IMPACT OF COMMUNITY RESOURCE-BASED TEACHING METHOD ON DRUG USE AND AWARENESS AMONG SECONDARY SCHOOL STUDENTS IN KANO STATE, NIGERIA.

BY

KENNETH UZOCHUKWU EZUGWU
PhD/EDUC/17603/2007/08
BED 1991 (UNIPORT)
M.ED 2005 (ABU)

A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A DOCTOR OF PHILOSOPHY DEGREE IN CURRICULUM AND INSTRUCTION, DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA
NIGERIA

NOVEMBER, 2014

DECLARATION

I hereby declare that this dissertation is a product of my own research effort. It has never been presented or submitted either in part or whole anywhere for a Postgraduate Degree.

…….. Kenneth Uzochukwu Ezugwu

……. Date

CERTIFICATION

This dissertation titled "Impact of Community Resource-Based Teaching Method on Drug Use and Awareness among Secondary School Students in Secondary Schools in Kano State, Nigeria" by Kenneth Ezugwu meets the regulations governing the award of Doctor of Philosophy in Curriculum and Instruction of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

Dr. A. Guga ……. ……..
Chairman, Supervisory Committee Signature Date

Dr. (Mrs) H.O. Yusuf ……. ……..
Member, Supervisory Committee Signature Date

Dr. A.F. Mohammad ……. ……..
Member, Supervisory Committee Signature Date

Prof. B.A. Maina ……. ……..
Head, Department of Signature Date
Educational Foundations & Curriculum

Prof. S. Z.Abubakar ……. ……..
Dean, School of Postgraduate Studies Signature Date

DEDICATION

This research work is dedicated to the affectionate memory of my daughter Echezona Evangeline Ezugwu and my cousin Sunday Callistus Odekeh May their gentle souls rest in perfect peace.

ACKNOWLEDGEMENTS

I appreciate the Grace of Almighty God for guiding me in the course of this work. He has been my light and protector. I thank the Provost of Federal College of Education, Kano Dr. (Mrs) R.J. Muhammed and other members of the college management for allowing me to embark on this programme and taking care of the school fees. I cherish with fond memory my initial supervisors Prof. Mohammed Ben-Yunus and Dr. Ali O. Obe. May their gentle souls rest in perfect peace.

I will not be able to thank Dr. Ayuba Guga enough for picking and redirecting me out of the wilderness I found myself in the course of this research. Without him, certain hurdles would have been very difficult to scale. I appreciate the constructive and thorough input of Dr. (Mrs) Hanna Yusuf in the process of going through this work. The pains she took in thoroughly going through the work tremendously eased the first seminar presentation for me. Dr. Abdulfatai Mohammed is equally being appreciated for the precision with which he went through this dissertation after coming on board the supervisory team consequent upon the death of Prof. Mohammed Ben Yunus. I cannot adequately thank him enough. I will not fail to acknowledge the exposure and assistance I received from the Head of Department Educational Foundation and Curriculum ABU Zaria Dr. B.A. Maina. I am also grateful to the following lecturers in the Department Dr. R. Bako, Dr. M.O. Dare, Dr. M.R. Bawa, and Dr. Dada for their assistance during the course work and at seminar presentations. Mrs. B.N. Aderibigbe, the Secretary, Department of Educational Foundations and Curriculum, ABU, Zaria as well as Mal. Sunusi, Mai Lafia, Musa and Mal. Tijjani of the same department, are also appreciated.

I appreciate the tremendous assistance of the following resource persons Alhaji Kassim Mohd, Mal Munir Kabiru Gwadabe, Mrs. Precious Okoro and Mal. Abdulsalami Idris. I wish to further thank the following social studies teachers- Mal. Sani Yusuf Fagge,

Abdulrashid Mustapha and Usaini Halliru Sani. The two research assistants I used in this study- Nasiru Shuaibu Abubakar and Ismail Mujahid are not forgotten.

I wish to thank in a special way, the following principals. Mrs Aisha Aliyu Yola- G.G.S.S. Bulukiya, Alhaji M.D.Baba- G.S.S Lambu, Malam Salisu Musa Gwarzo – G.S.S. Chede, Malam Adamu Inuwa Gaya- G.S.S. Gaya, Malam Mohammed Haruna Zango- Mohd. Vice Adamu Sec. school and Mal. Auwalu Yusuf – G.S.S. Rimin-Gado and Mal. Jamilu Gambo of FCE Demonstration Secondary School, Kano. Mal. Ali the record card officer of Dorayi Rehabilitation Home is also appreciated.

In a special way I thank the Deputy Provost of FCE Kano Dr. Yunusa Kadiri for the immense academic assistance he rendered to me at various times in this research. I thank my senior colleague Dr. (Mrs) Khairat Yusuf for her motherly advice and concern shown especially after the tragic death of my first supervisor Prof. M. Ben-Yunus. I am indebted to Dr. A. I Barde for helping me to get the secondary school list from the Kano State Post Primary School Board. I appreciate the friendship I cultivated with Abdullahi Hadi Jeja, Abdulhadi Yakubu Zubairu, Aliyu Yahya Aliyu and Musa Aliyu Hamza

I am indebted to my wife – Ifeanacho and my kids Ebube, Ekpere, Ebere and Ezinne. They are my source of strength. Finally, I wish to appreciate all staff of Curriculum and Instructional Technology, Federal College of Education, Kano for their cooperation and support with special respect to Mr. Patrick Adebayo Babagbemi, Mal. Ibrahim Ibrahim, Mal. Muhammad Aliyu Rimikira, Hajara Aliyu and Hadiza Umar Yola. Not to be forgotten is Habeeb Omeiza of Habib Computers FCE, Kano.

TABLE OF CONTENTS

TITLE PAGE …… ii

DECLARATION …… ii

CERTIFICATION …… iii

DEDICATION …… iv

ACKNOWLEDGEMENT …… v

ABSTRACT …… vii

TABLE OF CONTENTS …… viii

LIST OF TABLES …… xi

LIST OF APPENDICES …… xiii

LIST OF ABBREVIATIONS …… xiv

OPERATIONAL DEFINITION OF TERMS …… xvi

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study……... 1

1.2 Statement of the Problem …….. 9

1.3 Objectives of the Study …… 10

1.4 Research Questions ……. 11

1.5 Hypotheses …….. 12

1.6 Basic Assumptions ……... 14

1.7 Significance of the Study …… 14

1.8 Scope of the Study ……..……. 16

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction …… 17

2.2 Drug Use and Awareness: A Theoretical Framework…… 18

2.3 Social Studies Curriculum and Drug Education ……. 23

2.4 Resource-Based Approach and Social Studies Curriculum Implementation …….. 34

2.5 Social Studies Pedagogy ……. 35
2.6 Concept of Drug……. …… 43
2.7 Social Studies Curriculum and Effective Teaching in Secondary Schools …….. 45
2.8 Drug Abuse and Abusable Drugs ……. 54
2.9 Rising Incidence of Drug Abuse in Nigeria……... 58
2.10 Effect of Drug Abuse ……... 62
2.11 Control of Drug Abuse…….. 65
2.12 Drug Use and Awareness ……..…… 72
2.13 Community Resource-Based Teaching Method ……... 77
2.14 Review of Empirical Studies …… 86
2.15 Summary ……..… 92

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction …… 94
3.2 Research Design …… 94
3.3 Population of the Study …… 97
3.4 Sample and Sampling Technique ……..……. 99
3.5 Instrumentation …..…….. 101
3.5.1 Validity of Instrument ……..…… 102
3.5.2 Pilot Study …….. 102
3.5.3 Reliability of Instrument ……. 103
3.6 Administration and Data Collection …..…….. 104
3.7 Treatment Plan for Experimental Group……. 105
3.8 Data Analysis ……. 106

CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction …… 107
4.2 Sample Characteristics …… 108
4.3 Descriptive Statistical Analysis …….. 109

4.4 Testing of Hypotheses …… 120
4.5 Summary of Findings …… 127
4.6 Discussion ……. 129

CHAPTER FIVE:
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction …… 138
5.2 Summary …… 138
5.3 Conclusion ……. 143
5.4 Recommendations …… 143
5.5 Implications for Social Studies Curriculum Implementation 145
5.6 Limitation…… 146
5.7 Suggestion for Further Studies …… 147
References …… 148
Appendices …… 160

LIST OF TABLES

Table 2.1:	Drug abuse and side effects	64
Table 3.1:	A list of secondary schools distribution in the educational zones in Kano state	98
Table I:	Sample Characteristics	108
Table II:	Sample Characteristics	108
Table III:	Result of pre-test	109
Table IV:	Pre-test and post-test mean and standard deviation for research question one	110
Table V:	Pre-test and post-test mean and standard deviation for research Question two	111
Table VI:	Pre-test and post-test mean and standard deviation for research question three	112
Table VII:	Pre-test and post-test mean and standard deviation for research question four	114
Table VIII:	Pre-test and post-test mean and standard deviation for research question five	115
Table IX:	Pre-test and post-test mean and standard deviation for research question six	116
Table X:	Pre-test and post-test mean and standard deviation for research question seven	117
Table XI:	Pre-test and post-test mean and standard deviation for research question eight	118
Table XII:	Result of T-test for Ho1	121
Table XIII:	Result of T-test for Ho2	122
Table XIV:	Result of T-test for Ho3	122
Table XV:	Result of T-test for Ho4	123
Table XVI:	Result of T-test for Ho5	124
Table XVII:	Result of T-test for Ho6	125

Table XVIII: Result of T-test for Ho7 126

Table XIX: Result of T-test for Ho8 127

LIST OF APPENDICES

Appendix I: Lesson Plans …… 161

Appendix II: Research Instrument II …… 198

Appendix III: Letter of Request for the use of Facility for Drug Awareness …… 204

Appendix IV: Letter of Request to Use School for a Research Study 205

Appendix V: Letter of Request to Use School for a Research Study 206

Appendix VI Letter of Request to Use School for a Research Study 207

LIST OF ABBREVIATIONS

NAFDAC:	National Agency for Food and Drug Administration and Control
HIV/AIDS:	Human Immunodeficiency Virus/ Acquired Immune Deficiency Syndrome
SAP:	Structural Adjustment Programme
NDLEA:	National Drug Law Enforcement Agency
FGN:	Federal Government of Nigeria
CESAC:	Comparative Education Study and Adaptation Centre
SOSAN:	Social Studies Association of Nigeria
UPE:	Universal Primary Education
FME:	Federal Ministry of Education
PPSMB:	Post Primary School Management Board
KOS:	Knowledge of Self
CAM:	Community Action Model
ASESP:	African Social and Environmental Studies Programme
NCSS:	National Council for Social Studies
FFTACSSC:	Foundation for the Atlantic Canada Social Studies Curriculum
WCTU:	Women's Christian Temperance Union
NAFIM:	National Festival of Instructional Material

USDHHS:	United States department of Health and Human Services
EG:	Experimental Group
CG:	Control Group
JSS:	Junior Secondary School
Ho:	Hypothesis
ND:	Not Dated
ECOWAS:	Economic Community of West African States.

OPERATIONAL DEFINITION OF TERMS

In a research work of this nature, certain terms are often used and such terms need to be clarified within the context of usage. These concepts include:

Instructional Resources: This is anything put into the process of teaching and learning to make it easier and more effective. It could be man, machine, chat, picture, models, real objects etc.

Community: This is a settlement located within the neighbourhood of the school i.e. the immediate environment where the school is located.

Community Resources: These are knowledgeable/skilled persons and materials/facilities in the community that can be of assistance in teaching and learning, such as science educator, health educator and nurse.

Community Resource-Based Teaching Method: This is a process of using the available human and non-human resources within the community to teach various units in a given subject.

Drug: This is a substance that can be consumed for medical or other purposes.

Drug Abuse: This is a situation where drug is wrongly used especially as a matter of constant habit.

Drug Use and Awareness: This is a process of educating people about the problem of wrong drug usage.

Drug Abuse Control: This is the process of minimizing wrong drug use habit

Drug Trafficking: This is illegal trading on drugs.

Health Educator: This is a person trained and has specialization on health matters.

Science Educator: An educationist with specialization in biological or natural science.

Nurse: A health worker trained to carter for sick people and others in need of medical and maternal assistance.

ABSTRACT

This study examined the impact of community resource-based teaching method on drug use and awareness among junior secondary school students in Kano state, Nigeria. In order to facilitate the study, eight objectives were stated to reflect the areas of interest of the research. Eight research questions were drawn arising from the stated objectives and eight null hypotheses were equally formulated to guide the conduct of the research. This research, which is quasi experimental in nature, had six junior secondary schools with a total population of two hundred and ninety eight students as sample. Three of the schools were classified as experimental schools and the other three, control schools. The experimental schools had a population of one hundred and forty eight students and the control schools had a population of one hundred and fifty students. The selection of the schools took care of variables such as senatorial districts, male and female, urban and rural. A pilot test was conducted with the research instrument and the reliability of instrument was established using Pearson Product Moment Correlation formular at r=0.56. At the pre-test level, the subjects exhibited an equivalence level of academic performance but at the post-test level tested at α *0.05, five of the null hypotheses were rejected and three accepted. The implication is that students taught using community resource-based teaching method on the average performed better than those taught using exposition. Based on the findings, the study subsequently recommended that as much as possible community resources in the form of both human and non-human should be utilized from time to time in teaching different units of social studies curriculum.*

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Prior to 1984, Nigerians did not know much about the adverse effect of drug use on the society. It took the promulgation of the miscellaneous offences Decree No.20 of 1984 by the Generals Buhari/Idiagbon administration in 1984 and the subsequent public execution of three Nigerians - Bernard Ogedengbe, Bartholomew Owoh and Akanni Lawal Ojulope for trafficking in hard drugs for reality to begin to dawn on many Nigerians (Uwaigbo, 1999). Though the trios were sentenced through a retroactive decree, it nonetheless imprinted in the minds of many youths that drug use challenge and its effect is a reality.

The problem of drug is as old as man in many societies and no society is insulated from its negative consequences. According to National Agency for Food, Drug Administration and Control (NAFDAC, nd: 1)

> Many analysts are of the opinion that apart from the genocide of Second World War, no other phenomenon has had more debilitating consequences on mankind like the pandemic drug scourge. This view is anchored on the fact that even the much dreaded HIV/AIDS which has yet defied any known cure has narcotic drugs as one of it principal causes. Besides drugs are known to induce social vices, civil upheavals and other forms of criminalities.

According to (NAFDAC, nd) the problem of drug usage in Nigeria began to assume very worrisome dimension following the return of Nigerian soldiers at the end of the Second World War from such places as Burma and India with some seeds of cannabis sativa (Indian Hemp). Through experimentation they

discovered that the plant can do well in certain parts of the country and hence its cultivation began to grow with its attendant use, trafficking and abuse. This also led to the use of Nigeria as a transit point for trafficking in cocaine, heroine and other psychotropic substances.

Even though decree No.20 that prescribed prison terms was still in place, the harsh economic condition of Nigerians in the mid-1980s contributed largely in perpetrating the drug use menace. In the words of Uwiagbo (1999:1)

> Socio-economic reality in Nigeria, after the demise of the second republic opened the country to several illegalities. There was an obvious absence of credibility in government, both in terms of policy formulation and actual implementation. Thus the indices for a good and responsible leadership became bad and even scandalous. For instance the economy became uncontrollable as inflation rose steadily. When the Babangida administration embarked upon Structural Adjustment Programme (SAP) in 1986, it was clear that the average Nigerian was in hard for times. This social environment actually encouraged the exposure of Nigerians to hard drug business.

The task of combating illicit drug cultivation, trafficking, consumption and transacting in fake drugs rest with two government agencies in Nigeria. These are National Drug Law Enforcement Agency (NDLEA) and National Agency for Food and Drug Administration and Control (NAFDAC).

The essence of drug use awareness campaign among secondary school students cannot be over emphasized more so in Kano State with a cosmopolitan nature of diverse settlements. Due to the nature of the state, in terms of commercial activities, many people tend to easily acquire the habit of careless

drug purchase and consumption and as Muazu (2007) suggests, drug use and awareness are essential in combating drug abuse.

This awareness is a challenge to Nigeria educational system because all over the world, education is conceived as the pivot upon which every aspect of development depends (Abolade, 2009). This is the basic reason why countries are often assessed on the quality and quantity of their social, economic, scientific and technological advancement through the sophistry of the educational system. The demarcation point between the industrial and military powers like United States of America, United Kingdom, France, Germany, Japan, North Korea, India and the underdeveloped countries mostly within the African continent is largely as a result of the level of educational development (Abolade, 2009). It is through education that such societal problems as drug scourge can be tackled among youths especially those in secondary schools.

Therefore, the place of education as a vehicle for the actualization of national development goals cannot be over emphasized. Nigeria is not an exception to this rule because the basic essence of education is the realization of the national goals to wit: a free and democratic society, a just and egalitarian society, a great and dynamic economy; and a land full of bright opportunities for all citizens (FGN 2004). The philosophical basis for the above goals is to effectively integrate the individual into a good and effective citizen and also providing equal educational opportunities for all citizens of the nation from the

primary through the secondary to the tertiary level of education in the overriding interest of social change and national development (Maduewesi, 2005). These goals cannot be realized when many youths in secondary schools are resorting to illegal drug use habit that has necessitated the execution of promising young men.

Indeed the fight against drug menace in Nigeria dates back to the colonial era. NDLEA, (nd: 1) states that:

> It is on record that Nigeria flagged off its narcotic control efforts in 1935 when the dangerous drug ordinance was enacted to control drug trafficking and abuse. Subsequently governments made concerted efforts to stay on top of the drug problem ….. until the advent of NDLEA, the board of customs and exercise (now Nigeria customs service) and the Nigerian police were the major drug interdiction organs of the government, while the Federal Welfare Department was charged with counseling, treatment and rehabilitation of drug dependant persons.

Social studies is one of the secondary school subjects through which drug use awareness can be approached due to its origination. It was designed to tackle certain pressing issues and vices associated with man and his interaction with his environment.

The emergence and subsequent diffusion of social studies as a school subject had its root in the social situations of the world in the middle 20th Century. The immense devastation of the two world wars, the threat of another world war, rising unemployment, illicit drug consumption and economic recession especially in Europe led to questions about the nature and aims of schooling. In Great Britain, there was a need for schools to change as a result of

the country's changing role in the world and the increasing complexity of an industrial society (Urevbu, 1990). There were criticisms on the teaching of history and geography for laying two much emphasis on recording and exploring the feat of British Empire to the detriment of other social threats like drug abuse and violent crime of the period (Iyela, 2005). These desires for change created a fertile ground for the germination of the idea that nurtured the emergence of social studies as a school subject. Primarily at inception, the emphasis was on democracy, citizenship and contemporary social issues as drug trafficking/consumption and it negative implications to society.

The trend in social studies movement was not lost to the colonial educational operators in Africa at that era, but became more pronounced in the 1960's when many African countries became independent and therefore needed to re-order the challenge posed by the quest for national identities as independent sovereign states. In Nigeria, the first attempt in the teaching of social studies was in 1958 when a collaborative arrangement was made between the defunct western regional government and the University of Ohio in the United States for social studies to be taught in teacher training colleges in the region (Iyela, 2005). This effort was not sustained.

However, more serious and sustained effort was pioneered in 1963 by the teaching staff of Comprehensive High School, Aiyetoro in the present Ogun State where social studies was initially taught at classes one and two. This experiment spread to other schools in the region and by 1965, at a conference organized by

the Western Region Ministry of Education, the social studies department of Comprehensive High School, Aiyetoro was assigned the responsibility of producing a social studies book for form one and two (Nda, 2000). This effort resulted in "social studies for Nigeria secondary school (Book I and II). As a reward for this effort, seven members of social studies department at Aiyetoro were sponsored by the Ford Foundation programme for curriculum development in Nigeria to a five-week social studies workshop in Washington University, Seattle in 1967 (Nda, 2000).

