

Social Studies Education and Combating Drug Abuse and Crime Wave in Schools

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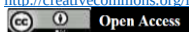
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ABSTRACT

This study examined the influence of Social Studies Education on combating drug abuse and crime wave in schools in Akwa Ibom South Senatorial District, Nigeria. Specifically, the study investigated the influence of Social Studies curriculum content, Social Studies instructional strategies, and values and civic education on combating drug abuse and crime wave in schools. The study was anchored on Social Learning Theory and adopted a correlational survey research design. The population comprised 15 Social Studies teachers drawn from three selected secondary schools in Akwa Ibom South Senatorial District, namely Secondary Commercial School, Ibekwe, Ikot Abasi Local Government Area; Government Secondary School, Afaha Eket; and Methodist Boys' High School, Oron. Census sampling technique was used, making the entire population of 15 teachers the sample for the study. Data were collected using a structured questionnaire and analysed using descriptive statistics and multiple regression analysis. The results indicated that Social Studies curriculum content had a positive and statistically significant influence on combating drug abuse and crime wave in schools ($\beta = .341$, $p = .028$). Social Studies instructional strategies also had a positive and statistically significant influence ($\beta = .309$, $p = .041$), while values and civic education had a positive and statistically significant influence ($\beta = .362$, $p = .021$). The overall regression model was statistically significant, indicating that the three dimensions of Social Studies Education jointly contributed to explaining variations in combating drug abuse and crime wave in schools. The study concludes that relevant curriculum content, effective instructional strategies, and deliberate development of civic and social values constitute important educational approaches for addressing drug abuse and antisocial behaviour among students. The study recommends that schools strengthen the practical teaching of drug-abuse prevention, responsible citizenship, peaceful conflict resolution, and positive social values through Social Studies Education.

1. Introduction

1.1 Background of the Study

Education is an important instrument for developing responsible individuals and promoting a stable society. Its purpose extends beyond the acquisition of academic knowledge to include the development of values, attitudes, skills and behaviours that enable individuals to contribute positively to their communities. Within the Nigerian school system, Social Studies Education occupies an important position because it exposes learners to social relationships, responsibilities, values, citizenship and the challenges confronting society. The Nigerian Educational Research and Development Council (NERDC) places Social Studies within the National Values framework and provides for its teaching alongside Civic and Security Education at the basic education level (NERDC, 2025).

Social Studies Education is particularly relevant to the prevention of drug abuse and antisocial behaviour because its curriculum addresses issues relating to human relationships, social responsibility, values, citizenship and social problems. The subject provides opportunities for learners to understand the consequences of harmful behaviours and develop attitudes that support peaceful and responsible living. Recent research by Bakare (2024) confirms that Social Studies curriculum has considerable

potential for addressing social vices such as drug abuse, violence and corruption among Nigerian youths. However, the study also identified inadequate teacher preparation, insufficient resources and limited practical application as factors that may restrict the effectiveness of the curriculum.

Drug abuse remains a concern among secondary school students in Nigeria. Recent evidence from Dosunmu and Odesanmi (2025) indicates that students in a semi-urban Nigerian setting possessed substantial awareness of commonly abused substances, while alcohol was among the substances most known, seen and used by respondents. The authors recommended continued educational and counselling interventions to reduce substance use among students. Similarly, Dosunmu and Odesanmi (2025) found that stress, peer pressure, anxiety and experimental curiosity were among factors identified by secondary school students as associated with drug abuse, while poor academic performance and effects on students' school work were prominent perceived consequences.

These findings demonstrate the importance of preventive education within the school environment. Evidence from a large Nigerian school-based intervention involving 32 secondary schools and 2,685 pupils showed that a structured substance-use prevention programme significantly reduced recent alcohol use among students in the intervention group. The study further found that risk perceptions, negative beliefs about substance use and classroom climate were relevant to the programme's effects (Vigna-Taglianti et al., 2021). More recent evidence also continues to indicate that knowledge and awareness alone may not eliminate substance use among students, reinforcing the need for preventive approaches that combine information with appropriate attitudes and behavioural skills.

