in illicit drug usage; peer influence serves as an obstacle on curbing illicit drug usage among students; inconsistency in government policies is one of the constraints militating against alleviation of vices among students, and unconducive learning environment contributes to students engaging in vices-illicit drug usage.

Based on the analysis in Tables 3a & b, the answer to the research question three is that the factors militating against curbing of illicit drug usage among Upper Basic schools' students in Anambra Metropolis include parental socio-economic status; poor parental upbringing, peer influence, inconsistency in government policies, use of inappropriate teaching method and unconducive learning environment.

### **Discussion of findings**

The results indicated that the overall mean and standard deviation of the teacher's awareness on the use of inquiry teaching method on curbing illicit drug usage among Upper Basic schools' students in Anambra Metropolis are 2.10 and 0.42 respectively. This implies that teachers are slightly aware of using inquiry teaching method on curbing illicit drug among Upper Basic schools' students in Anambra Metropolis. This result corresponded with the view of Yusuf and Adika (2017) that, some teachers are still not fully aware of the benefits of the student-centred teaching of which inquiry method is part of them. The benefits are paramount to the students' life

and that of the community as well, especially in curbing of illicit drug usage among the students and youth. The findings also complemented the advocacy of NPE (2014) on the call for student-centred teaching method such as inquiry method as a means of engaging students mentally and distract them from engaging in any vices such as illicit drug usage.

The analysis of research question two revealed that the mean score of students in the test on illicit drug usage before and after being taught with inquiry teaching method increased significantly from 13.84 to 32.02. This is an indication that inquiry teaching method has significant effect on curbing illicit drug usage among Upper Basic schools students after the experimental. This tallied with the view of Sivakuma (2018) who informed that inquiry teaching method encourages different thinking, allows students find out problems themselves and proffers possible solutions logically. Also, Adejo 2015) claimed that inquiry teaching method help students to identify a problem, take decision to solve the problem and eventually solve the problem in order to achieve earlier stated objective.

The result of the third research question revealed that the factors militating against curbing illicit drug usage upper basic school students in Anambra Metropolis include parental socio-economic status; poor parental upbringing, peer influence, inconsistency in government policies, use of inappropriate teaching method and unconducive learning environment. The result aligned with the findings by Umukoro, Eduviere, Ahama, Moke, Edje, Omorodion and Ovigie (2021) that students who engage in illicit drug use are often falls short of high academic expectation and in turn experience disruption in their academic achievement and performance. This happens due to the effect on personality and lack of focus on their studies. However, not only students factors, but also, teacher factor-inadequate teacher-centred method. Teacher-centred methods make students passive in learning process while student-centred method makes the students to be active. This

explains why Ogundare (2010) averred that, teacher should employ student-centred teaching method always in order to engage the students mentally and distract them from engaging in illicit drug usage even when pressured by their peers.

### **Conclusion**

There is no doubt that teaching method is essential to teaching and learning and life development itself, Therefore, emphasis is expected to be placed on it and accorded it time in order for it to yield it improvement. Adequate use of inquiry teaching method in Social Studies can help in curbing illicit drug usage among upper basic schools students.

### **Recommendations**

The followings are recommended:

1. Government should organise in-service training for teacher to keep them up to date with happening in the education world, especially in the area of teaching strategies and methods for effective delivery of Social Studies instructions in Upper Basic Schools. Also, the Ministry of Education should emphasis the use of inquiry method for teaching and learning of Social Studies in Upper Basic Schools
2. Teachers should strive always to employ student-centred method such as inquiry method as it will make students to be engaged and take charge of their learning while their teachers will serve as facilitators to them. The students should be engaged mentally in order to be distracted from engaging in illicit drug usage within and outside the school.
2. Government should be stable with their policies formulation as the policies alter the teaching and learning methods in schools. Also, government should provide adequate facilities for Upper Basic Schools to make learning environment conducive for learners.

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