More to the above, a conference was held at the University of Lagos in 1968 under the auspices of Ford Foundation and the Comparative Education Study and Adaptation Centre (CESAC) at which the result of the proceedings was refined and produced as a book for social studies by CESAC (Iyela, 2005). It can thus be deduced from the above that most of the pioneering effort at social studies teaching in Nigeria emerged mostly from the western part of the country.

At the African level, a conference of eleven countries including Nigeria was held in Mombasa-Kenya at which it was recommended that social studies be taught in secondary and teacher training colleges in Africa. This conference led to the emergence of the African Social Studies Programme. A follow-up action to the Mombasa conference was a fourteen-day seminar on social studies at the co-operative college, Eleyele-Ibadan with teachers from various parts of the country in attendance. This seminar gave birth to the Social Studies Association of Nigeria (SOSAN) (Nda, 2000).

Various other conferences were held that robbed off positively on social studies. Among these were the National Curriculum Conference of 1969, the Curriculum Conference for teacher training colleges in 1972, the National Curriculum Conference for Primary Schools, that for teacher training colleges and secondary all in 1973. The federal government in 1974 in anticipation of the launching of the Universal Primary Education (UPE) programme took over primary and teacher training colleges in the country and produced a syllabus for them that included social studies. This gave the teaching of social studies a national prominence.

At the secondary level, by 1979/80 according to Obebe and Olatunde (2005:135),

> "CESAC published the Nigerian Secondary School Social Studies Project-Social Studies 1, 2 and 3. The content of the curriculum covered includes social, physical and cultural concepts of man in his ever changing environment. It also incorporated the basic and central concepts in the traditional disciplines in order to facilitate an understanding of the problems for study in the social studies curriculum".

With the introduction of the 6-3-3-4 system of education in 1982, social studies was made one of the core subjects in the Nigeria Junior Secondary Schools. This prompted the production of a syllabus for that level in the same year and revised in 1984 (Nda, 2000).

The value of social studies teaching and learning cannot be appreciated less especially in Nigeria that survived a civil war between 1967-70 and has been plagued by various sectarian and ethno-religious crises (Ezugwu, 2004).

Therefore, if social studies goals are to be realized especially at the junior secondary school level in Nigeria, obviously, the instructional process has to be examined. This is because it is at the junior secondary level class two that the nine year basic education curriculum provided for drug abuse and drug trafficking to be taught to secondary school students (Federal Ministry of Education, 2007).

Since social studies is largely about man, his environment and society, among the resources that can be employed in its teaching and learning are community-based resources. In the neighbourhood where schools are located, there are resources that can be harnessed and put into effective use to improve the quality of teaching and learning. These resources both human and non-human are known as community resources in education. In the community, there are resource persons in the form of students, teachers or other professionals and artisans that can be featured to promote the learning process. This can be done either by visiting them or inviting them to the school so that they can handle certain aspects of a lesson to enrich learners (Salau, 2011).

In the non-human resources, there are material resources that include printed and non-printed materials, visual, audio and audiovisual materials and environmental resources consisting of resource places and visitation sites (Ogbeide, 2008). The utilization of these community based resources so as to improve the quality of teaching and learning is regarded as community resource based approach.

These community based resources can be used to teach various subjects in secondary schools. Social studies is one of such subjects. It has various topics and units that concern different areas of life. In social studies, the units on drug abuse and trafficking among others can be taught through community resource based approach where the regular teacher feels he does not have the competence. The essence is to have a collaborative and sustained awareness and control on drug use in the society.

Kano was created in 1967 by the administration of Rtd. Gen. Yakubu Gowon. It has forty-four local government areas making it the highest in the country. Kano has fifteen (15) educational zones under the management of Kano State Post-Primary School Management Board (PPSMB).

1.2 Statement of the Problem

Social studies is one of the subjects offered in the secondary school system of Nigeria where social issues are meant for treatment. The state of social studies teaching in Nigeria according to a survey carried out by the National Teachers Institute (2006) and cited in Adekeye (2008) revealed a very poor outing as teachers were blamed for using inappropriate pedagogical approaches of lecturing, dictation and memorization as against inquiry, field trip, role playing and resource persons. In the same vein, Kurah (2006) as cited in Ogundare (2007) in a study on social studies teaching found that most teachers of social studies emphasize memorization in their approach to teaching. These

conventional classroom approaches might not have yielded the desired result of creating adequate awareness and control of drug abuse among students.

The need to explore other approaches to teaching social issues and problem such as drugs becomes imperative because it is common in Kano to see teenagers in secondary schools openly indulging in drug abuse in public places as Beer Parlour, viewing centres, football venues and other joints. After abusing various forms of drugs, they engage in antisocial behaviours like violent crime, political thuggery and armed conflict that often lead to killing and maiming. This study was therefore designed to explore how the use of community resource base approach can impact on drug use awareness and control among secondary schools.

1.3 Objectives of the Study

The objectives of this study are as follows:

i. Find out the impact of a health educator in enhancing drug use and awareness among secondary school students in Kano Central Senatorial District, Kano state.

ii. Find out the impact of a science educator in enhancing drug use and awareness among secondary school students in Kano South Senatorial District, Kano state.

iii. Find out the impact of a nurse in enhancing drug use and awareness among secondary school students in Kano North Senatorial District, Kano state.

iv. Find out the impact of both science educator and nurse in enhancing drug use and awareness among male secondary school students in Kano state.

v. Find out the impact of a health educator in enhancing drug use and awareness among female secondary school students in Kano state.

vi. Determine the impact of both science educator and nurse in enhancing drug use and awareness among students in rural secondary school students in Kano state.

vii. Determine the impact of a health educator in enhancing drug use and awareness among students in urban secondary school students in Kano state.

viii. Determine the impact of non-human resources (like posters, real drugs and graphic materials) in enhancing drug use and awareness among secondary school students in Kano state.

1.4 Research Questions

This research work is set to find answers to the following question:

(i) Can a health educator be effective in enhancing drug use and awareness among secondary school students in Kano Central Senatorial District, Kano state?

(ii) Can a science educator be effective in enhancing drug use and awareness among secondary school students in Kano South Senatorial District, Kano state?

(iii) Can a nurse be effective in enhancing drug use and awareness among secondary school students in Kano North Senatorial District, Kano state?

(iv) Can both science educator and nurse be effective in enhancing drug use and awareness among male secondary school students in Kano state?

(v) Can a health educator be effective in enhancing drug use and awareness among female secondary school students in Kano state?

(vi) Can both science educator and nurse be effective in enhancing drug use and awareness among rural secondary school students in Kano state?

(vii) Can a health educator be effective in enhancing drug use and awareness among urban secondary school students in Kano state?

(viii) Can non-human resources (like graphic materials) be effective in enhancing drug use and awareness among secondary school students in Kano state?

1.5 Hypotheses

Based on the formulated research questions above, the following null hypotheses were tested in the course of this research:

(i) There is no significant difference between the mean scores of students taught by a health educator and those taught by social studies teacher on drug use and awareness in Kano Central Senatorial District, Kano state.

(ii) There is no significant difference between the mean scores of students taught by a science educator and those taught by social studies teacher on drug use and awareness in Kano South Senatorial District, Kano state.

(iii) There is no significant difference between the mean scores of students taught by a nurse and those taught by social studies teacher on drug use and awareness in Kano North Senatorial District, Kano state.

(iv) There is no significant difference between the performance of male students taught by both science educator and nurse and those taught by social studies teacher on drug use and awareness in Kano State

(v) There is no significant difference between the performance of female students taught by a health educator and those taught by a social studies teacher on drug use and awareness in Kano State.

(vi) There is no significant difference between the performance of rural students taught by both science educator and a nurse and those

taught by a social studies teacher on drug use and awareness in Kano State.

(vii) There is no significant difference between the performance of urban students taught by a health educator and those taught by a social studies teacher on drug use and awareness in Kano State.

(viii) There is no significant difference in the performance of students taught using non-human community resources and those taught without non-human community resources on drug use and awareness in Kano State.

1.6 Basic Assumptions

1) It is the assumption of this study that there is availability of community resources to teach various units in different subjects in secondary schools in Kano state, Nigeria.

2) It is also the assumption that teachers in secondary schools in Kano state, Nigeria can manipulate these resources for teaching and learning.

3) It is equally assumed that the use of community resources will make teaching and learning more effective on drug use and awareness in secondary schools in Kano state, Nigeria.

1.7 Significance of the Study

This study is significant because:

Secondary school students will benefit from this study because it will expose them to the dangers of drug abuse and trafficking and will thus discourage them from picking such obnoxious habits.

The social studies teachers will benefit from this study because it will proffer alternative means of teaching social issues and problems like drug abuse and trafficking other than through regular teachers. It will stimulate the harnessing of available human and non-human community resources in the teaching and learning process. This will take care of their complains about the unavailability of resource materials for social studies instruction.

The society will equally benefit because most of the violent crimes in Nigeria like armed robbery, kidnapping, assassination and thuggery are usually directly or indirectly attributed to the influence of drug by crime perpetrators.

Parents will benefit from this study because drug exposed children constitute a nuisance and a cause for concern at home.

Researchers interested in drug education will benefit from this study. This is because it will add to existing literature on the subject matter.

The nation will benefit because drug abuse and trafficking has led to the imprisonment, death and even medically and physically ruined a lot of Nigerian people.

1.8 Scope the Study

According to Osuala (2007), delimitation builds a fence around the topic under study. This study therefore is:

(i) Delimited to Kano

(ii) Junior Secondary Schools where social studies is taught.

(iii) The social studies units on drug abuse and drug trafficking.

(iv) Drug use and awareness.

(v) Human and non-human community resources.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The essence of reviewing related literature in a study of this magnitude is to help put an area of research into proper perspective. Literature review brings to the fore previous and related research works undertaken that have both direct and indirect bearing on an ongoing study. As Olaofe (2010:70) noted

> Major reasons for undertaking a review of related literature are to document what has been done in the area of research and determine areas of strength and weakness of the treatment so far in the field of study and bring out loop holes that justify more work in the area. A good review should bring out gains from the area reviewed that can be utilized to further the course of the present study.

In the light of the above, this chapter reviewed relevant literature on the mother subject – social studies education that houses social issues and problems in Nigeria including drug abuse and trafficking in addition to community resource-based approach. The main emphasis of the review was on the under listed areas;

(i) Social Studies Education

(ii) Social Studies Pedagogy

(iii) Concept of Drug

(iv) Drug Involvement Theories

(v) Drug Abuse

(vi) Abusable Drug

(vii) Rising Incidence of Drug Abuse

(viii) Effect of Drug Abuse

(ix) Drug Use and Awareness

(x) Community Resource-Based Teaching Method

(xi) Review of Empirical Studies

2.2 Drug Use and Awareness: A Theoretical Framework

Various theories have been advanced on people's involvement in drug use habit. These theories are on drug initiation, drug continuation and drug abuse. Some of these theoretical views by scholars ware here in reviewed.

2.2.1 *Drug Initiation Theories*

Different theories have been propounded on drug initiation process. In his Personality-Deficiency Theory, Ausubel (1958) stated that the act of drug initiation is as a result of individual's social involvement with drug through mates. The most important precipitating factor according to him in narcotic addiction is the degree of access to the drugs and hence no matter how great the cultural attitudinal tolerance for additive practices is, or how strong individual personality predispositions are, nobody can become initiated to drug habit without access to them. Therefore, those without strong will become victims of initiation to drug through their mates and access to them.

Initiation into drug addiction can also be through Disruptive Environment Theory. In this theory, Chein (1966) as cited by Letterie, Sayers and Pearson (1980), stated that initiates display evidence of deep personality disturbances

prior to the onset of drug use and that the vast majority of them live in the most deprived slum areas of the city. This deprivation leads to special orientation to life, one which consists of general pessimism, unhappiness and a sense of futility on one hand, and mistrust, negativism and defiance on the other. This, according to Chein is propelled by a family life in which parents are of low socio-economic status and have little hope of a better future for either themselves or their children.

Finally, Frederick (1972) stated that drug use is initiated primarily as a function of destructive components in the personality and risk-taking aspects that predominate in the life of the individual at the time of the onset of substance addiction. This theory he christened Learned Behaviour Theory. In this theory he argued that it is not unlikely that those with weaker dependent personality traits may be more inclined towards problems of drug usage than other persons without such traits.

2.2.2 *Drug Continuation Theories*

Many theories have also been propounded on why people continue the habit of drug use after they are initiated. Hill (nd) as cited by Litterie et al (1980) came up with a theory of Social Deviance as the bases for this. While elaborating on this he posited that there appear to be powerful intervening factors which determine the vulnerability of the social deviant to initial addiction as the degree of social deviance exhibited by an individual is a measure of the effectiveness of

his social control. To him therefore a deviant continues with the habit of drug taking when even the larger society inhibits it.

The Biological Rhythm Theory on drug use continuation states that an individual that perceives himself or herself in a helpless situation in terms of either behavioural or internal events may resort to drug use in an effort to achieve some degree of perceived control over these experiences especially when other non-drug alternatives are not available or have been found ineffective. In further clarification of the above, Hochhauser (1978) stated that *"if a drug is used for control and is found effective, then its use will probably escalates as the individual may develop a relatively predictable and controllable method of coping".*

Moreso, drug continuation can be perceived through the Availability Proneness Theory. In this theory, Smart (1972) posited that this culture of continuation is due to drug availability, he stated that the set of physical, social and economic circumstances surrounding the ease or difficulty of obtaining drugs, especially with respect to their cost and the amount of physical effort required to obtain them is a major determinant of drug use continuation. By implication, where it is readily available and cheap within the environment, addiction is sustained. On proneness, he averred it is a product of psychological problems like impulsivity, psychopathic or sociopathic traits, low tolerance for frustration, weak ego functions, depression and alienation. To overcome these problems, they become prone to a life of drug use.

In Existential Theory of Drug Dependence, Greaves (1974) printed out that human beings are seen to be motivated primarily to satisfy and sustain certain basic needs and to fulfill certain aspiration. The payoff for such satisfaction and fulfillment is a sense of personal wholeness and well being and failure leads to a sense of disease and despair, which in turn give rise to activities both destructive and productive, aimed at reducing such disease and despair. This existence pattern can form a base for continuous drug use act.

2.2.3 *Drug Abuse Theories*

An individual that has continuously used drugs essentially for non-medical effects will most likely become a drug addict and hence continuous drug use will lead most likely to drug abuse. Based on this, many theories have been brought to the fore by scholars on drug abuse. A few of these theories will here in be reviewed.

One of such theory is the CAP Control Theory of Drug Abuse. CAP itself stands for three words of Cognitive-Affective-Pharmacologic. In relation to drug abuse, Gold (nd) as cited by Lettieri, Sayers and Pearson (1980) posited that the major tenets of cognitive behavior therapy are that human behvaiour is mediated by unobservables that intervenes between a stimulus and the response to that stimulus. Beliefs, sets, strategies, attributions and expectancies are examples of the types of mediating constructs currently considered crucial to an understanding of emotion and behaviour.

Gold (nd) also espoused that the way an individual labels or evaluates a situation determines his or her emotional and behavioural response to it and that thoughts, feelings and behaviours are casually interactive.

In tying these propositions to drug abusers, he (Gold) posited that the abuse process begins with conflict as a predisposing factor and people who are having difficulty in meeting demands or expectations placed upon them by society or by themselves are in conflict and a consequence of the stress of conflict is anxiety. It is not the stress of the anxiety according to him, but the individual's interpretation of the anxiety that is crucial to the theory as the drug abuser sees himself powerless and of low esteem and hence the recourse to drug abuse as a fall back remedy.

In addition to CAP, there is the Bad-Habit Theory of Drug Abuse. This theory is a product of research work mostly on alcoholic abuse. In explaining the nitty-gritty of the theory, Goodwin (1979:36) stated that:

> "By bad habit, I refer to repetitions, harmful, semi-reflexive behaviour resulting from classical conditioning in susceptible individuals. With regards to drugs, susceptibility may be specific for certain drugs or non specific, i.e. the individual may be susceptible to abusing a number of drugs, perhaps only in certain classes . . . susceptibility may be partly inherited . . . or it may reflect purely psychosocial influences or both. These issues are complicated and a global theory of addiction may be premature. My theory is limited to alcoholism, but I have included a brief discussion of the possibility that theories of alcoholism may help to explain other forms of substance abuse.

A final review on drug abuse theory is that on Self-Esteem and Self Denegation Theory of Drug Abuse. In this theory, Kaplan (1975) opined that drug abuse patterns are among alternative deviant patterns adopted in response to intense self-rejecting attitudes resulting from a history of being unable to forestall or assuage the self-devaluing implications of experiences in normative membership groups of family, school and peers.

The implication is that due to the association between past membership group experiences and the development of distressful negative self-attitude, a loss of motivation to confirm will occur and defiance to norms will result into a pattern of drug abuse.

2.3 Social Studies Curriculum and Drug Education

Drug education and trafficking in Nigeria secondary school curriculum are listed for treatment at the junior secondary school two levels under social studies. Therefore in order for this review to be meaningful on drug use awareness, social studies education and its pedagogy need to be examined.

Social studies has been conceptualized in various ways by scholars and writers in the field and some of their perceptions are to be examined here. Ololobou (1989) perceives social studies as an organized, integrated study of man and his environment both physical and social, emphasizing on cognition, functional skills and desirable attitudes and actions for the purpose of producing an effective citizenry.

In another instance, Kissock (1981) states that social studies is a programme of study which a society uses to instill in students the knowledge, skills, attitudes and actions it considers important concerning the relationships human beings have with each other, their world and themselves.

Also in like manner, the African Social and Environmental Studies Programme (ASESP) and the United States National Council for Social Studies (NCSS) according to Ololobou (1989) posit that social studies is the integrated study of the social sciences and humanities to promote civic competence. With the school programme, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, as appropriate content from the humanities, mathematics and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally interdependent world.

In furtherance to the above perspective on the nature of social studies, the foundation for the Atlantic Canada social studies curriculum (1998) observed that social studies provides coordinated, systematic study, drawing upon such disciplines as anthropology, economics, geography, history, political science, psychology and sociology as well as appropriate content from the humanities, mathematics and the natural sciences. Social studies recognizes and validates the importance of the individual disciplines in providing avenues and perspectives to help students understand issues and problems.

It is not easy to have a generally accepted view on any given concept and social studies is not an exception. Obebe and Olatunde (2005) highlighted that there is no agreement among social studies educators on what social studies is or is expected to be because it is in a state of flux with many programmes passing for the subject since its' structure is taken from some other subject areas like history, geography, sociology, religious studies, economics, government and health education etc. The series of misconception of social studies according to Olatunde (2005) while citing Barth and Williams (1976) and Onyade (1978) made some analysis to describe it as a garden variety curriculum confusing both teachers and students as well as a seamless web. These criticisms can be better appreciated due to the fact that some of these misconceptions arose during the emerging period of social studies as a discipline and usually disagreement in definition among scholars is often a major characteristic of an infant curriculum.

In order to clear some of the inherent misconceptions about social studies, Adeyoyin (1990) pointed out that the national committee on social studies had in 1980 stated that social studies is neither the study of history, geography, economics, civics etc nor is it an amalgamation or a combination of them but rather it is the totality of experience and understanding a child gets having been exposed to a course of studies on man's problems in his environment, the factors that are normally responsible in man's interactions with his environment and the resulting ways of life of man.