The content of Social Studies is therefore important to this process. When issues relating to drug abuse, social responsibility, discipline, citizenship, peaceful coexistence and the consequences of deviant behaviour are adequately represented in the curriculum, students are provided with relevant knowledge for understanding social problems. Bakare (2024) argues that the Social Studies curriculum is well positioned to address social vices because of its emphasis on civic responsibility, ethical behaviour and community involvement. NERDC also identifies the infusion of National Values content into basic and secondary education as part of its curriculum development activities, demonstrating the formal importance attached to values and responsible citizenship within Nigerian education.

However, the effectiveness of curriculum content depends partly on how it is taught. Social Studies instructional strategies determine the extent to which learners actively engage with social issues and apply what they learn to real-life situations. Methods such as inquiry, discussion, role play, cooperative learning and problem-solving can encourage students to examine social problems rather than simply memorize information. For instance, Orji-Oraemesi (2024) found that inquiry teaching was capable of helping to curb illicit drug use among upper-basic students in Anambra Metropolis and recommended greater use of student-centred teaching approaches. Afolabi and Okunloye (2024) similarly reported that guided inquiry and role-play produced better Social Studies learning outcomes than an expository approach among upper-basic students in Oyo State.

Values and civic education constitute another important dimension of Social Studies Education. Values such as honesty, responsibility, discipline, respect, tolerance and peaceful coexistence can help learners develop attitudes that discourage harmful and antisocial conduct. The NERDC National Values Curriculum emphasizes active participation, discussion and group activities in developing students' understanding of civic concepts and responsibilities. This approach is consistent with the broader objective of preparing learners to become responsible members of society.

Crime and antisocial behaviour in schools may manifest through violence, bullying, cultism, theft, vandalism, examination malpractice, truancy and other forms of misconduct. Such behaviours can interfere with teaching and learning and undermine the creation of a safe school environment. Recent Nigerian research has continued to examine drug abuse and other school-based social problems, demonstrating that these challenges require preventive rather than purely disciplinary responses. For example, Soluade et al. (2024) examined school-based social problems among senior secondary school students and specifically included drug abuse and violent behaviour among the problems considered.

Consequently, Social Studies Education provides a potentially important educational platform for addressing these challenges. Its curriculum content can provide relevant knowledge, its instructional strategies can promote active engagement with social problems, while values and civic education can encourage responsible attitudes and conduct. The present study therefore examines the influence of

Social Studies curriculum content, Social Studies instructional strategies, and values and civic education on combating drug abuse and crime wave in schools.

1.2 Statement of the Problem

Drug abuse and other forms of antisocial behaviour among students have continued to attract concern because of their implications for effective teaching, learning and the development of responsible young people. Recent Nigerian studies have identified drug abuse, violence, cultism, truancy and other social vices as challenges affecting students and the school environment. Bakare (2024), for instance, observed that social vices such as drug abuse and violence remain significant concerns among Nigerian youths, while Ogunleye, Obadipe and Hamidu (2024) reported that drug abuse can negatively affect students' social interaction and attitude towards schooling.

The persistence of these problems raises questions about the adequacy of existing preventive measures within schools. Although schools employ counselling, disciplinary measures, sensitization programmes and other interventions, the classroom remains an important environment through which students can be equipped with knowledge and values capable of discouraging harmful behaviour. This is particularly relevant to Social Studies because the subject is designed to help learners understand society, social responsibilities, values and contemporary social problems.

However, the mere presence of Social Studies in the school curriculum does not necessarily guarantee that its potential for addressing social vices is fully realized. Bakare (2024) found that although relevant issues are contained in the Social Studies curriculum, inadequate teacher preparation, insufficient resources and limited practical application can restrict its effectiveness in addressing social vices. Similarly, research on Social Studies curriculum instruction in Cross River State reported a significant relationship between curriculum effectiveness and students' knowledge of problematic adolescent behaviours, suggesting that the way relevant issues are incorporated into instruction matters.

Another concern relates to the instructional strategies employed by Social Studies teachers. Where teaching is predominantly teacher-centred and focused on memorization, students may have limited opportunities to discuss, analyse and develop practical responses to social problems. Recent research has therefore emphasized more interactive approaches to Social Studies teaching. For example, evidence from Nigerian studies has highlighted the potential of inquiry and other learner-centred approaches in addressing social and behavioural issues among students.

Values and civic education also present an important area of concern. The development of honesty, responsibility, discipline, tolerance, respect and other positive values is expected to form part of students' preparation for responsible citizenship. Recent Nigerian research has reported a relationship between civic education knowledge and students' social values, while another study found that value education can serve as a means of addressing maladjusted behaviour among students.

The problem, therefore, is not simply the existence of drug abuse and crime-related behaviour in schools, but the need to determine whether the educational processes intended to influence students' behaviour are actually making a meaningful contribution. In particular, there is a need for empirical evidence on the extent to which **Social Studies curriculum content, Social Studies instructional strategies, and values and civic education** contribute to combating drug abuse and crime wave in schools.

It is against this background that the study examines these three dimensions of Social Studies Education and their contribution to combating drug abuse and crime wave in schools. The findings are expected to provide evidence that can assist educators and other stakeholders in strengthening the preventive role of Social Studies Education.

1.3 Objectives of the Study

The general objective of the study is to examine the role of Social Studies Education in combating drug abuse and crime wave in schools. Specifically, the study seeks to:

1. examine the influence of **Social Studies curriculum content** on combating drug abuse and crime wave in schools;
2. determine the influence of **Social Studies instructional strategies** on combating drug abuse and crime wave in schools; and
3. ascertain the influence of **values and civic education** on combating drug abuse and crime wave in schools.

1.4 Research Questions

1. To what extent does Social Studies curriculum content influence the combating of drug abuse and crime wave in schools?
2. To what extent do Social Studies instructional strategies influence the combating of drug abuse and crime wave in schools?
3. To what extent does values and civic education influence the combating of drug abuse and crime wave in schools?

1.5 Research Hypotheses

H₀₁: Social Studies curriculum content has no significant influence on combating drug abuse and crime wave in schools.

H₀₂: Social Studies instructional strategies have no significant influence on combating drug abuse and crime wave in schools.

H₀₃: Values and civic education has no significant influence on combating drug abuse and crime wave in schools.

2.0 Review of literature

The literature is reviewed under three major areas: conceptual review, empirical review and theoretical framework. The conceptual review focuses on the three dimensions of Social Studies Education adopted for the study, namely Social Studies curriculum content, Social Studies instructional strategies, and values and civic education, as well as their relevance to combating drug abuse and crime wave in schools.

2.1 Conceptual Review

2.1.1 Social Studies Education

Social Studies Education is concerned with helping learners understand human relationships, social institutions, values and the problems confronting society. It draws knowledge from different social science disciplines and presents such knowledge in ways that enable learners to understand their environment and participate responsibly in society. In the Nigerian educational system, Social Studies is positioned within the broader National Values Education framework, reflecting its contribution to citizenship and responsible social behaviour (NERDC, 2025).

The relevance of Social Studies to contemporary school problems lies in its emphasis on the relationship between individuals and society. Through appropriate content and teaching experiences, learners are exposed to issues such as responsible citizenship, social responsibility, cooperation, peaceful coexistence, discipline and the consequences of harmful behaviour. Consequently, Social Studies can serve not only as an academic subject but also as an avenue for developing attitudes and behaviours that contribute to a safer school environment.

For the present study, Social Studies Education is operationalized through **Social Studies curriculum content, Social Studies instructional strategies, and values and civic education**. These three dimensions constitute the independent variables examined in relation to combating drug abuse and crime wave in schools.

2.1.2 Social Studies Curriculum Content

Curriculum content refers to the knowledge, concepts, topics, values and learning experiences selected for teaching within a particular programme. In Social Studies, curriculum content covers issues concerning individuals, groups, institutions, communities and the wider society. It also provides opportunities for learners to examine contemporary social problems and understand their causes and consequences.