The aim of social studies education is related to the goals of education in Nigeria. In the words of Ayodele (2005), "*these aims are translated into the Nigerian national objectives which include civil competence, better human relationship and the improvement of the self image of the people*". SOSAN (1971) according to Obebe and Olatunde (2005) outlined the goals of social studies to include;

(i) To develop children's self confidence and initiative based on their understanding of their accomplishment, potentialities and worth, their desire for continued learning.

(ii) to develop social attitudes of co-operation, participation, tolerance, open-mindedness, integrity, hardwork, compassion for the less fortunate, trustworthiness and an appreciation of the dignity of man and liberty;

(iii) to develop attitudes favourable to national development, a willingness to accept change in accordance with the peoples will, a spirit of national consciousness, interest and ability to be involved and participate in the social heritage and innovation;

(iv) to develop a power of creativity, resourcefulness, imagination and social awareness and critical judgment for constructive and effective thinking.

Specifically for secondary schools, the goals of social studies according to Durbey and Barth (1990) as cited by Jacob (2000:2) are to:

(i) make the student aware of the problems of his country and of the world in general, and to appreciate the interdependence between peoples;

(ii) create an awareness and understanding of the evolving social and physical environment, its' natural, man-made, cultural and spiritual resources together with the rational use and conservation of these resources for development;

(iii) develop in the student a positive attitude to citizenship and a desire in them to make a positive personal contribution to the creation of a united Nigeria;

(iv) develop a capacity to learn and acquire skills essential to the formation of a satisfactory professional life, that is, pride in the job and sound judgment;

(v) develop in the student an appreciation of his cultural heritage and a desire to preserve it.

These goals are translated into various school programmes to cover all aspects of the life of man in society, particularly those that are necessary in ensuring full and complete development of the individual (Ayodele, 2005). In buttressing the imperatives of social studies education, Williams (2007:185), citing Osakwe and Itedjere (1993) mentioned that:

> With regard to the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society, a careful examination of the goals of social studies would reveal that the subject is a veritable organ for realizing such lofty goal. Social studies is concerned with human relationship. We may also state that the ultimate goal education in the social studies is the development of desirable socio-civic and personal behaviour. No society would thrive except its members behave in ways which further its development. Social studies is concerned with the development of positive attitudes in the students and the need to uphold the ideas of our society, including the respect of other people's opinions and wishes so long as they do not endanger national goals.

Social studies education was conceived in order to serve certain purposes. These purposes according to Okunloye (2006) are to ensure proper training in citizenship education, cultural transmission, national integration, international understanding, social science education; and reflective thinking. The above purpose is expected to lead to a more positive disciplinary, interdisciplinary, citizenship education, problem-inquiry and humanistic end.

In another contribution on the purpose of social studies, the foundation for the Atlantic Canada Social Studies curriculum (1998) maintained that social studies more than any curriculum area, is vital in developing citizenship. Social studies embodies the main principles of democracy such as freedom, equality, human dignity, justice, rule of law and civil rights and responsibilities. Social studies curriculum promotes students' growth as individuals in an increasing interdependent world.

Therefore from the foregoing, social studies curriculum can be deduced as providing opportunities for students to explore multiples approaches that may be used to analyze and interpret their own world and that of others. It presents a unique and particular way for students to view the relationship of the earth and its people.

Ololobou (2000:205) gave the broad goals of social studies as outlined by the National Curriculum for Senior Secondary School vol.6 (1985) as to:

(i) Develop a capacity to learn and acquire basic skills including those of listening, reading, speaking, writing, calculation, together with those of observation, analysis and inference which are essential for sound judgment;

(ii) Ensure the acquisition of the relevant body of knowledge and information which is essential pre-requisite to personal development and to the making of a positive contribution to the betterment of the society as a whole;

(iii) Create an awareness and understanding of our physical environment and the evolving social and cultural processes

(iv) Develop the ability for a rational utilization of our cultural, spiritual and natural resources and their conservation for national development.

(v) Appreciate the diversity and interdependence of all members of the social and national communities and the need for co-operation for the unity of the country and international understanding

(vi) Inculcate positive attitudes and appropriate values of honesty, integrity, hardwork, fairness, justice and togetherness for the development of the nation.

The above goals are variations from the national goals and are reflective of the three domains of cognitive, affective and psychomotor areas of learning. The curriculum is designed to help each learner construct a blend of personal, academic, pluralistic and global perspective.

Students construct a personal perspective as they consider the implication of events and issues for themselves, their families and their communities. They construct an academic perspective through the study and application of the social studies discipline. Students construct a pluralistic view through respect for diversity of identity, beliefs, and practices and incorporate diverse points of view in to their understanding of issues.

Furthermore, students incorporate and construct a global perspective when they seek equitable, sustainable and peaceful solutions to issues that confront a culturally diverse world. In essence, social studies curriculum emphasizes development of the individual's capacity to listen, understand and respect the perspectives of others (FFTACSSC, 1998).

In order to meet its' educational challenges, social studies curriculum has to possess some fundamental attributes. These attributes according to Nzeribe (2002) include the following:

(i) Integration in approach: This means that it fuses contents, methods, concept, and generalization from mainly the social sciences, humanities and sciences into a social studies discipline.

(ii) It is strongly laced with citizenship education which encourages democratic principles and an effective citizenry.

(iii) It is a value laden education.

(iv) It is a programme of skill development.

(v) It is a programme of environmental studies.

Even though social studies relates with other areas as social sciences, Azide (2006) has warned that its' curriculum is not synonymous with social sciences. This is because while social sciences are directed at the larger society and are more scholarly based, social studies is mainly for the purpose of instruction as societal problems affect them. Mkpa (2001) as cited by Azide (2006), opined that social studies should focus more on affective learning outcomes while social sciences with its' intellectually oriented subjects should focus more on cognitive outcome of learning.

With regards to secondary education, Yunusa (2002) noted that the most important progress in social studies was its' inclusion as a core subject in the junior secondary school curriculum. This inclusion was to replace subjects like

geography, history, economics and government at the junior secondary school level of secondary education. The subject was conceptualized as problems-solving approach discipline through which man studies and learns about the problems of living and adjusting in his ever changing environment. Among the social issues slated for learning in the social studies curriculum at the junior secondary school level is drug abuse and trafficking. The curriculum provided for drug abuse with the following contents:

1. Meaning of drug/substance abuse
2. Forms of drug abuse
3. Consequences of drug abuse on the
    i. Individual
    ii. Community
    iii. Nation
    iv. International community
4. Ways of discouraging drug abuse (FME, 2007:12).

It also provided the following content on drug trafficking:

1. Meaning of drug trafficking
2. Reasons for trafficking in drug
    i. Poverty
    ii. Ignorance
    iii. Greed etc.

3. Consequences of drug trafficking:

    i. Bad image for the country

    ii. Imprisonment

    iii. Death penalty in some cases.

4. Preventing of drug trafficking:

    i. Education

    ii. Alleviation of poverty

    iii. Legislation

    iv. International cooperation (FME, 2007:13)

In capturing the essence of social studies curriculum, Nuhu (2006:197) opined that:

> Social studies provide functional citizenship education because social studies is about man and his activities in the society. Being a unified and integrated course of study, it utilizes the system approach in attacking social problems and vices like armed robbery, prostitution, corruption e.t.c. It corrects the inadequacies of the individual and the society and strives to instill in individuals, social attitude and values such as cooperation, charity, interdependence and ethical behaviour among other virtues. It raises individuals who can think for themselves respect the view and feelings of others, respect the dignity of labour and appreciate those values specified under the national broad objectives.

In assessing the adequacy of social studies curriculum at the junior secondary school level Ukpong and Akpan (2009:137) noted that:

> Social studies provides a sense of history, a sense of existence in the past as well as the present. . . to understand how the present came about and to develop an appreciation for the heritage of their country… Geographic concepts are equally difficult but social studies provides continuing

> opportunities for children to understand the spatial relationship of their immediate environment as well as those of other areas in the world… Concepts from anthropology and sociology provides knowledge and understanding of the multiplicity of cultures within the society and the world as has been developed. Children need to recognize the contribution of each culture and explore its value system.

2.4 Resource Based Approach and Social Studies Curriculum Implementation

There is always a nexus between resource utilization and effective curriculum implementation. This is because when audio-visuals, resource persons and realia are incorporated into classroom practices of teaching and learning, lessons are more enriched than when an abstract presentation is made. This implies that effective teaching and learning cannot take place without adequate and appropriate resources (Salau, 2011).

Curriculum implementation is an important aspect of curriculum process because it is the practical and instructional phase whereby the learners are actually engaged with the planned learning opportunities. As observed by Akudolu (1994:7), "if curriculum is not to be implemented, all efforts expended in the planning are to no avail. Without implementation there will be no evaluation and students learning will not be guided".

This stage is further important because it concretizes, actualizes and makes real the planned curriculum. It is critical as it focuses on both the actual use of curriculum and the attitude of those that implement it (Guga and Bawa, n.d). Thus, a good curriculum plan can be marred if not properly implemented (Akudolu, 1994). One of the ways of effective implementation is through the use

of resource-based approach. Through this approach, resources such as printed materials, non-printed materials, audio materials, visual materials, audio-visual materials, projected and electronic materials can be utilized in the teaching and learning process (Yusuf, 2012). Therefore, all the available resources that appeals to all the senses and facilitate learning when properly applied constitute resource based approached.

In relation to social studies curriculum implementation, resource based approach is imperative because it:

i. Concretize abstract issues or topics;

ii. Motivates pupil's interest in topics of discussion;

iii. Develop reasoning and coherence of thought;

iv. Save time because too much explanations might not be needed;

v. Accommodates individual differences (Salau, 2011).

2.5 Social Studies Pedagogy

According to Halilu (2007), the proceedings of the first national curriculum conference (1969) confirms social studies education as a vital core curriculum instrument which is highly indispensable for building and developing effective citizens who would transform Nigeria into a nation-states. If the goals of social studies education are to be achieved, the mode of teaching has to be adequate. The success or failure of instructional process depends largely on the approach by the teacher. So also, the success or failure in creating awareness of about drug use among secondary school students depends on the

approaches adopted for teaching by the teacher. According to Duru (2008) teaching and learning have remained an integral part of human life and all humans have had to learn at one time or the other for their own good and the general good of the immediate society and this has transited from the period of informal and unconscious activities to the deliberately structured activities of the present day modern society.

Approach according to the Advanced Learners Dictionary of current English sixth edition is the study of teaching methods (Hornby, 2001). Also, Ndu (2006) notes that pedagogy which is the science and practice of teaching also emphasizes on what the teacher should be doing in order to be effective in the classroom.

Pedagogical demand is not an easy one for a social studies teacher under whose purview drug education falls. He is expected to facilitate learning in local history and geography, social institutions like marriage and traditions, wars and migration and physical features like rivers, streams and hills (Ben-Yunusa, 2008). Social studies as a subject of study, deals with man's interaction with his social and physical environment. It is not just a study, but a way of life in the way man influences and is being influenced by his physical, social, political, economic, psychological and cultural environment (Adeyoyin, 1990). These influences impact neither positively nor negatively on the youths in their disposition to drug use.

Social studies by its orientation deals with man's interaction with fellowmen in the society, the institutions established and various value systems held. As far as the students are concerned, it instills in them the knowledge, skills, attitude and actions that are important in human relationship. The main focus according to Iyela (2005) is man, the society and the environment with the ultimate goal being to equip individuals with knowledge and understanding for effective relationship and living.

The job of teaching according to Ukeje (1973) as cited by Ekpunobi (1996:105-106):

> Is a complex process that requires not only knowledge but deep insight, ability to analyze and reflect increased skills, right attitude and good human relationship? Teaching is an art as well as a science. A professional teacher is an educational engineer. He knows what to do, when to do it and why it should be done.

According to Imogie (1999) as cited by Maduewesi and Ofojebe (2006), teaching is a means of guiding students in learning the amount of and quality of experience that will promote the optimum development of their potentials as human beings. The future of any nation depends on the quality of the educational system, while the quality of the educational system depends on the quality of teacher through their approach and methodology of teaching (Ezewu, 1999).

Due to the enormous teaching demands of the teacher, the teacher occupies a unique position in the social and economic transformation process in

a society. According to Ukeje (1982) as cited by Maduakor (1999:20) in a warning on the status of the teacher, noted that:

> The mistakes of a teacher are more devastating in effect to the future of any nation than those of the doctor, the engineer, or the lawyer. For instance, if a doctor makes a mistake a patient may die; if an engineer makes a mistake somebody may loose his liberty; but if a teacher makes a mistake generations yet unborn may suffer the consequences.

Teaching in the words of Nwachukwu-Agada (1996) is the impacting of skills so that others may learn a variety of related activities that include instructing, training and educating. The teacher therefore is an individual who carries out teaching activities by making people to learn. These activities according to Emeruwa (1996) involves making people to read certain materials, see particular demonstrations and engage in various activities.

The teaching responsibility of the teacher has placed him at the epicenter of educational activities. According to Iwagwu (2006:16):

> The teacher is an input operator into the educational system, he plays a big role in the conversion of raw materials into finished products. He is well dedicated, well informed, knowledgeable, inspiring and positively oriented at all levels of learning. He is the main determinant of quality of education all over the world.

In line with the above, if planned curriculum is to be realized then effective teaching is a condition of having the desired effect. This is because the most important task of the teacher is the translation of curriculum document into functional knowledge (Ike, 2007). As a central element in the educational process, the teacher according to Lassa (1993) as cited by Olaolu (2007:101) is the

initiator of the learning process, the facilitator of the learning skills, the co-ordinator of the learning sequence, the assessor of the learning efficiency and indeed, the pivotal element in the entire educational development.

To buttress the place of the teacher in the entire curriculum process, Ekpo (2005) as cited by Okoro (2007:93), observed that:

> Teachers provide the driving force for the realization of curriculum intentions. They select what to teach and decide on when and how to teach. The selection of what to teach and the decision on when and how to teach constitute the essential aspects of curriculum implementation. These functions if not properly done, pose serious challenges to curriculum implementation. Poor performance of these function calls for adequate knowledge and efficiency in the skills of manipulating instructional strategies otherwise, there will be poor teaching and consequently poor implementation of curriculum.

As a core subject at the junior level of secondary education in Nigeria, the manner of social studies teaching is important for the realization of social studies educational goals. According to Savage and Armstrong (1996), social studies teachers should always identify the instructional approaches as an important component of the instructional planning process. This is necessary according to them because in identifying specific techniques, consideration is usually given to the characteristics of the learners and their interest, the behavioural change as outlined in the objective, the nature of content to be covered and the level of instructional resources available.

As observed (FFTACSSC, 1998), the accelerating pace of change has made it imperative for students not to learn in isolation but through a process that

encourages problem solving, critical and creative thinking. This has to take place in a conducive environment that supports these attributes. Teaching approaches and strategies should actively engage the students in the learning process through their involvement in a wide variety of experiences.

Therefore, social studies teaching and learning environment has to be:

Student centred

Inviting and inclusive

Respectful of diversity

Participatory, interactive and collaborative

Engaging and relevant

Integrative

Challenging

Inquiry based and issues oriented and reflective (FFTACSS, 1998:30).

In order to ensure that social studies is effectively taught, Imoh-Obong (2009:144) suggested that teachers should:

i. Clearly state objective(s) for lesson.

ii. Spell out properly the concepts, attitudes and values to be developed.

iii. Think up in advance the kind of skills to be acquired and developed

iv. Materials and facilities available for instruction and

v. Suitable methods and techniques that facilitate the realization of objectives.

The quest for improvement on the social studies pedagogy has led to some suggestions on its' methodology. Adekunle (nd) suggested that among others the following methods will be suitable for social studies instruction to wit:

Simulation

Laboratory

Inquiry

Project

Demonstration

Field-trips

Discussion

Problem-solving

Dramatization; and

Construction.

The application methods and techniques in the teaching of social studies will encourage the activation of prior knowledge, enhance collaborative process, improve unique/problem solving techniques and enhance visual strategies on instructional process (Alaska department of education, 1996).

The teaching factor according to Scheurman and Newmann (1998) has always constituted a problem in social studies education because learners are made to spend much time dealing with unfocused and unproductive

transmission approach to instruction where they are expected to memorize a pre-ordained canon of information that offers little assurance that they have achieved a deep level of conceptual understanding. Similarly, in a study on the current state of social studies teaching methods at the junior secondary school level in Kaduna and Kano States, Abdulkareem (1997) revealed an absence of enthusiasm, creativity, involvement and value.

Added to the above problem of pedagogical styles, Adekeye (2008), cited a study by National Teachers Institute in 2006 on the condition of teaching of social studies that includes drug education and stated that the teaching has not being satisfying due to teachers use of inappropriate pedagogical approaches like teaching, dictation, memorization and note copying as against inquiry, discovery, field trip, simulation, games, discussion, role playing and resource persons among others.

Suitable pedagogical approach is necessary for drug use awareness and control among secondary school students because:

Realizing that the drug problem is more prevalent among the youths, the agency (NDLEA) has taken a bold step in carrying the drug war to the door steps of this group which the society looks up to as the future leaders of the country by urging all secondary schools in the country to put in check the cancerous tendencies of the youth (NDLEA 1, nd).

The above pedagogical limitation have prompted Adeosun (2007) to canvass that teachers should adopt combination of techniques and resources

including multi-media package, pictures and local resources in the teaching of social studies to ensure efficiency and effectiveness. This can help to create drug use awareness and control the effect of drug on the students too.

2.6 Concept of Drug

Many opinions have been proffered as to what the meaning of drug is and some of this will be herein analysed. Ben-Yunusa (2004), Okechukwu (1998) Shinshinma (2002) all conceived drugs as any substance other than food, which by its chemical composition affects the structure or function of the living organism(s) A drug when used and consumed into the body can modify or influence action and body modification.

The perception above has also been concurred to by Abdul (2006:122) when he argued that drug "*is a substance that affects bodily function, mood, perception or consciousness and may be harmful to the user and to the society?*"

In trying to extend the frontiers of drug conception, Yakubu (2001) as cited by Muhammad (2002:75) stated that drug is "a substance prescribed in medical setting for the treatment and prevention of diseases; and others such as alcohol which are used (by some) at social functions for recreational purpose". Drug according to Adamu (1995) are chemical substances which affect the functioning of a person's body in such a way as to bring about psychological, emotional or behavioural change. These conceptions are essentially medical and pharmacological perspectives on drug.

There is a compelling need to properly situate the meaning of drug because of its often misconception. This was brought to the fore by Nwaji (2009:96) when she noted that a major aspect of the adolescent life is the so-called "drug culture". In the Nigerian traditional society, the use of drugs for self-help and treatment of ailment is normal. However, the use of drug to induce… alters state of consciousness and making the user feel euphoric and tension free. When one is depressed or disoriented, he believes that the use of drug will elevate him.

The definition of drug according to Fifen (2010) cannot be isolated from the legal, social, medical and pharmacological (already highlighted) perspectives. Legally and sociologically drugs are substances prescribed by the medical profession of which the production and use are sanctioned by custom and the laws of the land.

Drug can also be conceptualized based on the role it perform in the body. In this regard, Wikipedia (2010) has this to say:

> In pharmacology a drug is a chemical substance used in treatment, cure prevention or diagnosis of disease or used to otherwise enhance physical or mental wellbeing. Drug may be prescribed for a limited duration, or a regular basis for chronic disorders. Recreational drugs are chemical substances that affect the central nervous system such as opium or hallucinogens. They may be used for perceived beneficial effect on perception, personality and behavior …. can cause addiction and habituation.

In appraising the concept – drug, it is therefore difficult to have a clear demarcation on whether drinks and foods should be isolated based on the perceptions above. This is because a drug is said to habitual and addictive, the

meaning of the concept cannot be restrictive. For this Wikipedia (2010) notes that many natural substances such as beers, wines and some mushrooms, blur the line between food and drugs, as when ingested they affect the functioning of both mind and body. This entails that tobacco, caffeine and alcoholic beverages are also part of the wider drug family.