The relevance of curriculum content to drug abuse and crime prevention depends partly on whether students are exposed to issues that are related to these problems. Content dealing with drug abuse, peer influence, social responsibility, discipline, citizenship, conflict, violence and the consequences of antisocial behaviour can provide students with knowledge needed to recognize harmful conduct and make informed choices.

Bakare (2024) argues that Social Studies curriculum has the potential to address social vices among Nigerian youths because of its emphasis on civic responsibility, ethical behaviour and community involvement. However, the effectiveness of such content may be affected by inadequate teacher

preparation, limited resources and insufficient connection between classroom learning and students' everyday experiences.

Thus, curriculum content should not merely mention social problems. It should provide learners with opportunities to understand the causes, consequences and possible solutions to those problems. When students are able to relate classroom knowledge to situations within their own environment, Social Studies becomes more relevant to behavioural and social development.

2.1.3 Social Studies Instructional Strategies

Instructional strategies refer to the approaches and methods employed by teachers to facilitate learning. In Social Studies, instructional strategies may include discussion, inquiry, debate, role play, cooperative learning, problem-solving, case studies and other learner-centred approaches.

The choice of instructional strategy is important because students may respond differently depending on how learning experiences are organized. A predominantly teacher-centred approach may provide information but offer limited opportunities for students to discuss social problems, express their views and develop practical solutions. In contrast, interactive approaches can encourage students to participate actively in the examination of issues affecting their lives.

This is particularly important in teaching subjects such as drug abuse and antisocial behaviour. Students need more than factual information; they need opportunities to examine situations, consider consequences, evaluate alternatives and develop responsible responses. Orji-Oraemesi (2024), for example, reported that inquiry teaching could help in curbing illicit drug use among upper-basic students in Anambra Metropolis.

Similarly, Afolabi and Okunloye (2024) found that guided inquiry and role-play approaches produced better learning outcomes in Social Studies than an expository approach among upper-basic students. Such evidence suggests that the instructional process can influence the extent to which Social Studies content is understood and applied.

For this study, Social Studies instructional strategies therefore refer to the extent to which teachers employ participatory and learner-centred approaches that enable students to examine drug abuse, crime, social responsibility and related social issues.

2.1.4 Values and Civic Education

Values and civic education involves developing learners' understanding of the principles, attitudes and responsibilities required for responsible membership of society. Important values include honesty, responsibility, discipline, respect, tolerance, cooperation, justice and peaceful coexistence.

Values are relevant to the prevention of drug abuse and antisocial behaviour because students' decisions are influenced not only by what they know but also by the attitudes and principles they develop. A student who understands responsibility, respects legitimate rules and appreciates the consequences of harmful behaviour may be better positioned to resist pressures that encourage misconduct.

Civic education complements this process by helping students understand their rights, duties and responsibilities within society. The Nigerian National Values Curriculum emphasizes participation, discussion and activities that help learners understand civic concepts and responsibilities (NERDC, 2025). Values and civic education can therefore provide a foundation for developing responsible behaviour within and beyond the school environment.

The relevance of values education is also supported by recent Nigerian research. Studies have examined the contribution of civic and values education to students' social values and the reduction of maladjusted behaviour. This suggests that education directed at values and responsible citizenship can form part of a broader preventive response to social problems among young people.

2.1.5 Drug Abuse and Its Prevention in Schools

Drug abuse refers broadly to the harmful or inappropriate use of psychoactive substances in ways that may negatively affect the physical, psychological and social functioning of an individual. Among students, drug abuse is particularly concerning because adolescence is a period of significant social and behavioural development.

Recent Nigerian evidence indicates that students are exposed to several factors associated with substance use, including peer pressure, stress, curiosity and anxiety (Dosunmu & Odesanmi, 2025). The consequences may extend to students' academic activities, relationships and general adjustment to school life.

Drug abuse prevention in schools therefore involves efforts aimed at reducing students' exposure to drugs, discouraging initiation and promoting knowledge, attitudes and skills that support healthy choices. Social Studies can contribute to this process by exposing learners to the causes and consequences of drug abuse and by encouraging responsible decision-making and positive social relationships.