2.7 Social Studies Curriculum and Effective Teaching in Secondary Schools

The task of creating adequate awareness on drug abuse and trafficking is a challenge to the teaching and learning process. There is need for proper enlightenment and social counter free to confront the drug abuse menace. These were the views propounded by Ausbel (nd) and Bejerot (1972). Ausbel stated that cessation of drug habit is a product of enlightenment and tiredness by the drug abuser. Bejerot on his own posited that drug discontinuation is the outcome of social counterforce against addictive behaviour that may be so strong on the individual to discontinue drug abuse. He cited three instances where social counterforce worked in drug abuse reduction.

In the first instance, he stated that Prophet Mohammed in the seventh century used strong social counterforce to pull the Islamic world out of alcoholism. Secondly he stated that between 1925 and 1939, the estimated rate of addiction in United States was reduced by ninety percent through the use of restrictive and consistent drug policy. Thirdly he asserted that between 1951 and 1953 about twenty million opium addicts were rehabilitated in China by means of social pressure.

Education is a strong social force that can help to reduce the incidence of drug abuse among teenagers in Nigeria. This is because effective teaching through community resource based approach on drug use awareness and control can promote effective and retentive learning by learners because of the involvement of the resource persons and materials from the community (Aguokagbue, 1994). Through this approach, opportunity is created for students to acquire experience of events and activities as they affect their communities. In this process the students are exposed to the realities of existing social problems as drug abuse in the community. This experience will leave a memorable impression on drug abuse among the students. According to Nkom (2000) "whatever is known to us is known through the senses of the body and the experiences of life. Whatever is learnt is experienced through the senses and thus the concept of learning experience. This refers to the experience provided in the learning situation which when imbibed becomes a stored experience upon which new learning is based. Thus what is seen, heard, touched, tasted or smelled forms an experience that leads to learning in the . . . environment". Teaching is conceptualized as the set of activities designed and performed to produce changes in students' behaviour and this implies that to be an effective teacher, one has to in addition to subject mastery also be at home in the ways and means of making learning conducive to the learner. This means that the learning environment whether mental or physical must be enriched to ensure better

learning outcomes. This calls for the application of appropriate teaching strategies to maximize learning (Kpanja, 2003).

In order for the teacher to effectively facilitate learning, Bello (2007:13) stated that:

> Teachers can no longer remain the circus trainer of drill and practice instead of viewing themselves as having the sole responsibilities of impacting knowledge and enforcing discipline, teachers must learn to mentor students in their instructional and social development. They must learn strategies needed to guide and support students through learning experiences and opportunities that allow individuals to deepen their understanding of new and different concepts.

In the quest for national development through education, attempt has to be made to ensure that learners are competent in their educational pursuit. Monjan and Gassner (1979) as cited by Ndu (1996:60), posited that:

> The hallmark of competency-based education is a commitment to the definition of all educational goals in terms of explicit behavioural description of what a person is able to do once an activity has been mastered.

The programmes for competency-based education according to Ndu (1996:60) have to be premised on the assumption that:

(a) The educational objectives are specified in explicit behavioural terms as performance objectives indicating what observable behaviours student will demonstrate to someone else that learning activity has been mastered.

(b) The procedure for evaluating all the learning objectives are specified i.e. the standard of performance that are necessary if the

demonstration is to be judged as indicating mastery of the learning activities are specified.

(c) All educational activities are directed towards helping the students to achieve the performance objectives and which when performed enables him/her to be declared competent in that area of learning.

In a nutshell, education holds the key that can open the door to egalitarianism, cultural, ethical, socio-economic, health, technical and ecological development (Edoziem, 1996). It is also the antidote behaviour like illegal drug use act.

Educational programmes by themselves are not complete without a blue-print mapping out directions to be followed not only in classroom activities, but with the total growth of the individual learner. Curriculum is the instrument through which educational policies involving teaching and learning are brought to the fore. It provides a framework through which necessary materials and activities that contribute to the complete development of an individual can be addressed. In essence the curriculum forms the core of educational activities in the teaching and learning process. In the words of Robinson (1980:2):

> The curriculum generally includes all subjects and activities over which the school has control or for which it has responsibility. It also defines the circuit within which certain types of learning are to take place. It denotes those experiences and activities which are devised by the school or other institutions of learning for the purpose of changing a learner's behaviour, acquiring or reinforcing certain skills and preparing him to fit properly into his society. It therefore takes into account all forms of activity

> that contribute to the learner's mental, psychological, social and physical growth. The curriculum may be looked upon as the broad general framework of all educational programmes instituted by a school or an educational institution.

In order for the curriculum to be of significance, it must be geared towards assisting the individual to see the value of the past in relation to the present. It should also be dynamic and child centred which implies that it should be adjustable to suit the needs, age and aspiration of the child. It has to provide a connection between the school and the society as a reflection of the symbolic relationship between the school and the society (Maduewesi, 2000). This has made curriculum central to drug use awareness campaign in schools.

To further under secure the link between the school and society, Oyekan (2000:183) observed that:

> As the dynamic society changes through the continuing process of modernity, curriculum will equally change towards preparing the individuals for the enterprising challenges of life today and tomorrow. The changes that usually shape learning tasks and objectives are a reflection of individual needs and societal problems. When they are incorporated into the learning activities and lesson plans for the students, curriculum implementation provides meaningful instruction for the realization of educational objectives through classroom practices.

An important element in the curriculum implementation process is the teacher because it is his duty to organize the activities set out in the curriculum in a meaningful way for the sake of the learner. For the teacher to successfully discharge his duties, he has to be abreast with the curriculum provision so as to be able to determine the different strategies to be employed in different learning

situations. It is only when a teacher has a proper grasp of the curriculum coupled with adequate knowledge of the learner and the environment of learning will he be able to select suitable instructional methods that will help the learner's to attain stated objectives.

In transmitting the curriculum into concrete terms, Robinson (1980) averred that teachers will be provided the opportunity to estimate his impact upon the influences that affect the learner and assist him to relate objectively to those influences. The curriculum process has therefore placed an onerous responsibility before the teacher as far as the implementation process is concerned. It is in this regard that Garba (1996:11) observed that:

> The extent to which the curriculum is successful in producing desirable changes in the attitude and behaviours of the pupils is the measure of teaching effectiveness. The teacher accomplishes these goals by directing the learning activities of the children, a function which is considered as the teacher's major responsibility. The teacher works with the children in effective ways to provide maximum development towards intellectual, physical, emotional and social maturity. However, these effective ways are only possible if the teacher possesses the appropriate background. This means the teacher must have the necessary training, wisdom, experiences, attitudes, beliefs and feelings.

To discharge the above function effectively, a subject teacher with a good professional background knows where to begin and proceed to impart knowledge in a progressive manner devoid of confusion and ambiguity so as to help the learner in getting the desired knowledge (Ejili and Anyanwu, 2006). This is a big task in drug education.

The curriculum schemata have placed a lot of burden on the pedagogical demand on the teacher. This can be appreciated from the fact that the teacher has to ensure the following:

(a) Application of theories and principles of learning in classroom situations.

(b) Application of skills, and competencies needed for teaching and learning in the classroom.

(c) Organization of content to reflect major subject concepts.

(d) Application of repertoire of teaching strategies that will facilitate learning.

(e) Appropriate identification and use of instructional resources in classroom.

(f) Application of appropriate evaluation techniques to assess self and learners' progress in the classroom (Ndu 2006).

The teacher has to be fully prepared to teach because Ukairo (1978) as quoted by Onyeachu (2007) warned that *"the teacher helps to make the society what it is. The influence of the teacher is long-lasting. Good teaching can make a society better, while bad teaching can harm it seriously"*. This is very necessary in drug use awareness among youths in secondary schools.

It is therefore expected that in order to teach properly, the teacher should master how people learn and what influences their learning as those being

taught, the teacher, the situation and the environment of learning are all part of teaching and learning (Edem, 2005).

In its pedagogy, social studies have not fared better. According to Yunusa (2006:9):

> The teaching techniques adopted by most social studies teachers . . . are inadequate. The goals of social studies education cannot be achieved by teachers using single text and . . . expository techniques. Social studies clamors for reflective thinking and inquiry processes. It is therefore necessary that its classroom practices must reflect that. Social studies teacher must therefore use variety of teaching techniques that can cater for individual differences and . . . variety in their lessons.

It is appalling that most social studies teachers adopt only the traditional classroom method of teaching through exposition which promotes passivity, memorization, over dependence on teachers' materials and restrictive opportunities for self-learning (Meziobi, 2007). To buttress the above, a study carried out by Halilu (2007) revealed that over sixty percent (60%) of students perform below forty percent (40%) in social studies examination. The reason being that most teachers employ methods that are antithetical to the foundational bases of social studies (Halilu, 2007). This has equally not helped the case for drug use awareness among secondary school students.

According to Meziobi (2007), the society is the laboratory of social studies instruction and the over restriction of social studies instruction in the classroom denies the learner the opportunity of coming to grips with social realities as it affects the community. This denial negates the social studies theory of

Knowledge Of Self (KOS). This theory shows that social studies is concerned with people and their activities, not only in living but more so in subjugating the environments to themselves (Adeyoyin, 1990).

In community resources utilization, the social studies teacher tries to return the subject to its' natural base of the community. In trying to ensure that the school returns to the community, Aggarwal, (1985) suggested that children maybe taken from time to time to public places like museums, court and places of historical importance and that people who are engaged in different economic activities or vocations may be invited to the school to give a description of what they do and their usefulness to the nation. This in essence is the gospel of CAM. This will make the children acquainted with the social issues and problems of their community. One of such problems is the involvement of youth in drug abuse.

In the words of Adamu (1995:1):

> Drug abuse is a serious problem all over the world – developed and developing countries alike …. The scale of licit and illicit drug use by youths – male and female alike, calls for special attention. This growing problems affect all of us directly or indirectly. Not withstanding the fact that drug abuse has led many people to destruction, there still exist a lot of misinformation, half truth and half myths about drug. There is therefore the need to disseminate correct information to the general public and in particular school personnel so as to reduce the occurrence of the dangerous consequences on both the personal health of those using these drugs and the social health or stability of the communities in which such users reside.

As a part of the wider instructional resource family, its' application in teaching and learning will obviously improve the quality of teaching and learning on drug use awareness especially at the secondary school level.

2.8 Drug Abuse and Abusable Drugs

Drug abuse is a global problem with Nigeria as a nation having her own share of the problem. When the use of drug is not of medical effect but rather to alter the mood and perception of the consumer as well as produce euphoria and create the urge on the part of the use to continue to use a particular drug in spite of its implication for health, social and physical wellbeing amounts to drug abuse (Ben-Yunusa, 2004).

Different opinions have been canvassed on drug abuse and its constituents. One such view was by Yakubu (2007) who noted that the use of drug without advice from medical personnel, obtaining same illegally or even when the process of obtaining the drug is legal but then misused is tantamount to drug abuse. Adamu (1995) also observed that drug abuse is the use of chemical substance whether licit or illicit which results in an individual's physical, mental, emotional, or social impairment. It is this abuse that results in the alteration of the state of consciousness of the person, who takes it, whether smoked, snuffed, inhaled, chewed, swallowed or even injected.

While not differing from other postulations, Muazu (2007) maintained that drug abuse is the use of illegal drugs or the inappropriate use of legal drug

repeatedly to produce pleasure, alleviate stress and avoid reality. In presenting a vivid scenario of drug abuse, Love (1971:5), observed that:

> Drug is many things. It is the heroine user injecting his bag of 'H', the methedrine user high on "speed", the college student smoking "pot", and the junior school high school student sniffing modern airplane glue. But it is also the adult with a persistent headache or toothache taking more and more "pain pills", or the adult stating his day with a "pep pill" for needed "pick-one-up" and ending it with several drinks to "unwind" and sleeping pills to put him to sleep.

It is thus pertinent to ask, is drug abuse also drug dependency? The answer is not far fetched. The open directory project (2010) noted that drug abuse is a maladaptive pattern of use of substance (drug) that is not considered dependent but does not exclude dependency. In a further highlight, Yoleye (1996:123) informed that drug dependence is often characterized by behavioural compulsion to take drug on a continuous or periodical basis in order to experience a psychic effect of such drug or avoidance of perceived discomfort from its absence. Drug dependence is often physical or psychological or a combination of these. It is physical dependence when the drug user perceived and depend on drug as what could aid his physical strength and needs while psychological dependence relate to the subjective pleasure, relief of tension as perceived by the drug user. A combination of both the physical and psychological dependence are often referred to as addiction.

The point of convergence between both concepts as pointed by Okoza and Aluede (2009) is that while drug abuse apply to instances in which people take

drugs purely to change their mood and experience impaired behavioural or social functioning, drug dependence on the other hand is the act of consuming consciousness altering drugs on a regular basis to an extent that one cannot function without such drugs. It can thus be extrapolated that continuous drug abuse ultimately leads to drug dependency syndrome. Drug abuse and misuse is a serious problem in Nigeria because many youths, as studies have shown, are increasingly into this nefarious act. Yoleye (1996), in one of such study on drug dependence among 2500 adolescence Nigerians, found out that 248 including male and female were drug dependent.

Also, Ezeike, Anyamene and Nnamah (2008) observed that some years back in Nigeria, drug abuse was associated with undesirable elements such as gangsters, armed robbers, gamblers and prostitutes, but in contemporary society different groups of people especially secondary school students and adolescents, show increased interest towards drug abuse and hence it is a wide spread phenomenon among them. This has made drug abuse a serious problem in Nigeria as a wide variety of drugs are commonly abused. It is therefore necessary to put these abusable drugs into a review in this study.

Love (1971), in a detailed study of abusable drugs, classified them into 5 categories namely sedatives, stimulants, hallucinogens, narcotics and organic solvents. Sedatives are drugs manufactured for the medical purpose of inducing sleep and providing calming effect to the human system. These drugs among others include sleeping pills, alcoholic beverages, muscle relaxants and

tranquilizers. Stimulants are those drugs directly stimulate the central nervous system such as caffeine, tea, kola and other beverages. Hallucinogens are mind affecting drugs that distorts proper perception. These are actually not acceptable in medical practice. In this category is cannabis (marijuana) also called Indian hemp in Nigeria (Adamu, 1995).

Narcotics are drugs that provide insensibility or stupor due to their depressant effect on the central nervous system. In this category are heroine, morphine and codeine. On is part, organic solvents are volatile hydro carbons such as glue, gasoline and lighter fluid. When they are inhaled through sniffing, they affect the mental state of the inhaler (Love, 1971).

Even Though Love (1971) has captured the major categories of abusable drugs, there are others that are also abused mostly by youths in Nigeria. These include illicit gin (ogogoro), tobacco, alcoholic beverages, cough syrups and kolanuts. These are either taken as organic solvents, stimulants or sedatives. A few of the studies already undertaken will bring to the fore the level of secondary school students involvement in abusable drugs. Ibok and Achalu (2004), citing previous studies by Odejide (2000), Obot (1993), NDLEA (1993) and Salami (1997) informed that there is an expanding trend in the abuse of alcohol, cannabis, tobacco, heroine, amphetamines type substance among youths and the general population. The International Council on Alcohol and Addiction (1998) as cited by Ibok and Achalu (2004) also posited that there is an alarming increase

worldwide in the abuse of cannabis, tobacco, alcohol and amphetamine among students.

Okoza and Aluede (2009) citing studies by Fatoye and Morakinyo (1997), Eke 1997, Obot (2001) and Emeh and Stanley (2004) on the level of drug abuse among secondary school students in various parts of Nigeria stated that there is a prevalent abuse of alcoholic beverage in the South West, East and Central parts of Nigeria. The studies also show that kola nut, cigarettes, paracetamol, ampicilin, cannabis, valium, heroine, cocaine, latex, petrol and ativan.

With specification to northern Nigeria, Falase and Oyewunmi (2006) observed that the relative frequency at which abuse of drugs were recorded in northern centres was 97 percent for cannabis,19.9 percent for alcohol, 2.4 percent for heroine, 1.1 percent for cocaine.

Therefore, from the foregoing, it can be inferred that secondary school students in Nigeria have joined the band wagon of those involved in the abuse of various drugs.

2.9 Rising Incidence of Drug Abuse in Nigeria

In the past two decades, there had been an alarming increase about continuous substance use and abuse among the adolescent. Falase and Oyewumi (2006:47) stated that "between 1986 and 1996 according to United Nations source, there was a remarkable increase in substance abuse mostly among the adolescent of school age". Also, the United Naitons office for drug control (2001) reports that in an estimated 180 million people worldwide, 42% of them aged between

15years and above consumed drug. Notably, 144 million consumed cannabis, 29 million used amphetamine, 12 million took cocaine, 13 million abused opiates, while 9 million were addicted to heroine.

In her determination to confront the drug scourge in Nigeria NDLEA directs her effort at drug trafficking and use in Nigeria through their importation, sale, transfer, purchase, cultivation, manufacture, extraction and possession so as to be in union with the rest of the world in getting rid of this canker worm – drug abuse. Even though capital punishment is not included as in the decree of 1984, offenders are liable to imprisonment between 15 to 25 years and in certain instances a conviction for life in prison (NDLEA, nd). Further to the above, the authority of heads of state and government of Economic Community of West African States (ECOWAS) worried over the alarming increase and subsequent harm being inflicted upon our citizens due to drug abuse, declared as follows:

Convinced that drug abuse, illicit drug trafficking, diversion of chemical precursors and other organized crimes are serious threats to the regional and national security, political, economic and social development of Member States;

Further Convinced that illicit drug trafficking and organized crimes undermine the rule of law, democratic institutions and transparent governance in our Member States;

Concerned about the impacts of money laundering and other financial crimes in the region which are intricately related to drug trafficking and other organized crimes;

Further Concerned about the linkages between illicit drug trafficking and proliferation of illegal arms especially small arms and light weapons and the consequences on peace and security of the region;

Alarmed by the fact that Member States of the Community are targets of large consignments and transshipments of illicit drugs, especially cocaine, en route to consumer destinations, especially in Europe and North America;

Fully aware of the adverse consequences that drug trafficking and abuse can have in West Africa, especially with regard to public health;

Deeply concerned about the problem of cannabis cultivation, trafficking and consumption as well as the production and trafficking of psychotropic substances and other substances of abuse in the region with its attendant negative health, social and economic consequences and its negative impact on the security of Member States;

Concerned that cannabis is the most cultivated, widespread and the most frequently abused illicit drug in the region especially among young people;

Concerned about the widespread availability of counterfeited and sub-standard pharmaceutical products, including those containing internationally

controlled substances, in our individual Member States and the negative health consequences on our populations;

Taking into account resolution 51/31 of the United Nations Commission of Narcotic Drugs which calls on its Member States to respond to the threat posed by the distribution of internationally controlled substances on the unregulated market;

Affirming the rights of all citizens of the community to live in safety and security without the threats posed by drug abuse and trafficking and other organized crimes; (ECOWAS, 2008: 2-3).

It is therefore pertinent to ask: has these measures and declaration created enough awareness as to discourage people from unlawful drug use? The answer obviously is no as a few citations herein indicate.

The country representative of the United Nations office on drug and crime in Nigeria, Ms Dagmar Thomas stated that Nigeria has one of the largest cannabis growers in Africa with over 8% of the population abusing cannabis and annual seizure increasing from 126 metric tones in 2005 to 210 metric tones in 2010 (NAFDAC, nd).

Also the NDLEA had within the first 9 months of 2010 destroyed over 395 hectares of cannabis in various part of the country (Abubakar, 2010). On her part NAFDAC, had recently sealed five health centres in Jos south local government area of plateau state for treating patient with fake medicines for Hepatitis B

(Lalo, 2010). Just in the month of October 2010, the NDLEA arrested 24 people in Lagos alone for importing illicit drugs weighing upto 39.53kg (Osa-Okunbor, 2010). The drugs were mostly cocaine, heroine and methamphetamine.

In presenting the drug scenario to the fore, NDLEA II,(nd) noted that:

> The NDLEA describes the south west region of Nigeria as one the main centres of illicit drug production in the country. 196.5 hectares of cannabis farmland were discovered and destroyed… NDLEA confiscated 6.5 tons of marijuana from a man in Ogun State. NDLEA reported destroying a 24 hectares cannabis plantation in a forest reserved in Osun State … publicly burned 5,605.45 kilogrammes of drugs in Badagry.

This has prompted Uwiagbo (1999:3) to assert that "Today, Nigerians hear more about cocaine, heroine and other narcotics than they hear about common malaria drugs in the media". This worrisome nature in drug trafficking and use has necessitated full body scanners by the United States of America at the international airports in Lagos, Kano, Abuja and Port Harcourt. With the assistance of the scanning machine a woman was arrested in July 2009 at the Malam Aminu Kano International Airport Kano with 588 kilogrammes of cocaine. In neighboring Katsina State, 100 people were convicted between January and May 2008, and 358 people were arrested during the same period (NDLEA II, nd).

2.10 Effect of Drug Abuse

Constant instances of drug abuse goes with a heavy price. According to open directory project (2010) drug abuse including alcohol may lead to health problems, social problems, morbidity, injuries, unprotected sex, violence, death,

motor vehicle accidents, homicides, suicides, physical dependence and psychological addiction. There is high rate of suicide in alcoholic and drug abusers. The reason believed to cause the increased rise of suicide include the long term abuse of alcohol and drug causing physiological distortion of brain chemistry as well as social isolation. Another factor is the acute intoxicating effect the drug may make suicide more likely to occur (Open Directory, 2010). In a similar instance Dahiru (2009), lamented the glamourization of tobacco smoking by young people and its effect on the body. In his words:

> Cigarette smoking is one of the biggest causes of diseases, especially cancer and other degenerative diseases in human beings via nicotine which is found in substantial amounts in all forms of tobacco. Nicotine is absorbed readily from tobacco smoke in the lungs and rapidly spreads throughout the body. Smoking is responsible for irreversible respiratory system damage, mainly to the alveolar cells. In the same way it affects the normal functions of all the other body systems. The Surgeon General's Report (1982) disclosed that cigarette smoking accounts for at least 30% of all cancer deaths and that it is a major cause of cancers of the lung, larynx, oral cavity, pharynx, esophagus, and bladder. It is a contributing cause in the development of cancers of the pancreas, cervix, kidney, stomach, and also some leukemia. Smoking is a major cause of heart disease, bronchitis, and stroke contributing to the severity of pneumonia and asthma.

Hassan, Saidu, Ibrahim and Abdullahi (2006) also confirmed that most part of the body organs can be destroyed like the heart, liver, kidney, lungs and brain making it difficult for victims of drug abuse to cope with academic performances and other social activities within and outside the school. The abusers easily get into violent anti social acts like suicide attempts, rape, theft, armed robbery, juvenile act, school dropout and social misfit. Even among

persons with health challenges, the effect of drug abuse include high incidence of symptoms, poor response to treatment, lower compliance rate and poorer pronogsis, (Biesel, Dixon and Georon, nd).

Table 2.1: Drug abuse and side effects

Drug name & Description	Street name	Action	Feeling	Side Effects
Cannabis: (A plant dried leaves more potent, fresh leaves of it)	Indian hemp, grass, 'Igbo', marijuana, ganja, kaya, etc	Intoxication	Influence anxiety state. Withdrawal moods. Large dose produces drowsines, hallucination creepy and crawly feelings, red eyes, aggression.	Drug dependency, lung disease, brain damage, impaired motivation, affect sexual behaviour
Amphetamines (tablet sold on the streets)	Chinese tablet, 'Kwaya[1], speed crank	Stimulants	No tiredness experienced far over 48 hours-Users are alert and confident. increased mental/physical activity, toss of appetite	Drug dependency, brain damage, violence, premature death.
Cocaine: (white crystalline powder smoked, sniffed also injectable)	Coke, crack, snow, rock blow	Stimulant	Almost the same as Amphetamines but very expensive and short-acting	Drug dependency, chronic cough, permanent brain damage, increased risk of heart attack, premature death
Barbiturates (tablet or caps, taken orally, injected or rectal)	Sleeping pills, sleeping tabs, sleeping injection	Sedatives and tranquilizers	Calming effect in crisis. Long use. produces psychological dependence	Drug dependency, extreme fear, muscle contraction and convulsion, toxic psychosis possible death
Lysergic acid, L.S.D. (caps, tablets, powder, taken orally or injected) '	L.S.D.	Hallucinogen	Perception is distorted, triggers off psychosis in persons prone to mental illness	Flash backs, panic reactions, violence, psychosis, etc.
Kolanu	Kola	Stimulant	Sleeplessness	Agitation, peptic ulcer, withdrawal symptom
Alcohol (liquid being orally)	'Ogogoro'. '404' 'push me – I push you' 'sapele water' 'Holy Water'	Stimulant and sedatives	Staggering, Happy excited, Confused slurred	Neurological Damage Impaired

Source: (Okechukwu, 1998:77-78)

Therefore the effect of drug abuse to the human system and the society if unchecked can lead to unmitigated disaster both to the individual and the society.

2.11 Control of Drug Abuse

Due to the adverse effect of drug abuse to the individual and the society the need for control measures on wrong drug use becomes a necessity. The NDLEA was established through decree 48 of January 1990 and has presence in international airports, seaports and boarder crossing. The essence of maintaining presence in the above locations, is to contribute in the effort to eradicate cannabis by destroying planting as well as targeting leaders of narcotics and money laundering organizations (NAFDAC, nd). The NDLEA is charged with the following responsibilities:

ii. The coordination of all drug law and enforcement functions conferred on any person or authority.

iii. Adoption of measures to identify, trace, freeze, confiscate or seize proceeds derived from drug related offences or property whose value correspond to such proceeds.

iv. Adoption of measures to eradicate illicit cultivation of narcotic plant and to eliminate illicit demand for narcotic drugs and psychotropic substances with a view of reducing human suffering and eliminating financial incentives for illicit traffic in narcotic drug and psychotropic substances.

v. Taking such measures, which might require the taking of reasonable precautions to prevent the use of ordinary means of transport for illicit traffic in narcotic drugs including making special arrangement with transport owners and operators.

vi. Strengthening and enhancing effective legal means of International Corporation in criminal matters for suppressing international activities of illicit traffic in drugs.

vii. Collaborating with governmental and non governmental bodies within and outside Nigeria in carrying out functions wholly or in part analogous to those of the agency.

viii. Taking charge, supervising, controlling and coordinating all the responsibilities, functions and activities relating to arrest, investigation and prosecution of all offences connected with or relating to illicit trafficking in narcotic drug or psychotropic substances not withstanding any law to the contrary (NDLEA, nd.1).

On the other hand, NAFDAC was set up through decree no 15 of 1993 and amended in 1999. Its major task is to ensure safety standard in food, drug and other related items. It is mandated to:

i. Regulate and control the importation, exportation, manufacture, advertisement, distribution, sale and use of food, drugs, cosmetics medical devices, bottled water, chemicals and detergents;

ii. Conduct appropriate tests and ensure compliance with standard specification designated and approved by the council for the effective control of quality of food, drug, cosmetics, medical devices, bottled water, detergents and chemicals and their raw materials as well as their production processes in factories and other establishments;

iii. Undertake appropriate investigation into the production premises and raw materials for food, drugs, cosmetics, medical devices, bottled water, chemicals and detergents and establish relevant quality assurance system, including certification of die production sites mid of the regulated products.

iv. Undertake inspection of imported food, drugs, cosmetics, medical devices, bottled water and chemicals and establish relevant quality-assurance system, including certification of the production sites and of the regulated products;

v. Compile standard specifications and regulations and guidelines for the production, importation, exportation, sale and distribution of food, drugs, cosmetics, medical devices, bottled water, chemicals and detergents;

vi. Undertake the registration of food, drugs, cosmetics, medical devices, bottled water, chemicals and detergents;

vii. Control the exportation and issue quality certification of food,

drugs, medical devices, bottled water and chemicals intended for export;

viii. Establish and maintain relevant laboratories or other institutions in strategic areas of Nigeria as may be necessary for the performance of its functions;

ix. Pronounce on the quality and safety of food, drugs, cosmetics, medical devices, bottled water, chemicals and detergents after appropriate analysis;

x. Take measures to ensure that the use of narcotic drugs and psychotropic substances are limited to medical and scientific purposes;

xi. Grant authorization for the import and export of narcotic drugs and psychotropic substances as well as other control substances;

xii. Collaborate with National Drug Law Enforcement Agency in the bid to eradicate drug abuse in Nigeria;

xiii. Advice Federal, State and Local Governments, the private sector and other interested bodies regarding the quality, safety and regulatory provisions on food, drugs, cosmetics, medical devices, bottled water, chemicals and detergents;

xiv. Issue guidelines on, approve and monitor the advertisement of food, drugs, cosmetics, medical devices, bottled water, chemicals and detergents;

xv. Compile and publish relevant data resulting from the performance of the functions of the Agency or from other sources.

xvi. Liaise with relevant establishments within and outside Nigeria in pursuance of its functions and;

xvii. Carry out such activities as are necessary or expedient for the performance of its functions (NAFDAC, nd:11-14)

Various suggestions have been put forward on how to strengthen drug control campaign through these two agencies of NAFDAC and NDLEA and some of these suggestions are hereby reviewed. Ibok and Achalu (2004) recommended that the Federal Government should encourage anti-drug use advertisement by the mass media and legislate against indiscriminate advertisement of drugs by mass media. They further suggested that the Federal Ministry of Health and National Drug Law Enforcement Agency should publish books and reading materials on negative effect of drug abuse on health.

The National Agency for Food and Drug Administration and Control (NAFDAC nd: 18) established a Narcotic and controlled Substances Directorate that was tasked to:

1. Ensure that narcotic substances are only available for medical and scientific purposes.
2. Promote activities geared towards the reduction of demand for psychoactive drugs as well as rational use of drugs in general.

3. Ensure effective control on importation and distribution of industrial and laboratory chemicals; and
4. Ensure that Nigeria's obligations under the International Drug Treaties with respect to illicit transactions in narcotic drugs are fulfilled.

Laudable as the propositions above appear, they tended to restrict the process of controlling drug abuse only on the door step of government and her procedural bureaucratic network. The quest for the control of drug abuse control should not only rest with the government, but should rather be a collaborative effort by various stakeholders. In view of this, Hassan et al (2006) identified how a collaborative approach can be effected. According to them, drug laws should be enforced by Custom men and NAFDAC agents, as this will minimize the importation of illegal and dangerous drugs into the country. The school can thereby play active role by way of not only showing the students the dangers inherent in drug abuse but also ensuring that they are taught to be kept far from the source of supply. The home through the parents should also show affection to their children, prevent them from making friends with bad company, teaching them God's word right from childhood and avoid exposing them to the risk of drug and alcoholism through their own drunken disposition where applicable. This was equally corroborated upon by Falase and Oyewumi (2006:57) when they wrote that "parents are also enjoined to be a good role model with proper interaction with their children, because where there is no adequate parental relationship, substance dependency can become a substitute".

The collaborative approach to drug control as further strengthened in the presentation by Yoloye (1996) wherein he charged the law enforcement agents to be active in ensuring that hard drugs are prevented from entering into the country because apart from marijuana, the rest are not produced in the country and so with the blockage from entering hard drug dependence in the country will reduce. He equally suggested that informal control of drug abuse through family, church and neighborhood, work environment as well as healthy recreation should be employed to control the problem of drug abuse and dependence in Nigeria.

The idea behind this multidimensional approach to drug abuse control is to ensure that all hands are on deck to combat this scourge that is ravaging and trying to truncate the prospective future of many young Nigerians.

However, the challenge of controlling drug abuse especially among teenagers and adolescents has to involve some serious action on the part of the family, school and community. The United States Department for Health and Human Services (2003) tried to outline this action plan starting from the family where control programmes strengthen protective factors among children by teaching parents better family communication skills, developmentally appropriate discipline style, firm and consistent rule enforcement. Parents are also expected to play a more active role in their children's lives, by talking to them about drugs, monitoring their activities, getting to know their friends,

understanding their problems and concerns, providing consistent rule and discipline, and being involved in their educational process.

The school as equally outlined has to develop prevention programmes that focus on children's social and academic skills such as those enhancing peer relationships, self control, coping skills, social behaviours and drug refusal skills. These skills should be integrated within the schools' own goal of enhanced academic performance. The community drug control process entails working together of civic, religious, law enforcement and other government organizations to enhance anti-drug norms and pro social behaviours such as asking for proof of age to buy cigarettes and other commonly abused drugs

It is therefore necessary to point out that all these measures targeted against drug abuse will only bear fruit when the child, society, family and school perform their expected roles of self control, mentoring, neighbourhood consciousness and adequate educational strategies.

2.12 Drug Use and Awareness

There are various write-ups on how drug education campaign is been approached by different agencies and government across the world. The essence of used and awareness campaign is due to the fact that one full century after the drug control meting was held in shanghai-china, the production, sale and use of illicit drug has continued to remain a global problem (United Nations Office on Drug and Crime, 2009).

Drug use awareness is essentially geared towards increase knowledge about drugs, stimulating healthy attitude towards the use of drug and minimizing drug abuse incidence among an existing population. The attempt at creating knowledge about drug has often led to excessiveness in the promotion drive and this has not impacted very positively on drug use awareness as "drugs are marketed as if they were cosmetics or candy. Claims are made beyond what the product will do. Demand is inflated beyond the medical need" (Chetley, 1988:5). Since excessive promotion has led to abuse, Muhammad (2002:80) opined that in drug use awareness. All hands must be on deck to fight the menace and help save the present and future generations. Parents, teachers, and the government agencies concerned should see to it that drug traffickers are severely punished whenever they are caught.

Rising to the challenges of drug use awareness in Nigeria, NAFDAC has embarked on the following

- Advocacy/courtesy visits to decision makers and opinion leaders
- Consultative meetings and workshops
- Collaboration with National Youths Service Corps Community
- Development scheme to enlighten the public on the dangers of drug abuse / misuse
- Inauguration of federal task force on counterfeit/fake drugs and unwholesome processed foods.

- Encouraging government and private sector to establishing drug and distribution centres to help stabilize the current chaotic drug distribution system (Orhii, 2010)

In addressing the issue of drug use awareness, the NDLEA (1nd:5) stressed that:

> Realizing that the drug problem is more prevalent amongst the youth, the Agency has taken a bold step by carrying the drug war to the doorsteps of this group which the society looks up to as the future leaders of this country, by strengthening the activities of the life clubs formed in all the secondary schools in the country to put in check the cancerous tendencies of the youth. The club is a replica of Boys Scout, Boys Brigade and the likes in functions. Also, in the Universities across the country, Drug Free Clubs, DFC, have been introduced and launched. The reception of the DFC on campuses is very impressive.
>
> Furthermore, the Agency was able to get the Federal Government through the National Education Research and Development Council to approve the inculcation of Drug Abuse Education into the Nigerian School Curricula. Apart from getting all the States of the Federal involved in the drug crusade, all arms of government and relevant Ministries and Parastatals," Information, Foreign Affairs, Justice as well as Customs and Immigration Services and the Presidency are now very active and prepared to always support and complement the efforts of the Agency.

The level to which the above strategies are put into proper and practical effect in Nigeria leaves much to be desired as these have not led to the desired change in drug among teenagers in Nigeria

Studies have also shown that other nations have adopted different styles to drug use awareness. In the United States, the battle for drug use awareness could be traced to the women's Christian temperance union in the 1880's. The

group associated many societal problems to alcohol consumption. Even though alcohol was their main target, they also condemned tobacco, opium, and other drug use. The developed instructional materials known as 'scientific temperance instruction' for the implementation of drug use awareness in schools (WCTU, nd).

The United States also hosted the first world conference on narcotic education which attracted international experts for the purpose of promoting the message that wrong drug use is intolerable and that abstinence is an effective response to the growing crisis of drug addiction. An information dissemination approach was adopted as an instrument in drug education. The essence according to Vinluan (2009) is to promote factual information about the harmful effects of drugs instead of emphasizing the evil of drug use or drug scaring tactics to dissuade drug use.

Due to uncoordinated approach, it did not yield the desired result and so the early 1970's witnessed the introduction of an affective education approach with the intent of reducing drug use by enhancing intrapersonal and interpersonal skill including self esteem, assertion, communication, decision making and goal setting skills (Vinluan, 2009). As again pointed out by Vinluan (2009:4):

> In the late 1970's alternative programs based on the ideal of "natural highs" flourished. Natural highs were program designed to provide a large environment for high risk activities … applied to drug education, this approach called for restructuring a part of an individual's

> environment in order to provide him with the alternative substance use. This assumption was that if individuals could be provided with real – life experiences that will appealing as drug use, then his involvement in those activities would take the place of his involvement in drug use. The alternative activities might include community service, academic tutoring, sports, hobbies, etc. many drug education programs were developed that used social resistance skills such that teaches students how to recognize situations in which a high probability of experiencing peer pressure to smoke, drink or use drugs so that this situations could be avoided.

In Malaysia according to Scorzelli (1987), the preventive education program includes training of government personnel and teachers and the integration of drug education into the school curricula. Through students resilience and interpersonal skills Development Education (STRIDE), executed in partnership with civic organizations, the country aims to be drug free by the year 2023.

In the United Kingdom as opined by Vinluan (2009), drug education is mandated by the department of education circular 4/95 (Drug prevention and schools) is to be emphasized for students between the ages of 5-16 with the following key messages :

Key stage 1 (5-7 yrs): the role of drug as medicine

Key stage 2 (7-11 yrs): tobacco, alcoholic and other drugs with harmful effect

Key stage 3 (11-14 yrs): the abuse of alcohol, solvents, tobacco and other drugs as they affect the health

Key stage 4 (14-16 yrs): the effects of solvents, tobacco, alcohol and other drugs on body functions.

In post-soviet – Russia, the specific difficulties of dealing with current legislation on drug use is also reflected in the different approaches towards the provision of information about drug use and the law, which health educators provide to youth, parents and active drug users. In an elaboration, Richardson (2002:190) pointed out that:

> All the legal information is very detailed, giving references to specific laws on the misuse, supply, storage and production of drugs and the punishment for these crimes, irrespective of whether the information is targeting parents, youths or drug users. However, there is sense in which such information is provided to parents and particularly young people as a warning: the legal jargon is left to stand alone without any commentary. By contrast the same legal information for active drug users is given with explanations and advice, the aim is for the drug users to know their right and so be better able to protect themselves.

2.13 Community Resource-Based Teaching Method

The pedagogical inadequacy associated with drug use awareness has its root in the method adopted to create the awareness. According to Okam (2002), although the national policy on education (1998) accepted social studies curriculum which houses drug education in secondary school as an instrument for inculcating the norms and values associated with active citizenship among young learners in Nigerian schools, this has not been achieved due to the erroneous impression that effective drug use awareness among students of secondary schools can be handled through the conventional classroom approach devoid of instructional resources usage.

Qualitative education is a product of qualitative instruction and this in turn depends on the ability of the teacher and his use of qualitative instructional process and resources. The essence of instructional resources usage is to improve the quality of teaching and learning. A blue print for this was provided for in the educational ordinance of 1930 where schools were mandated to have adequate teaching apparatus as a prerequisite for approval. Most of the existing Nigerian private and public schools responded positively to the ordinance by promoting instructional design, production and utilization (Edozie, 2006). These resources were then known as "*teaching aids*" and were mostly low cost materials like charts, flash card and real objects (Barde, Ezugwu, Muhammad & Mustapha, 2002). Teachers at that time were mostly trying to impress school inspectors through the use of these simple resources in teaching as against improving the quality of instruction for effective learning.