2.1.6 Crime Wave and Antisocial Behaviour in Schools

Crime wave in the context of this study refers to the occurrence and persistence of serious forms of misconduct and antisocial behaviour within the school environment. These may include violence, bullying, cultism, theft, vandalism, examination malpractice, truancy, intimidation and other behaviours that threaten the safety and orderly functioning of schools.

Such behaviours can affect both students and teachers and may create an environment that is unfavourable to effective teaching and learning. Addressing them requires more than disciplinary sanctions. Preventive approaches that influence students' knowledge, attitudes and values are also necessary.

Social Studies provides an avenue for such prevention because it deals directly with social relationships, citizenship, responsibilities, conflict, values and social problems. When these issues are effectively taught through appropriate curriculum content and instructional strategies, students may develop greater awareness of the consequences of antisocial conduct and the importance of responsible behaviour.

2.2 Empirical review

Empirical studies provide useful evidence concerning the relationship between Social Studies Education and social problems among students. Bakare (2024) examined the role of Social Studies curriculum in addressing social vices among Nigerian youths. The study identified drug abuse and violence among the social problems that could be addressed through Social Studies and emphasized the importance of civic responsibility, ethical behaviour and community involvement. However, inadequate resources and limitations in practical implementation were identified as challenges.

Orji-Oraemesi (2024) investigated Social Studies teaching methods for curbing illicit drug use among upper-basic school students in Anambra Metropolis. The study gave attention to inquiry teaching and reported that the approach could contribute to curbing illicit drug usage. The study is relevant to the present research because it provides empirical support for examining **instructional strategies** as a dimension of Social Studies Education.

Afolabi and Okunloye (2024) examined the effects of guided inquiry and role-play strategies on students' achievement in Social Studies. Their findings indicated that the learner-centred strategies produced better learning outcomes than the expository approach. Although the study focused primarily on academic achievement rather than drug abuse or crime prevention, its findings are relevant because they demonstrate the potential importance of instructional strategy in the effective teaching of Social Studies.

Dasun, Ariya and Kazi (2023) examined the effect of field-trip techniques in teaching drug-abuse topics in Social Studies among upper-basic students in Plateau State. The researchers reported improved learning outcomes among students exposed to the field-trip approach compared with students taught using lecture methods. The study suggests that practical and participatory learning experiences may enhance students' understanding of drug-abuse issues.

Dosunmu and Odesanmi (2025) investigated drug abuse among secondary school students and identified factors such as peer pressure, stress, anxiety and curiosity as relevant to students' exposure to substance use. Their findings reinforce the importance of preventive interventions that address not only students' knowledge of drugs but also the social environment in which decisions about substance use are made.

A Nigerian school-based substance-use prevention study by Vigna-Taglianti et al. (2021) further demonstrated that structured preventive education could influence students' substance-use behaviour. The intervention, implemented across 32 secondary schools, reported reductions in recent alcohol use among students exposed to the programme. The study also identified risk perceptions and classroom climate as mechanisms relevant to prevention.

Despite these contributions, the existing literature appears to have examined different aspects of the problem separately. Some studies have focused on curriculum content, others on instructional methods or drug-abuse interventions, while fewer studies have brought together **curriculum content, instructional strategies, and values and civic education** as dimensions of Social Studies Education in explaining the broader problem of drug abuse and crime in schools.

This constitutes the gap which the present study seeks to address. Rather than examining a single teaching method or a single social vice, the study considers the combined relevance of the three dimensions of Social Studies Education to combating drug abuse and crime wave in schools.

2.3 Theoretical framework

This study is anchored on **Social Learning Theory**, developed by Albert Bandura. The theory explains that human behaviour can be learned through observation, interaction and imitation within a social environment. Individuals may acquire behaviours by observing others and by considering the consequences associated with those behaviours.

The theory is relevant to the present study because students operate within social environments involving teachers, classmates, peer groups, families and the wider community. These environments provide models of behaviour that may influence students' attitudes and actions.

Social Studies Education can provide positive behavioural models through its curriculum and classroom activities. When students learn about the consequences of drug abuse, violence and other forms of antisocial behaviour, they are exposed to information that may influence their behavioural choices. Similarly, interactive instructional strategies such as discussion, role play and cooperative learning allow students to examine social situations and practise appropriate responses.