The use of instructional resources in teaching and learning has received wide acclaim such that the federal ministry of education in 1985 set up the National Festival of Instructional Material (NAFIM) under the National Educational Technology Centre. This festival was planned to hold at the local, state and national levels every three years. The first and second of this festivals were successfully held in 1985 and 1989 respectively to showcase resources available for instruction and has not been held again ever since.

Instructional resources are materials which help teachers to teach effectively, and learners to learn well. Their use by teachers in primary and secondary schools are necessary because;

(i) They help to raise learning from verbalization to true understanding through visual presentation.

(ii) Lessons where instructional materials are used are never a dull one as students are excited and eager to learn.

(iii) They promote retention of information thus making learning more permanent.

(iv) They add meaning to the words of the teacher and make teacher relax and talk less.

(v) They sustain students' interest in learning.

(vi) They motivate students by generating participation in lesson.

(vii) They improve students' attention and reduce fatigue.

(viii) They provide varieties and make the lesson more interesting and vivid as well as enrich the experiences of students.

(ix) They save the time of the teacher and students by providing clear-cut images and add ideas of what is taught.

(x) They help to overcome the limitation of size, space and time (Udo, 2009). There are various classes of instructional resources. This includes but not limited to hardware, software, electronic, non-

electronic, projected, non-projected, print and non-print materials (Edozie, 2006).

A class of resources that does not often get mentioned is community resource materials. Community resources are those facilities that are readily available in the community that can be used to enhance the teaching/learning process. The adoption by teachers of resources within their environment and their utilization in the learning process is regarded as community resource based approach. This approach exposes the learners to a better appreciation of the community and the realities on ground as far as practicalities are concerned. There are two broad categories of resources found in the community that are useful for social studies teaching on drug abuse and trafficking at the secondary school level. These are the human and the non-human resources.

Human resources are expert persons from diverse fields of endeavour within the community that can be invited or visited to give lecture in their area of specialization. They include:

- Artisans i.e. craftsmen
- Artists and Artistes
- Military and para-military personnel
- Medical and para-medical personnel
- Business people and traders
- Politicians
- Professionals

- Civil servants
- Traditional rulers
- Philanthropists e.t.c (Gokun, Shittu, Maikano, Ibrahim & Mustapha, 2008).

The non-human resources are the physical features and institutions found in the community and can be of educational interest. These include rehabilitational centres, commercial centres, recreational facilities, media centres, transportation system, physical features, cultural centres and materials resources (Nzeribe, 2000). The use of these resources enables the learner to appreciate his role as a member of his immediate and extended family as well as that of the community at large (Fafunwa, 1991).

If instruction is to yield the desired effect on drug use and awareness, community resource-based method has to be adopted in its' teaching and learning. Community resources according to Okojie (2007), are those institutions, individuals, businesses and industrial firms located within a neighbourhood of a school that can be used to promote teaching and learning. The above definition as it is, appears too narrow and restrictive and therefore has not adequately captured the essence of community resources. This short coming, Mkpa (1991: 50) tried to correct when he conceptualized community resources as "those facilities found within the community outside the school that can be used to promote teaching and learning". These resources according to him "may be natural, human, material and institutional".

In putting the concept of community resources into proper perspective, Adewoyin (2007:123) stated that any thing used to meet an educational need might be called a resource e.g. – buildings, staff, equipment ideas and materials, in other words, anything used to enhance intellectual development is a resource. Since those resources are found in the community. They are called community resources.

Therefore, learning activities that use community resources extensively as a learning environment, in which not only students but also teachers, and members of the community and representatives of other section (authorities) are actively engage throughout the educational experience is referred to as community resource-based method (Sarkin Fada, Aminu, Umar, Wambai, Saleh and Abubakar 2004). To appreciate the essence of this method, Olubadewo (2007:109-110) noted that:

> Education cannot be discuss or operated In a vacuum but in relation to the community and life of the people and the community to which the school is located. Educational policy, learning and teaching should at the same time revolve around the community. The school and the community are two institutions of man which are inseparable. The school exists for the community and the community on the other hand exists and acts as client to the school in that, without community there could not be the school.

In community resources-based method, the FFTACSSC (1998) stated that:

> Resource based learning actively involves students, and teachers in the effective use of a wide range of print, non-print and human resources. Resource based learning foster the development of individual students by accommodating their diverse background, various learning styles, needs and abilities. Students who use a wide range of resources in various mediums of learning have the opportunity to approach a theme, issue or topic of study in ways that allow for differences in learning styles and abilities.

Adekunle (nd) has indentified three main community resources in the teaching of drug use and awareness. These are human, place and material. The human resource is one that can be invited or visited to share his/her experience and knowledge with students. Resource places are areas that have much value that can be visited and studied to improve learning. Material resources are tools that the teacher employs in transmitting as in charts, maps, pictures, novels, real objects, media centres, video films and audio resources.

In using the above resources for teaching, the essence of community-based resources can be better appreciated. Community resources are people, places or objects located off the primary site that may be used to achieve educational objectives (Ciffone, Morelock, Turner and Sivek 1998).

Community based resources according to Nzeribe (2002) are made of four different categories. The first is natural resources such as forests, hills, rivers, mountains and food/cash crops. The second is material resources like vehicles, artwork, factories and seaport/airport. The third is institutional resources as religious, political, economic, traditional, social and health institutions. The

fourth is resource persons as a doctor, nurse, herbalist, weaver, basket maker and so on. But Edozie (2006) preferred a broad classification into three namely; natural resources, cultural resources and resource persons. This invariably implies that community resource-based teaching method can either be human or non-human resources.

In teaching and learning process, Cliffone et al (1998) noted the importance of community resource based method as follows:

i. Help teachers to teach more effectively by providing motivation to students
ii. Help students achieve learning objectives and exposing students to positive role models and real life situations.
iii. connecting the classroom with the real world of community
iv. Help students fulfill desired learning outcomes in a manner that is more engaging than traditional textbook assignment.
v. Help students gain first-hand experience of concept in their true state.

The application of community resources approach in teaching and learning according to the Alaska Department of Education (1996) can be appreciated in the following areas:

Field studies: A field study is a planned learning experience which involves an educational trip to places where students can observe first hand and study

directly in a real life setting. Student during the trip can collect charts; take colourful notes of their observation and systematically record information.

Mentoring: This matches students with a person in the community who can offer them advice and serve as a role model. Social studies students will benefit from the community professional skills and knowledge through collaborative work.

Service learning: This is a strategy for social studies teaching whereby learning is through reflection on the experience of serving the community. Students are usually involved in short or long term projects which provide many situations through which they can learn and apply skills.

In application to drug use awareness, the United States Department of Health and Human Services (USDHHS, 2003:16) observed that:

> Prevention programs can use the media to raise public awareness of the seriousness of a community's drug problem and prevent drug abuse among specific populations. Using local data and speakers from the community demonstrates that the drug problem is real and that action is needed.

The application of community resources into the teaching of a wide range of subjects have been advocated also. Adams and Powell (1996) in a write up on using community resources to enhance mathematics and science education suggested that:

Curriculum reform in science and mathematics calls for a new look at using community resources. They said further that the national standards in science and mathematics suggest that good programs require access to the world beyond the classroom so that students will see the relevance and usefulness of science and mathematics both in and out of school. Changing the educational experiences of children by moving beyond the classroom walls can diversify the arrays of learning opportunities and connect the school lessons with daily life and real problems.

Therefore, in spite of the effectiveness of learning through community resource approach, Edem (2007) lamented that many teachers are not knowledgeable about community resource approach and as such those that don't involve them in teaching and learning process are more than those that utilize them. Based on this paucity of knowledge Olagunju and Okunade (2007) suggested that since mostly teacher are neither aware of community resource approach nor utilize them in the teaching and learning process, they (teachers) should be exposed to the importance of community resources in teaching and learning through trainings, conferences and workshops. This is compelling as drug use and awareness is a community wide challenge.

2.14 Review of Empirical Studies

Various studies have been carried out on drug abuse. Some of these field studies will be here in reviewed. Yoloye (1996) carried out a research on drug dependence among Nigerian adolescents involving a total sample of two

thousand, five hundred people in that category with age ranging from fourteen to twenty – two. The scope covered five zones of North East, North West, Central, south west and south east. The study found that adolescents depend largely on marijuana and opiate to alleviate the spirit and derive sexual as well as physical pleasures. It recommended blockage of drug source as well as the motivation of the adolescents towards drug free self esteem and confidence.

In a study involving on hundred senior secondary school students in two integrated schools for the hearing impaired in Ibadan on incidence of substance abuse among the hearing impaired adolescents, Falase and Oyewumi (2006) observed that the hearing impaired are involved in the abuse of various drugs like palmwine, Burukutu, Pito, Ogogoro, Beer, Whisky, Brandy, gin, wine, cigarette, snuff, crushed, tobacco, Indian hemp, Heroin and cocaine. They equally noted that the hearing impaired have some peculiar additional vulnerability that are connected to the impairment which makes substance abuse predominant among them. It was recommended in the study that full access to education on substance abuse be availed to the hearing impaired.

In another study by Ibok and Achalu (2004) on the determinants of drug abuse among colleges of Education students in Akwa Ibom and Cross River states with a survey of seven hundred and fifty students, they opined that variables such as age and sex are of significant influence as factor for drug abuse. They found that colleges of Education students, mostly abuse alcohol,

amphetamines, marijuana and tobacco. The study recommended that government should encourage anti-drug advertisement by mass media and that authorities of colleges of education should in corporate drug abuse education in the General Studies Curriculum for students.

Hassan, Mohammed, Abdu and Inuwa (2006) in a related study to the above on the influence of drug abuse on students' academic performance in tertiary institutions: A case study of college of education waka – Biu, and using a total of two hundred and sixty six people involving lecturers and students gave an insight into factors influencing drug abuse, age level involved, period of consumption, areas of consumption, highly abused drugs and effects on academic performance.

In their findings, peer group, rural to urban migration and pleasure account for the motivating factors in drug abuse. The active age mostly involved in drug abuse is between eighteen and thirty five years. The period of consumption is largely between 4 p.m to 4 a.m and the most likely places for drug abuse are hidden places and recreational centres (e.g. sports complex) and alcohol, cannabis, marijuana and cocaine are the mostly abused drugs. On academic performance they noted that drug abuse leads to delinquent act and social vices among students, low academic performance and even withdrawal from some department. They recommended that drug laws should be enforced by both customs men and NAFDAC officials. The school should show the

students not only the dangers inherent in drug abuse, but should equally keep them away from source of supply and that government should check illegal drug trafficking in the society.

There is also a university dimension to the incidents of drug abuse. This was captured by Okoza and Aluede (2009) in their study with four hundred and fourteen students of Ambrose Alli University on drug abuse among students. They observed that in order to feel good, keep awake, sleep or enhance sex, students abuse various drugs like alcohol, kolanut, tobacco, marijuana, librum, valum, dexamphetamine, mandrax, Chinese capsule and cocaine. Based on these findings, they subsequently recommended that awareness programmes be organized in campuses to educate students to understand that drug can alter brain circuitry that will in turn affect learning. They also urged university authorities to put in place severe disciplinary measure to stem the tide of drug abuse.

The National Drug Law Enforcement Agency in a 1991 survey in Lagos state which was cited by Falare and Oyenumi (2006) lamented the upward trend in the number of youths involved in drug abuse. The report showed that out of two thousand, one hundred and sixty students (2,160) involved in the study, between two and eleven percent had used or abused substance like cigarette alcohol, volume, cannabis heroine and cocaine. The report further revealed that seventy five percent of patients undergoing treatment on drug abuse were

youths between the ages of sixteen and twenty five. The report finally lamented that seventy-five percent of those arrested and prosecuted for done related offences are all youths of the above age bracket in secondary schools.

The global trend of drug abuse among school age youths is frightening. This has been confirmed by the United Nations Office for Drug and Crime Control (2001). The reported posited that 180 million people in the world are involved in drug abuse. Forty two percent of the above population aged between 15 years and above consumed drugs notably among which are cannabis, amphetamine, cocaine, opiate and heroine. This alarm called for urgent collective and all collaborative effort to combat the drug abuse scourge.

Further to the above and in a study conducted by Schuckit, Smith, Trim, Heron, Horwood, Davis and Hibbeln (2008) on cognitive and behavioural effects of alcohol among 156 school age children with Anglo-European background in the United Kingdom discovered that majority of the subjects drank an average of between two to three times per week. The effects of this habit according to them entails engaging in negative alcohol related events like fighting, injuries, complaints from friends or parents, police problems, drinking in hazardous situations (e.g. while riding a bike) going to school intoxicated or hang over, skipping school, setting limits that were subsequently exceeded and a resort to more alcohol to get the effects usually experienced from lower doses of drug.

There is also a synergy between the level of intoxication produced by an alcoholic average and the rate of consumption. This was highlighted in a survey involving forty male students of the University of Birmingham on the subject of "an investigation of alcohol and behaviour". The study discovered that when two drinks of different alcoholic strength are consumed at the same rate, the stronger will produce a greater pharmacological effect. The implication therefore is that if an individual is not able to slow the rate of drinking when consuming a drink containing a greater concentration of alcohol than they usually drink, such a person will experience stronger effect. This can be detriment to people's well being and social relationships (Higgs, Stafford, Attwood, Walker and Terry, 2008).

All hope is not lost on the fight against drug abuse and the need for adequate awareness of its affect. This is because in the study by Beisel et.al., (nd) on the subject of awareness of substance abuse problem among dually – diagnosed psychiatric inpatient, indicated that 212 out of 250 (83%), patients of substance abuse undergoing treatment, had a knowledge that drug abuse is a serious problem that requires treatment. Based on this admitters, Biesel and companions thus noted that the overall general acknowledgement of drug abuse problem among patients, reveals a population that is receptive to drug abuse treatment and hence should be utilized in the awareness campaign against drug abuse.

In the light of the above, this study has certain similarities and also contains contrasting positions with the reviewed studies. The similarities include the concern for anti drug abuse awareness and the imperatives of creating a platform for it's eradication. On the contrasting aspect, no articulate instructional approach was identified in the process of creating awareness on the effect of drug abuse and none equally postulated about community resource-based method.

By way of implication therefore, this study intends to explore the utilization of community resource-based teaching method as a novel means of creating drug use and awareness among secondary school students in Kano state.

2.15 Summary

This chapter has attempted to peruse through some of the existing literature as it relates to the topic of the study. In so doing, social studies education and social studies pedagogical styles in schools were analyzed. This is because at the secondary school level in Nigeria, drug education and trafficking is housed at junior secondary school level in social studies curriculum.

In similar vein, the concept – drug, drug abuse, abusable drugs and the effect of drug abuse and the various drug use awareness campaign as it is being carried out in different places were also highlighted. It was pointed out in the review that the awareness to wards drug use in Nigeria has not been as effective

as envisaged due to the approach adopted to teach mostly the youths in secondary schools. It is due the fact that most of the literature are not proactive and are rather passive that community resource based approach is being canvassed as the focal base for drug use and awareness among secondary school students in Kano State.

It is worth noting that most of the social vices in Nigeria today can be traced to students and products of the secondary school system that are involved in drug abuse. The implication is that the instructional approached adopted has not yielded the desired result. To this end, it is being postulated that in sourcing for materials for drug use and awareness, teachers should look inwards by involving available resources both human and non-human within the community for a more effective instructional process.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explained the procedure adopted for the study. It discussed: research design, population of the study, sample and sampling technique, research instrument, validity and reliability of instrument, pilot study, administration and collection of data, treatment plan, result of pre-test and method of data analysis.

3.2 Research Design

The selection of a suitable method of investigating a given problem is a key consideration for any researcher (Osuala, 2007). Since the research was on the impact of community resource-based teaching method on drug use and awareness among secondary school students, the design adopted was quasi-experimental. This is a type of study in which an independent variable or variables can be manipulated to see whether it/they can be of serious effect on the dependent variable(s).

The pre-test, post-test control group design was applied for this study. With recourse to this design, Osuala (2007) pointed out the criteria to be adopted when carrying out an experimental study. These include:

i. Obtain two equivalent groups of subjects

ii. Introduce the independent variable, and

iii. Measure the effect of the independent variable on the dependent variable.

This study was systemized in a way that a particular class of J.S.S. two in the experimental school was designated as an experimental group (EG). Also a particular class among the control group was designated as control group (CG). The experimental group received treatment intervention.

As regards the merit of this design, Ndagi (1999:138) stated that "because of the random assignment of subject to groups, the effect of selection bias is greatly minimized or completely eliminated. In addition, the influence of the extraneous variable is expected to be balanced in both the experimental and control groups".

The experimental group was treated using community resource-based teaching method in the form of resource persons and resource materials. A pre-test was administered to all the subjects in both the experimental and control groups to ascertain their level of academic equivalence before treatment. The research design is replicated thus:

$E = 0_1 = X = 0_2$

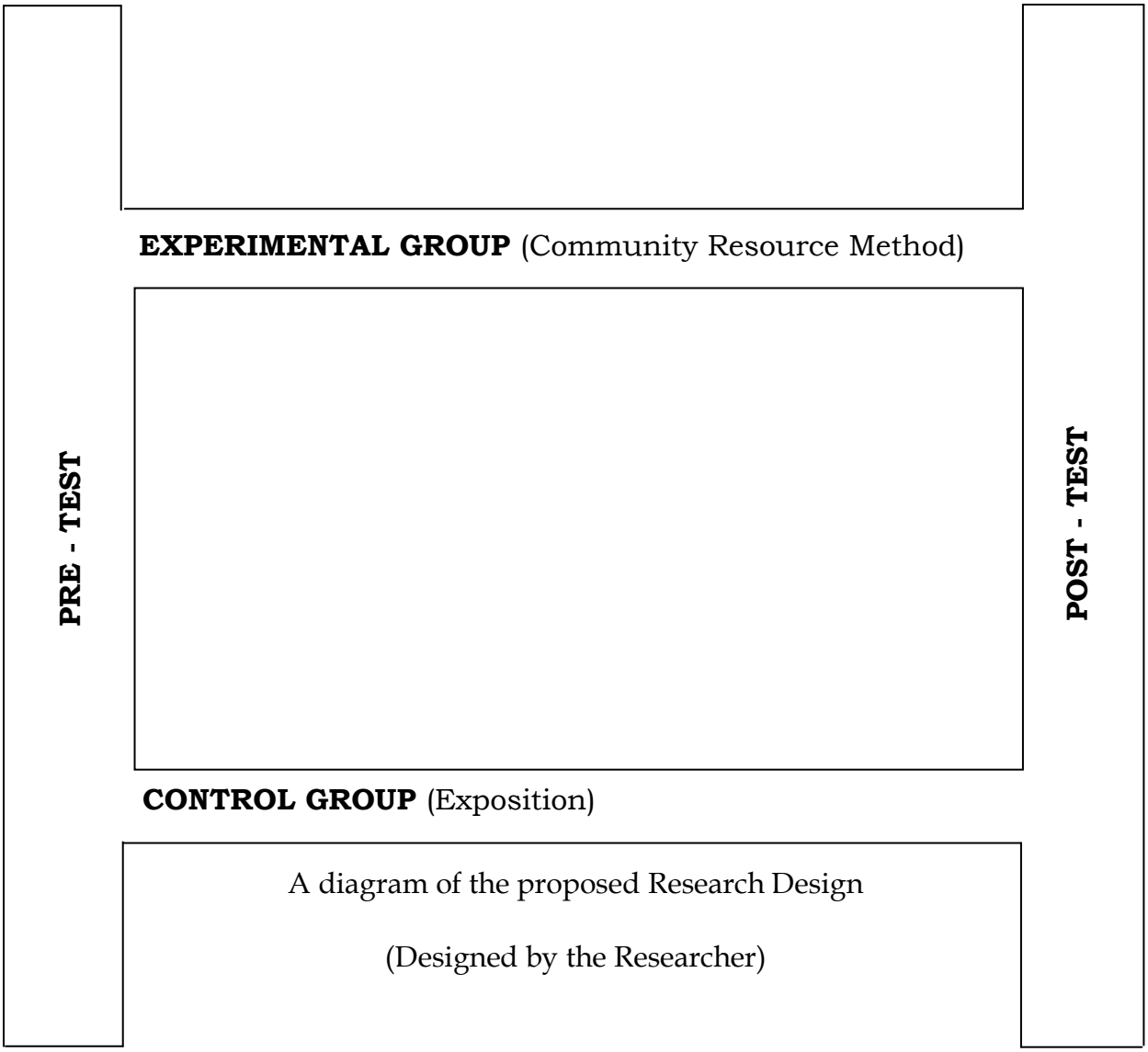
$C = 0_1 = 0_2$

The above is interpreted as:

0_1 = Pre-test

X = Treatment (community resource approach)

0_2 = Post-test



A diagram of the proposed Research Design

(Designed by the Researcher)

3.3 Population of the Study

Research population in education as indicated by Daramola (1992) is a set of all possible cases of interest in a given study. It therefore implies the totality of cases (items) in an investigation (Gupta and Gupta, 2007).

The population for this study comprised all public secondary schools in Kano state. There are fifteen educational zones in Kano State with a total population of over five hundred thousand students in eight hundred and eighty eight (888) public schools. The level two students of public secondary schools in Kano State formed the population of this study. The school distributions were as shown in table 3.1.

Table 3.1: Secondary Schools Distribution in Educational Zones in Kano State

S/N	Zone	Public Schools
1	BICHI	70
2	DALA	52
3	DANBATTA	69
4	D/KUDU	58
5	GAYA	55
6	GWARZO	58
7	KARAYE	65
8	KURA	38
9	MINJIBIR	68
10	K/MUNICIPAL	62
11	NASSARAWA	61
12	RANO	34
13	TARAUNI	19
14	T/WADA	64
15	WUDIL	45
TOTAL		888

(Source: Department of Planning and Statistics, Kano State Ministry of Education 2010).

3.4 Sample and Sampling Technique

In a research, it is usually difficult or impracticable to observe the entire population and as such, a representative of the population is taken for the study. This representation is known as sample. It is adopted due to the largeness of the population (Spiegel and Stephens, 2008). Because this was a quasi experimental research, a sample of six secondary schools was drawn for this study. Three schools were for experimental group and another three for the controlled group. The reason for this was to ensure that there is a fair representation of the three senatorial districts in Kano and to take care of the identified variables in the objectives of the research both in the experimental and control groups. The simple random and stratified sampling techniques were also used to select the classes in both the experimental and control groups. This was done by assigning numbers to each member of the population, mixing them properly before picking through a pot luck system. The essence of this was to ensure that each member of the population had an equal chance of being included in the sample.

To be included in the sample, the following conditions had to be satisfied:

i. The schools were public.

ii. Spread across the three senatorial districts.

iii. Social studies were offered as a subject at junior secondary school level in the school.

iv. The students were in junior secondary class two where the units of drug abuse and trafficking are to be taught.

v. The students were male and female.

vi. The schools were both urban and rural

In a nutshell, the above conditions ensured that common characteristics of subjects were maintained. In each of the schools sampled, intact class of JSS2 was used and all the students in a particular attendance register constituted the sample size.

It is important to note that, the nature of the study population and type of sample design were guiding factors in selecting sample size. According to Osuala (2007:121) "using a sample size that is too large is a waste of resources. The above sample size of six schools was justified due to the fact that this is an experimental study and where the subjects under study are homogeneous, a small sample is sufficient (Osuala, 2007). In picking this sample size undue teacher influence was greatly minimized.

Through the highlighted sampling techniques, the following schools and number of students were used for this study.

Experimental group	
G.G.S.S Bulukkiya	50
G.S.S Lambu	48
G.S.S Chedi	50
Control group	
Mohd Vice Adamu Sec. School Fagge	50
G.S.S. Rimin Gado	50
G.G.S.S Gaya	50
Total	298

It was observed that apart from G.S.S Lambu, all the other schools had two attendances register for each class and hence only the list in one register with 50 students in each school were used.

3.5 Instrumentation

The instrument for this research was constructed test items. They were sixty in all and multiple choice answers were provided with the questions. The test covered various areas treated in the various lesson plans. The test items were utilized for the pilot study and after modification, were also used for the study sample in both the experimental and control groups for both the pre and post tests.

In order to guide the use of the test items, various lesson plans that covered different aspects of drug education such as meaning and forms of drug abuse, effects of drug abuse, drug trafficking, causes and control of drug abuse were drawn. In all, there were twelve of such plans. They were used by the three resource persons for the experimental schools and the entire group teachers. The control group teachers had the liberty of adding their own individual plans. The three community resource persons involved were: a health educator, a science educator and nursing personnel.

The constructed test items and the model plans for both the experimental and control groups are attached as appendix to this work.

3.5.1 Validity of Instrument

In order to ensure adequate content and face validity, three steps were taken to validate the instrument. In the first step, two practicing secondary school teachers- one social studies and the other a basic science teacher were given the instruments for their input. In the second step two Chief lecturers at the Federal College of Education Kano also made useful suggestions on the instrument. Finally, the research supervisors also made necessary corrections on the instruments.

3.5.2 Pilot Study

A pilot test was undertaken following the validation of the research instruments. In the pilot study, thirty seven students of junior secondary school class two in the Federal College of Education Kano Staff secondary school were used to pilot test the instruments. This was to help measure the reliability of the research instruments. The choice of the school was deliberate because it does not belong to Kano state government and therefore it is off the radar for sampling.

Pearson product-moment correlation co-efficient (r) was used to establish the level of relationship arising from the result of the test retest.

$$r = \frac{N\sum XY - N\sum X\sum Y}{\sqrt{\left[N\sum X^2 - \left(\sum X\right)^2\right]\left[N\sum Y^2 - \left(\sum Y\right)^2\right]}}$$

The validated instruments were administered to 37 J.S.S II students of FCE Kano staff secondary school and the reliability of the instrument was estimated

based on the students' answers to the 60 multi-choice questions in the constructed test items on the second research instrument. Pearson product-moment correlation formula was used to ascertain the level of relationship in the responses. This yielded the following.

$\sum X$	1621
$\sum Y$	1613
XY	71174
X^2	74259
Y^2	72825
$\overline{X}'$	43.8
$\overline{X}''$	43.6
r	0.56

This indicated a positive relationship. This is so because "a correlation coefficient is an index number expressing the degree of relationship; it may take any value from +1.00 (perfect positive correlation) through 0.00 (no relationship)" (Ukwuije, 1990: 65).

3.5.3 Reliability of Instrument

To test the reliability, the test retest method of reliability was adopted. Test retest reliability is a situation according to Olayiwola (2007:72), "in which a test instrument is administered to a group of students now and the same test or instrument is administered to the same group at a later period. The method

requires conducting same test twice". In this study, an interval of four days separated the period between the first and the second test administration.

The scores from the tests are then correlated to determine the co-efficient of equivalence (Mkpa, 1997:63). The level of the co-relational coefficient yielded r=0.56.

3.6 Data Collection Procedure

Two tests were administered in the course of this study. These are the pre-test and the post-test. The pre-test was administered by the researcher himself in the six selected schools and marked by the researcher.

After the pre-test, treatment was given to the experimental subjects over a period of twelve weeks and then, a post-test was administered to all the subjects. To reduce the effect of influence and familiarity, the researcher also marked the post-treatment test for both the experimental and control groups.

The test was multiple choices with sixty questions in all. A correctly ticked answer attracted one mark, while double or multiple ticking of a particular question did not attract any mark. The researcher, the resource persons and sampled school subject teachers were all involved in the administration and data collection process. The researcher was in charge of the overall coordination. The three resource persons taught the experimental students, while the sampled school teachers taught the control groups in their schools. Two of the resource persons were holders of first degree in Science Education and Health Education,

while the third had a degree certificate in Nursing. The three social studies teachers for the control groups had first degree in social studies education.

They were given a two-day training by the researcher on:

i. The purpose of the study.

ii. The lesson plan for the experimental group.

iii. Introducing the lesson.

iv. The use of resource materials developed for the lesson; and

v. How to administer the test items.

3.7 Treatment Plan for Experimental Group

The experimental group consisted of a particular class of JSS2 students in each of the sampled schools. The students were taught using lesson plans from the unit on drug abuse and trafficking as contained in social studies curriculum for JSS2. The treatment period was for twelve weeks.

Each of the lesson plans contained different topics under drug abuse and trafficking such as meaning and forms of drug, abusable drugs, ways of preventing drug abuse, forms of drug trafficking and control of drug trafficking.

The lesson plans were in three stages. The first stage was the preliminary that detailed issues like subject, topic, duration, resources to be used, objective and lesson introduction. The second stage outlined the content areas of the lesson that highlighted teacher's and students' activities. The resource persons in this second stage followed the step-by-step procedure outlines in the plan to present the lesson contents. The students on their part asked as well as answered

questions at various stages of the lesson. They equally were availed the opportunity of visual effect on uses and effect of drugs. Each teaching and learning encounter lasted for forty minutes. The last stage was on summary and evaluation of each lesson. This was effected by the resource persons through assignment and oral questions.

3.8 Data Analysis

The data collected for this study were analyzed using t-test for independent (unrelated) samples.

$$t - test = \frac{X_1 - X_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)\left(s_2^2\right)^1 / n^1 + 1/n_2}{N_1 + N_2 - 2}}}$$

This was tested at alpha level of significance α 0.05.

To justify the use of this statistical test, Nwana (1992:304) stated that "the t–test is a formula designed to enable a decision regarding how far within the true difference the value obtained actually is. It made use of the means of the two groups, the standard deviation of the two groups, as well as the number of members of the two groups".

CHAPTER FOUR

ANALYSIS AND PRESENTATION OF DATA

4.1 Introduction

Data analysis arising from this study was undertaken using two approaches. These were the descriptive analysis and the inferential analysis. In this process, the mean and standard deviation derived from the analysis were shown as reflective of the performance of both the experimental and control groups. The formulated hypotheses were tested using the statistical tool of t-test. Below is the outline of this chapter:

1. Descriptive analysis of data
2. Research questions analysis
3. Post test performance analysis of H01
4. Post test performance analysis of H02
5. Post test performance analysis of H03
6. Post test performance analysis of H04
7. Post test performance analysis of H05
8. Post test performance analysis of H06
9. Post test performance analysis of H07
10. Post test performance analysis of H08

4.2 Sample Characteristics

A total number of two hundred and ninety eight students drawn from six secondary schools were used as sample for this study. This sample took into cognizance the various variables as drawn in the research questions and formulated in the hypothesis.

Table 4.1: Sample Characteristics

Groups	No. of Respondents	Percentage (%)
Experimental	148	49.66
Control	150	50.34

From the total above, one hundred and forty eight of the subjects representing 49.66 percent were exposed to community based resource treatment and the remaining one hundred and fifty representing 50.34 percent received exposition. A total of three schools with a population of one hundred and forty eight students representing 49.66 percent are located in rural areas, while three schools with a sample of One hundred and fifty representing 50.34 percent were in the urban areas.

Table 4.2: Sample Characteristics

Groups	No. of Respondents	Percentage (%)
Experimental	198	66.44
Control	100	33.56

On sex distribution of the subjects, four of the schools with a population of one hundred and ninety eight students representing 66.44 percent are males, while two schools with a sample population of one hundred representing 33.56 percent are females. The subjects were pre-tested to ascertain their level of equivalence in performance before treatment. In order to determine the level of academic equivalence of the subjects, a pre test was conducted and the result is presented in table 4.3

Table 4.3: Pre-test Result table

Groups	Mean	SD	N	t-cal	t-crit
Experimental	30.05	6.59	148	1.36	1.68
Control	31.28	6.93	150		

Not significant $\alpha = 0.05$

4.3 Descriptive Statistical Analysis

In this descriptive analysis, the means and standard deviations of the scores obtained from the administered research instrument provided a basis for the analysis below. Though, Khan and Best (1993) as cited by Yunusa (2004) had pointed out that descriptive statistical analysis is not always tenable but it can still provide important guide in understanding the general characteristics of the sample used and can therefore provide grounds to make statements about the sample. This description will be based on the data arising from the pre-test and post-test performance of students on various aspects of drug education.

Research Question (1): Can a health educator be effective in enhancing drug use and awareness among secondary school students in Kano Central Senatorial District, Kano state?

This research question was to find out whether a community resource person specializing in health education can be more effective in enhancing drug use and awareness among secondary school students than a regular social studies teacher.

Table 4.4 Pre-test and post-test mean and standard deviation for research question one.

Group		**Pre-test**		**Post-test**	
	N	**Mean**	**SD**	**Mean**	**SD**
Experimental	50	30.50	6.93	49.00	6.59
Control	50	32.70	10.95	34.10	12.76

From the table 4.4, the pre-test means and standard deviation of both the experimental and control groups are largely in the same margin in their distribution. This is indicative of the fact that both category of learners are in the same equivalence prior to teaching. But at the post test level, the means and standard deviation greatly differed in favour of the experimental group. As shown in the table, the experimental group recorded the mean and standard deviation of 49.00 and 6.59 respectively as against the record of 34.10 mean and 12.76 standard deviation by the control group. The implication therefore is that the use of a health educator as a community resource significantly enhances drug

use awareness and control among Secondary School Students in Kano Central Senatorial District, Kano state.

Research Question (2): Can a science educator be effective in enhancing drug use and awareness among secondary school students in Kano South Senatorial District, Kano state?

The second research question was to find out the effectiveness of science educator as a community based resource person in enhancing drug use and awareness among students.

Table 4.5: Pre-test and post-test mean and standard deviation for research question two

Group		**Pre-test**		**Post-test**	
	N	**Mean**	**SD**	**Mean**	**SD**
Experimental	50	25.90	9.87	42.90	8.95
Control	50	29.50	9.83	31.10	9.85

At the pre test level, the experimental group of students had a mean distribution of 25.90 and standard deviation of 9.87. The control group on the other hand, recorded a mean distribution of 29.50 and a corresponding standard deviation of 9.83. The implication is that even though the control group was slightly better in performance, learners in both groups can be said to be at par since the variation in performance was not too manifest.

However, at the post test level, the experimental group had a mean performance of 42.90 and a standard deviation of 8.95. The control group on the other hand lagged behind with a mean performance of 31.10 and a standard deviation of 9.85. The implication of the result in the table is that the use of science educator as a community resource in teaching significantly enhances drug use awareness and control among secondary school student in Kano South Senatorial District, Kano state.

Research Question (3): Can a nurse be effective in enhancing drug use and awareness among secondary school students in Kano North Senatorial District, Kano state?

This research question was to ascertain the effectiveness in using a nurse as a community resource person to enhance drug use and awareness among secondary school students as against the regular social studies teacher. The result is shown in table 4.6:

Table 4.6: Pre-test and post-test mean scores and standard deviation for research question three

Group		**Pre-test**		**Post-test**	
	N	**Mean**	**SD**	**Mean**	**SD**
Experimental	50	25.90	8.95	47.15	9.30
Control	50	29.50	9.30	50.15	9.87

Table 4.6 on research question three indicates that in the pre test mean and standard deviation, the experimental school recorded 25.90 and 8.95 respectively. On the same pre-test, the control group recorded a mean performance of 29.50 and a standard deviation of 9.30. It can therefore be attested that both groups were at an equivalence in learning during the stage of the pre-test.

At the post-test level, the experimental group obtained a mean performance of 47.15 with the standard deviation at 9.30. The control group on the other hand in the post-test, had a mean performance of 50.15 and a standard deviation of 9.87. It can thus be inferred that even though the use of a nurse a community resource in teaching enhances drug use awareness and control among students, it is not better than expository method. This indicates that with proper handling of exposition, drug use awareness and control among students can equally be enhanced.

Research Question (4): Can both science educator and nurse be effective in enhancing drug use and awareness among male secondary school students in Kano state?

This question was to find out if there was a significant difference in the level of drug use and awareness as a result of community resource treatment between the male students of the experimental group and the male students in the control group. The result is presented in table 7.

Table 4.7: Pre-test and post-test mean and standard deviation for research question four

Group		Pre-test		Post-test	
	N	Mean	SD	Mean	SD
Experimental	50	31.12	6.93	43.19	6.59
Control	50	33.37	6.77	42.47	6.93

In the pre-test the male students of the experimental group had a mean performance of 31.12 and the standard deviation 6.93. In the same pre-test, the control group had an average performance of 33.37 with a standard deviation of 6.77. With that performance, the control group was slightly better but the range of performance was still within the same margin.

At the post-test level, the experimental group had a mean of 43.19 and a standard deviation of 6.59. The control group also had an average of 42.47 and a standard deviation of 6.93. Therefore, in terms of post test margin of performance, the use of both science educator and nurse as a community resource for teaching did not significantly enhance drug use awareness and control among student better than exposition method.

Research Question (5): Can a health educator be effective in enhancing drug use and awareness among female secondary school students in Kano state?

This question was designed to ascertain whether the use of community resource-based method can enhance drug use and awareness between the female students

of the experimental group and those of the control group. The table of performance is shown in table 4.8.

Table 4.8: Pre-test and post-test mean and standard deviation for research question five

Group		**Pre-test**		**Post-test**	
	N	Mean	SD	Mean	SD
Experimental	50	28.50	13.59	46.30	7.90
Control	50	29.68	12.16	31.42	9.06

In the table 4.8, the experimental group had a pre-test mean of 28.50 and a standard deviation of 13.59. The control group also in the pre-test had a mean of 29.68 and a standard deviation of 12.16. Though the control group at the pre-test had a slightly higher mean and standard deviation, the performance of both group were in equivalence.

At the post test performance level, the experimental group had a mean of 46.30 and a standard deviation of 7.90. On their part, the control group had a post-test mean of 31.42 with a standard deviation of 9.06. From the position in table 4.3.5, the performance of the experimental group was much higher than that of the control group. This is an indication that the use of a health educator as a community resource in teaching enhances drug use and awareness among the secondary school students in Kano state.

Research Question Six (6): Can both science educator and nurse be effective in enhancing drug use and awareness among rural secondary school students in Kano state?

The sixth research question was drawn to find out whether the experimental group students will perform better than the control group of students on drug use and awareness. The pre test and post test table is captured as table 4.9.

Table 4.9: Pre-test and post-test mean and standard deviation for research question six

Group		**Pre-test**		**Post-test**	
	N	**Mean**	**SD**	**Mean**	**SD**
Experimental	50	31.12	8.95	45.19	9.87
Control	50	35.46	9.30	50.15	9.85

In analyzing the performance on table 4.9, the experimental group had a mean of 31.12 and a standard deviation of 8.95. The control group on the other hand, had a mean score of 35.46 and a standard deviation of 9.30. This can be interpreted to mean that even though the control group had a little bit of higher score, the average performance of both groups was not too far apart and were in the same wavelength.

As for the post-test, the experimental group had an average performance of 45.19 with a corresponding standard deviation of 9.87. In the same post test,

the control group had an average performance of 50.15 with a standard deviation of 9.85. This can be interpreted that among the rural students in Kano state, the use of both science educator and nurse as community resources does not enhance drug use awareness and control significantly enough than through expository method. The implication is that with proper planning and organization, exposition method of teaching can equally enhance drug use awareness and control among secondary school students.