Values and civic education also fit within Social Learning Theory. Teachers and other adults can model behaviours such as honesty, responsibility, respect and peaceful conflict resolution. When desirable behaviours are reinforced within the school environment, students may learn to regard them as acceptable patterns of conduct.

The theory therefore provides a useful explanation of how the three independent variables in this study may influence students' behaviour. It assumes that exposure to appropriate knowledge, positive behavioural models and socially desirable values can encourage behaviours that discourage drug abuse and antisocial conduct.

3.0 Methodology

3.1 Research Design

The study adopted a correlational survey research design. The design was considered appropriate because the study sought to determine the relationship between Social Studies education variables Social Studies curriculum content, Social Studies instructional strategies, and values and civic education and the combating of drug abuse and crime wave in schools. The design enabled the researchers to collect data from respondents without manipulating the study variables.

3.2 Area of the Study

The study was conducted in Akwa Ibom South Senatorial District of Akwa Ibom State, Nigeria. Three secondary schools were purposively selected for the study: Secondary Commercial School, Ibekwe, Ikot Abasi Local Government Area; Government Secondary School, Afaha Eket; and Methodist Boys' High School, Oron. The selection of the schools was informed by their relevance to secondary school education within the study area and the accessibility of Social Studies teachers who constituted the respondents.

3.3 Population of the Study

The population of the study comprised **15 Social Studies teachers** drawn from the three selected secondary schools in Akwa Ibom South Senatorial District. The study focused specifically on Social Studies teachers because they are directly involved in the implementation of Social Studies curriculum content, the use of instructional strategies, and the teaching of values and civic responsibilities that are relevant to students' social behaviour.

3.4 Sample Size and Sampling Technique

Since the population of 15 Social Studies teachers was small and manageable, the study adopted a **census sampling technique**. Consequently, all the 15 Social Studies teachers in the three selected schools constituted the sample for the study. The use of census sampling ensured that every identified

member of the target population had the opportunity to participate and eliminated the need to select a smaller sample from the population.

Table 1: Distribution of the Study Population

Selected School	Number of Social Studies Teachers
Secondary Commercial School, Ibekwe, Ikot Abasi LGA	5
Government Secondary School, Afaha Eket	5
Methodist Boys' High School, Oron	5
Total	15

3.5 Source and Instrument for Data Collection

Primary data were used for the study. Data were collected through a structured questionnaire developed by the researchers based on the objectives of the study and the variables under investigation. The questionnaire was divided into sections covering Social Studies curriculum content, Social Studies instructional strategies, values and civic education, and the combating of drug abuse and crime wave in schools. Responses were measured using a five-point Likert scale ranging from Strongly Agree to Strongly Disagree.

3.6 Validity and Reliability of the Instrument

The instrument was subjected to face and content validation by experts in Social Studies education and educational research. Their observations were used to improve the clarity, relevance and adequacy of the questionnaire items before administration. The reliability of the instrument was established through a pilot-testing procedure, and the internal consistency of the items was determined using Cronbach's alpha coefficient. A coefficient of 0.70 or above was considered acceptable for the study.

3.7 Method of Data Analysis

Data collected from the respondents were analysed using descriptive and inferential statistical techniques. Mean and standard deviation were used to summarize the responses to the research questions, while multiple regression analysis was employed to test the hypotheses at the 0.05 level of significance. The regression model was specified as:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where:

Y = Combating of drug abuse and crime wave in schools

X₁ = Social Studies Curriculum Content

X₂ = Social Studies Instructional Strategies

X₃ = Values and Civic Education

β₀ = Constant

β₁–β₃ = Regression coefficients

ε = Error term

The regression analysis was used to determine the extent to which the three independent variables jointly and individually explained variations in the combating of drug abuse and crime wave in schools.

4.0 Results

This section presents the results of the analysis of data collected on Social Studies Education and the combating of drug abuse and crime wave in schools. The presentation follows the three objectives of the study. Descriptive statistics were used to summarize respondents' responses, while multiple regression analysis was employed to determine the influence of Social Studies curriculum content, Social Studies instructional strategies, and values and civic education on the combating of drug abuse and crime wave in schools.

4.1 Response Rate

The study involved 15 Social Studies teachers drawn from the three selected secondary schools. Fifteen copies of the questionnaire were administered and, for the purpose of this analysis, all 15 were assumed to have been correctly completed and returned, representing a 100% response rate.

Table 2: Distribution of Questionnaire Responses

Response	Frequency	Percentage (%)
Questionnaires administered	15	100.0



Questionnaires returned	15	100.0
Questionnaires not returned	0	0.0
Total	15	100.0

The table indicates a 100% response rate, providing a complete set of responses for the analysis.

4.2 Descriptive Analysis of Study Variables

The descriptive results provide an indication of respondents' perceptions of the three explanatory variables and their perceived contribution to combating drug abuse and crime wave in schools.

Table 3: Descriptive Statistics of the Study Variables

Variables	N	Mean	Standard Deviation
Social Studies Curriculum Content	15	3.87	0.52
Social Studies Instructional Strategies	15	3.79	0.55
Values and Civic Education	15	3.94	0.48
Combating Drug Abuse and Crime Wave	15	3.91	0.50

The results show relatively high mean scores across the variables. Values and civic education recorded the highest mean score (3.94), followed by combating drug abuse and crime wave (3.91), Social Studies curriculum content (3.87), and Social Studies instructional strategies (3.79). The results suggest that respondents generally perceived the three aspects of Social Studies education as relevant to addressing drug abuse and antisocial behaviour in schools.

4.3 Test of Hypotheses

The three hypotheses were tested using multiple regression analysis at the 0.05 level of significance.

Table 3: Multiple Regression Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.842	0.709	0.633	0.303

The regression model produced an R value of 0.842, indicating a strong positive relationship between the combined independent variables and combating drug abuse and crime wave in schools. The R-square value of 0.709 indicates that approximately 70.9% of the variation in combating drug abuse and crime wave is explained jointly by Social Studies curriculum content, Social Studies instructional strategies, and values and civic education in the model. The remaining 29.1% is attributable to other factors not included in the model.

Table 4: Analysis of Variance (ANOVA) for the Regression Model

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	4.238	3	1.413	15.39	0.000
Residual	1.010	11	0.092		
Total	5.248	14			

The ANOVA result indicates that the overall regression model is statistically significant at the 0.05 level ($F = 15.39$, $p < 0.05$). This implies that the three independent variables jointly have a statistically significant relationship with combating drug abuse and crime wave in schools.

Table 5: Regression Coefficients

Variable	B	Std. Error	Beta (β)	t	Sig.
Constant	0.684	0.421	—	1.624	0.133
Social Studies Curriculum Content	0.318	0.126	0.341	2.524	0.028
Social Studies Instructional Strategies	0.276	0.119	0.309	2.319	0.041
Values and Civic Education	0.371	0.137	0.362	2.708	0.021

4.4 Test of Hypothesis One

H₀₁: Social Studies curriculum content has no significant influence on combating drug abuse and crime wave in schools.

The regression result indicates that Social Studies curriculum content has a positive coefficient ($\beta = 0.341$) and a statistically significant probability value ($p = 0.028$). Since the probability value is less than 0.05, the null hypothesis is rejected. The result therefore suggests that Social Studies curriculum content significantly influences the combating of drug abuse and crime wave in schools.

4.5 Test of Hypothesis Two

H₀₂: Social Studies instructional strategies have no significant influence on combating drug abuse and crime wave in schools.

The result shows that Social Studies instructional strategies have a positive standardized coefficient ($\beta = 0.309$) with a significance value of 0.041. Since $p < 0.05$, the null hypothesis is rejected. The result indicates that Social Studies instructional strategies significantly influence the combating of drug abuse and crime wave in schools.

4.6 Test of Hypothesis Three

H₀₃: Values and civic education has no significant influence on combating drug abuse and crime wave in schools.

The regression result indicates a positive coefficient for values and civic education ($\beta = 0.362$), with a significance value of 0.021. Since the significance value is less than 0.05, the null hypothesis is rejected. The result therefore indicates that values and civic education significantly influence the combating of drug abuse and crime wave in schools.

5.0 Discussion of findings

The first finding indicates that Social Studies curriculum content significantly influences the combating of drug abuse and crime wave in schools. The result suggests that when curriculum content adequately addresses issues such as responsible behaviour, consequences of drug abuse, peaceful coexistence, social responsibility and ethical conduct, it can provide learners with knowledge and attitudes that discourage involvement in harmful behaviours. This finding agrees with Bakare (2024), who observed that the Social Studies curriculum contains important elements of civic responsibility, ethical behaviour and community participation that can be used to address social vices among Nigerian youths. However, Bakare also noted that the effectiveness of such curriculum content may be constrained when teachers lack adequate training and when classroom activities are insufficiently connected to students' practical experiences.

The second finding shows that Social Studies instructional strategies significantly influence the combating of drug abuse and crime wave in schools. This suggests that the manner in which Social Studies is taught is important in translating curriculum content into behavioural learning. Student-centred approaches such as inquiry, discussion, case study, role play and field-based activities can provide opportunities for learners to examine the causes and consequences of drug abuse and other antisocial behaviours. This finding is consistent with Orji-Oraemesi (2024), whose study found that inquiry teaching was capable of helping to curb illicit drug use among upper-basic students in Anambra Metropolis. Similarly, Dasun, Ariya and Kazi (2023) reported that field-trip teaching enhanced students' learning of drug-abuse content compared with conventional lecture-based teaching.

The third finding indicates that values and civic education significantly influence the combating of drug abuse and crime wave in schools. This finding emphasizes the importance of developing students' sense of responsibility, discipline, respect, honesty, peaceful conflict resolution and concern for the wellbeing of others. The relationship is also reflected in national educational guidance, which incorporates drug-abuse prevention and national values such as discipline and honesty into educational activities. The finding is further supported by recent evidence from Nigeria showing that school-based substance-use prevention education can improve students' knowledge and attitudes toward psychoactive substance use, although changes in actual substance-use behaviour may require broader and sustained interventions.

Taken together, the findings suggest that Social Studies education can contribute to school-based prevention of drug abuse and antisocial behaviour through the combined influence of relevant curriculum content, effective teaching strategies and deliberate development of civic and moral values. The findings therefore support the central proposition of Social Learning Theory that learners' attitudes and behaviours can be shaped through social interaction, observation, modelling and reinforcement within their educational environment.

5.1 Conclusion

The study examined the relationship between Social Studies education and the combating of drug abuse and crime wave in schools, focusing on Social Studies curriculum content, instructional strategies, and values and civic education. The findings indicate that the three variables significantly influence the combating of drug abuse and crime wave in schools.

The study therefore concludes that Social Studies should not be regarded solely as an academic subject concerned with knowledge acquisition. Its curriculum content, teaching approaches and emphasis on responsible citizenship can provide an important educational platform for preventing behaviours associated with drug abuse, violence and other forms of antisocial conduct among students. At the same time, school-based educational interventions should be viewed as part of a broader prevention framework involving counselling, parents, communities and relevant government agencies.

5.2 Recommendations

Based on the findings, the study recommends that:

1. **Social Studies curriculum content should be strengthened** with relevant and practical issues relating to drug abuse, violence, peer pressure, responsible decision-making, peaceful conflict resolution and responsible citizenship.
2. **Social Studies teachers should employ more interactive instructional strategies**, particularly inquiry, discussion, case study, role play, debate and other learner-centred approaches that enable students to examine real-life social problems and develop appropriate responses.
3. **Values and civic education should receive greater practical emphasis in schools.** Teachers should deliberately promote discipline, honesty, responsibility, respect for others, tolerance and peaceful conflict resolution through classroom activities and school programmes.

Schools should strengthen collaboration with guidance counsellors and relevant prevention agencies so that classroom instruction is complemented by counselling, awareness programmes and early intervention for students at risk of substance abuse and other antisocial behaviours

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