Research Question Seven (7): Can a health educator be effective in enhancing drug use and awareness among urban secondary school students in Kano state?

This research question was to ascertain whether the exposure to community resource-based method will impact positively on the experimental than the control group on drug use and awareness. The table of performance with respect to research question seven is presented in table 4.10.

Table 4.10: Pre-test and post-test mean and standard deviation for research question seven

Group		**Pre-test**		**Post-test**	
	N	**Mean**	**SD**	**Mean**	**SD**
Experimental	50	30.23	13.59	45.57	6.59
Control	50	31.94	12.16	38.78	9.85

From table 4.10, the pre-test mean score of the experimental group is 30.23 and the standard deviation is 13.59. The control group on the other hand, had a mean score of 31.94 and a standard deviation of 12.16. In terms of pre-test equivalence no much difference existed. But in the post test, a mean score of 45.57 and a standard deviation of 6.59 were recorded by the experimental group. On the part of the control group, a mean score of 38.78 was recorded and their standard deviation was 9.85. This is an indication that the experimental group performed significantly than the control group. This means that the use of health educator as a community resource in teaching, enhances significantly drug use awareness and control among students in urban secondary schools in Kano state.

Research Question Eight (8): Can non-human resources (like graphic materials) be effective in enhancing drug use and awareness among secondary school students in Kano state?

The essence of this question was to ascertain whether the non-human resources used in this study including designed instructional materials and the visit to Dorayi rehabilitation centre by the experimental group will lead to superior performance as against the performance by the control group. The result is presented in table 4.11.

Table 4.11: Pre-test and post-test mean and standard deviation for research question eight

Group		Pre-test		Post-test	
	N	Mean	SD	Mean	SD
Experimental	50	30.23	13.59	45.57	6.59
Control	50	31.94	12.16	38.78	9.85

With the performance as indicated in the table above, the experimental group had a mean score of 30.23 and a standard deviation of 13.59. The control group had a mean score of 31.94 and a standard deviation of 12.16. Therefore not much difference existed in their performance prior to the commencement of treatment.

At the post test level, the mean for the experimental group was 45.57 with their standard deviation being 6.59. The control group lagged behind with a mean score of 38.78 and a standard deviation of 9.85. The implication is that the use of non human resources like posters, real drugs and graphic materials can enhances drug use and awareness among secondary school students in Kano State.

In analyzing the results from the eight research questions, it has to be pointed that significant differences existed in the post test performance of experimental students in five out of the eight questions, while no significant difference existed in the performance of both the experimental and the control groups in three of the eight questions. The implication for social studies

curriculum implementation is that as much as possible the instructional approach adopted has to vary from time to time especially when the unit is on a sensitive issue like drug education.

4.4 Hypotheses Testing

Eight (8) null hypotheses were formulated for testing in this study. T-test was found appropriate for testing of all the hypotheses at alpha (α) level 0.05 significance. The choice of this statistical test has been given in the preceding chapter, and further corroborated by Kothari (2010:196) when he observed that "t-test is considered an appropriate test for judging the significance of a sample mean or for judging the significance of differences between the means of two samples in case of small sample(s) when population variance is not known".

Hypothesis One (H01): There is no significant difference between the mean scores of students taught by a health educator and those taught by social studies teacher on drug use and awareness in Kano Central Senatorial District, Kano state, Nigeria.

The data collected with respect to the first hypothesis was statistically analyzed using t-test and the result obtained is reflected in table 4.12.

Table 4.12: t-test differences between experimental and control groups

Group	N	Mean	SD	DF	t-cal	t-crit
Experimental	50	49.00	6.59	98	22.2	1.68
Control	50	34.10	12.79			

Significant α 0.05

In table 4.12, the calculated value which is the t-cal is 22.2 and the critical value which is the t-crit is 1.68. Since the calculated is higher than the critical value, this means that a significant difference existed in the awareness level on drug use by students between the experimental and the control groups. This goes to establish that the use of community resource is essential in drug use and awareness campaign.

Hypothesis Two (Ho2): There is no significant difference between the mean scores of the students taught by a science educator and those taught by social studies teacher on drug use and awareness in Kano South Senatorial District, Kano state, Nigeria.

Based on the data collected, the statistical analysis is presented the table 4.13.

Table 4.13: t-test differences between the experimental and control groups

Group	N	Mean	SD	DF	t-cal	t-crit
Experimental	50	42.90	8.95	98	1.89	1.68
Control	50	31.10	9.85			

Significant α 0.05

In table 4.13 presentation, the t-calculated is 1.89 and the t-critical is 1.68. Since the t-calculated is higher than the t-critical, it means that significant differences existed in the performance of the experimental and control group. The hypothesis is therefore rejected. This implies that the community resource approach adopted in the treatment of the experimental subjects helped in increasing their awareness and was suitable for controlling wrong drug use.

Hypothesis Three (Ho3): There is no significant difference between the mean scores of students taught by nurse and those taught by a social studies teacher on drug use and awareness in Kano North Senatorial District, Kano state, Nigeria.

Table 4.14: t-test differences between the experimental and control groups

Group	N	Mean	SD	DF	t-cal	t-crit
Experimental	48	42.90	9.30	96	1.53	1.68
Control	50	31.10	9.87			

Not Significant α 0.05

In the analysis on table 4.14, the t-calculated is 1.53 and the t-critical is1.68. Since the critical value is higher than the calculated value, the hypothesis is accepted. It indicates that the experimental groups have not significantly performed better than the control group on drug use awareness and the consequent control mechanism.

This is an indication that when the teaching is properly done, by social studies teachers, the learners will learn. It also indicates that it is not in every case that the use of community resource based approach results in better performance. This makes the teaching factor very critical in the realization of set objectives.

Hypothesis Four (Ho4): There is no significant difference between the performance of male students taught by both science educator and nurse and those taught by a social studies teacher on drug use and awareness in Kano state, Nigeria.

The data collected is analyzed in table 4.15.

Table 4.15: t-test difference between the experimental and control groups

Group	**N**	**Mean**	**SD**	**DF**	**t-cal**	**t-crit**
Experimental	98	43.19	6.59	196	1.51	1.68
Control	100	42.47	6.93			

Not Significant α 0.05

In the analysis on table 4.15, the t-calculated is 1.51 and the t-critical is 1.68. This means that the hypothesis is accepted. It indicates that no significant difference existed in the performance of both the experimental and the control groups after treatment on drug use awareness and control.

Hypothesis Five (Ho5): There is no significant difference between the performance of female students taught by a health educator and those taught by a social studies teacher on drug use and awareness in Kano state, Nigeria.

Table 4.16 is the analysis of data collected with respect to hypothesis number five of this study.

Table 4.16: t-test differences between the experimental and control groups

Group	N	Mean	SD	DF	t-cal	t-crit
Experimental	50	46.30	7.90	98	8.21	1.68
Control	50	31.42	9.06			

Significant α 0.05

From table 4.16, the t-calculated is 8.21 and the t-critical is 1.68. This indicates that t-calculated is higher than the t-critical and therefore the hypothesis is rejected. This implies that the application of community resource based approach for sample treatment was effective in teaching and learning process of female students.

The existence of significant difference in performance occasioned by a superior performance of the experimental group is an indication of community resource intervention.

Hypothesis Six (Ho6): There is no significant difference between the performance of rural students taught by both science educator and a nurse and those taught by a social studies teacher on drug use and awareness in Kano state, Nigeria.

Table 4.17 is the analysis of data obtained from hypothesis six of this study.

Table 4.17: t-test differences between the experimental and control groups

Group	N	Mean	SD	DF	t-cal	t-crit
Experimental	98	45.19	9.87	146	1.53	1.68
Control	50	50.15	9.85			

Not Significant α 0.05

From the table 4.17, the t-calculated is 1.53 and the t-critical is 1.68. Since the t-critical is higher than the t-calculated, the hypothesis is therefore accepted. Its implication is that there is no significant difference in the performance of both the experimental and control groups on drug use and awareness after treatment.

The interpretation of this result is that a subject teacher with equitable professional background can discharge his teaching function effectively.

Hypothesis Seven (Ho7): There is no significant difference in the performance of urban students taught by a health educator and those taught by a social studies teacher on drug use and awareness in Kano state, Nigeria.

The table 4.18 contains the analysis of data gathered in respect of the hypothesis seven of this study.

Table 4.18: t-test analysis of data on experimental and control groups

Group	N	Mean	SD	DF	t-cal	t-crit
Experimental	50	45.57	6.59	148	22.20	1.68
Control	100	38.78	9.85			

Significant α 0.05

From the result on table 4.18, the t-calculated is 22.20 and the t-critical is 1.68. This means that the hypothesis is rejected as the t-calculated is greater than the t-critical. The implication is that there is a significant difference in performance after treatment on drug use awareness and control between the experimental and control groups.

The result on table 4.18, justifies the use of community resource base approach.

Hypothesis Eight (Ho8): There is no significant difference between the performance of students taught using non-human community resources such as

(posters, real drug and graphic materials) and those taught without non-human community resources on drug use and awareness in Kano state, Nigeria.

Table 4.19 shows the analysis of data as it relates to the hypothesis above.

Table 4.19: t-test analysis of data on experimental and control groups

Group	N	Mean	SD	DF	t-cal	t-crit
Experimental	148	45.57	6.59	296	22.20	1.68
Control	150	38.78	9.85			

Significant α 0.05

From table 4.19, the t-calculated is 22.20 and the t-critical is 1.68. This means that the hypothesis is rejected as the t-calculated is higher than the t-critical. The implication of this is that there is a significant difference in the students' performance between the experimental and control groups on drug use awareness and control after treatment. The result justifies the use of various resource materials within the community in teaching concepts like drug education.

4.5 Summary of Major Findings

The major findings of this study are as follows:

1. The use of health educator has a significant impact in enhancing drug use and awareness among secondary school students in Kano Central Senatorial District, Kano State. (The t-cal is 22.2 and the t-crit is 1.68)

2. The use of science educator has a significant impact in enhancing drug use and awareness among secondary school students in Kano South Senatorial District, Kano State. (The t-cal is 1.89 and the t-crit is 1.68)

3. The use of nurse did not have a significant impact in enhancing drug use and awareness among secondary school students in Kano North Senatorial District, Kano State. (The t-cal is 1.53 and the t-crit is 1.68).

4. The use of both science educator and nurse did not have a significant impact in enhancing drug use and awareness among male secondary school students in Kano State. (The t-cal is 1.51 and the t-crit is 1.68).

5. The use of health educator has a significant impact in enhancing drug use and awareness among female secondary school students in Kano State. (The t-cal is 8.21 and the t-crit is 1.68).

6. The use of both science educator and nurse did not have a significant impact in enhancing drug use and awareness among students in rural secondary schools in Kano State. (The t-cal is 1.53 and the t-crit is 1.68).

7. The use of health educator has a significant impact in enhancing drug use and awareness among students in urban secondary schools in Kano State. (The t-cal is 22.20 and the t-crit is 1.68).

8. The use of non-human resource like posters, real drugs and graphic materials have a significant impact in enhancing drug use and awareness

among secondary school students in Kano State. (The t-cal is 22.20 and the t-crit is 1.68).

4.6 Discussion of Findings

The first objective of this study was to find out the impact of a health educator in enhancing drug use and awareness among secondary school students in Kano Central Senatorial District, Kano state, Nigeria.

From the results obtained as shown in table 4.4, both the experimental and control groups exhibited equal level of performance at the pre-test. But when the post-test was conducted, the experimental group performed better than the control group. This finding is in agreement with the United States Department of Health and Human Services (2003) position that the use of community health educators as part of community resources by school enhances drug use and awareness. It was for this, that Haliru's (2007) supported the use of various methods including community resources in social studies teaching. He further cited others as Meziobi (1994), Ikumelu (2003), Okam (1985) and Adewoyin (1993) to buttress his view on the above. Dubey and Barth (1990) as cited by Jacobs (2001) also advocated for the use of various method and community resources in social studies lessons.

The implication of the above is that the intervention by way of treatment through community resource-based teaching method by a health educationist

significantly impacted on the level of drug use and awareness among secondary school students in Kano state.

The second objective of the study was to find out the impact of a science educator in enhancing drug use and awareness among secondary school students in Kano South Senatorial District, Kano state, Nigeria.

The results obtained in the analysis for the above and as demonstrated in table 4.5, showed equivalence in the pre-test performance. However, for the post test, the experimental group performed better than the control group. As in the analysis of the first objective, the treatment option of community resource based method by a science educator was also effective in enhancing drug use and awareness among secondary school students. It has equally been observed that among the factors that influence the achievement of learners in school, teachers effectiveness through the acquisition and use of good instructional skills and methodologies are very prominent (Kajuru 2008). This is why Edem (2007) noted that community resource person like science educators and others should be used when necessary.

The implication arising from the two objectives is that the application of suitable community resource based approach in teaching can have serious learning impact on the performance. This is so because learners will be exposed to a different teaching approach other than the conventional teaching approach adopted by subject teachers. This was the position of Adekunle (nd) in

highlighting that resource persons in the community can be invited or visited to share his/her experience and knowledge with students to enhance learning.

The third objective was to find out the impact of a nurse in enhancing drug use and awareness among secondary school students in Kano North Senatorial District, Kano state, Nigeria.

In the analysis as shown in table 4.6 the pre-test performance for both groups did not differ. Also in the post test analysis, the performance of both the experimental and control groups did not differ significantly. This performance was to be attributed to teacher efficiency which is the ability of the teacher to carry out teaching task with adequate knowledge of subject matter, teaching methodologies and good preparation of lesson so as to produce the desired change in the learner (Ezeugbor, 2008). This position aligns with Ukeje (1973) as cited by Ekpunobi (1996), Iwagu (2006) and Ike (2007), who in their studies on teaching emphasized that effective teaching through exposition is a catalyst for performance.

In this regard therefore, a good social studies teacher with adequate techniques and resources can also perform just like an invited resource person. It will therefore not be proper to infer that all social studies teachers cannot deliver on drug education or that all community resource persons are better than all social studies teachers in handling the issue of drug use and awareness in secondary schools.

The fourth objective of this study was to find out the impact of both science educator and nurse in enhancing drug use and awareness among male students in secondary schools.

In the analysis arising and as reflected in table 4.7, the pre-test performance of both groups were at equivalence. As for the post test, there was no significant difference in the performance of both the experimental and the control groups. This also tallies with the position that was canvassed in the analysis of the third objective on the fact that qualitative teaching by social studies teachers can also promote drug awareness campaign. This is the point that Sangolaye (2011) had in mind when he stated that the onus of implementing the curriculum rests on the effectiveness and quality of the teacher. There is need for this awareness because studies by Okoza and Aluede (2009) and Ibok and Achalu (2004) clearly indicated that large population of male student indulges in the abuse of such drugs as alcohol, kolanut, marijuana, Chinese capsule among others. This position agrees with that of Adeosun (2009) when he canvassed that when regular teachers adopt a combination of techniques and resources in social studies, it will be efficient. It disagreed with Adeloye (2007), on his generalization that social studies teaching has not been satisfying due to teachers' use of inappropriate pedagogical approaches like teaching, dictation, memorization and note copying.

The fifth objective of this study was to find out the impact of health educator in enhancing drug use and awareness among female secondary school students.

In the table 4.8, the result of the pre-test indicated a performance level of equivalence. At the post-test level, the experimental group performed significantly better than the control group. This implies that the use of health educator enhances drug use and awareness among secondary school students. This is due to the significant difference in the performance of both groups occasioned by the treatment given to the experimental group. This has vindicated the position of Okam (2002) that social studies instruction should not depend only on conventional classroom method but to includes other methods like community resource based method. This opinion is also supported by Okojie (2007).

It is important to emphasis that there is a need for a better teaching method that includes health educators so as to improve on the awareness level on drug use among female students. This is because the drug abuse issue is not restricted to any sex group. In fact as for the female students, a study carried out by Nevadomsky (1981) and cited by Falase and Oyewunmi (2006) clearly stated that sixty-six (66%) of students both boys and girls abuse drug especially alcohol in certain parts of the country. This was equally certified by Okoza and Aluede (2009) that maintained a higher female involvement in the abuse of drugs like

alcohol, tobacco and kola nut. There is therefore a need for the use of community resource method by the social studies teachers in girls' school in order to enhance the drug use and awareness among their students.

The sixth objective of this study was to find out the impact of both science educator and nurse in enhancing drug use and awareness among rural secondary school students. In the analysis as captured in table 4.9, both the experimental and control groups had equivalent performance. This was repeated after the post-test where there was no significant difference in the performance of both the experimental and control groups. This finding is in agreement with positions of Garba (1996), Savage and Armstrong (1996), Ejili and Anyanwu (2006) and Robinson (1980), who all observed that qualities teaching by teachers through exposition can result in good performance. This is in contrast to the positions of Yunusa (2006), Meziobi (2007) and Haliru (2007)whose studies failed to differentiate between performance of qualitative and non-qualitative teachers in the school system. The implication therefore is that the treatment intervention did not give a significant edge to the experimental students. The quality of teaching has to be appreciated because the mean performances of both groups were high at 45.19 for the experimental and 50.17 for the control group. There is therefore the necessity to continue to maintain the tempo of drug use and awareness in rural schools because Fatoye and Morakinyo (1997) had cautioned that there is a prevailing incident of drug abuse among secondary school

students in certain rural areas of Nigeria with regards to drugs like beer, palm wine, locally fermented wine and distilled gin.

The seventh objective of this study was to determine the impact of a health educator in enhancing drug use and awareness among secondary school students in urban schools.

In the analysis, the students in both the experimental and control groups were pre-tested and the pre-test result indicated. After treatment a post-test was administered and the experimental group performed significantly better than the control group. The superior performance in the post test by the experimental group is an indication that the treatment given by the health educator had enhanced drug use and awareness among secondary school students. It is in agreement with the views of Olubadewo (2007), FFTACSSC (1998), Adekunle, Ciffone, Morelock,Turner and Sivek (1998), Alaska Department of Education (1996) and Adams and Powell (1996), that emphasizes the importance of health educators and other community based resources in teaching. There is a need for improvement in teaching method in urban schools. This is because there is high prevalence and exposure by youths to drug abuse in the urban areas. This has been confirmed by the report of NAFDAC (2010), Abubakar (2010), Lalo (2010) and Osa-Osunbor (2010) all cited earlier. It was further corroborated by Obot, Ibanga, Ojiji and Wai (2001) that most students in urban cities of Nigeria are in one way or the other involved in drug abuse.

It should also not be ruled out that youths in urban areas are exposed to other incidents that attract them to drug abuse like media, peer influence, resources and availability of drugs. Social studies teachers on their part have to put in more effort in the teaching approach so as to improve on the level of drug use awareness in urban areas.

The last objective of this study was to find out the impact of non-human community resources like posters, real drugs and graphic materials in enhancing drug use and awareness among secondary school students.

In the analysis as captured in table 4.10, the students in both the experimental and control groups had an equivalence performance during the pre-test level. But the case was different at the post test where there was a significant difference in the performance as a result of better mean and standard deviation for the experimental group over the control group due to resource utilization. This result is in agreement with the opinions of Nzeribe (2000), Edozie (2006), Adewoyin (2007) and Sarkin Fada, Aminu, Umar, Wambai, Saleh and Abubakar (2004) that various non-human community resources should be applied in teaching. It is necessary to state that the use of non-human community resources like posters, real drugs and graphic materials can equally enhance drug use awareness and control among students. It is therefore being canvassed that for effective teaching on drug use awareness, social studies teachers should endeavour to utilize the various non-human community resources available for

teaching. The involvement of resources helps to arouse and sustain the interest of the learners and provide them with permanent and memorable experiences (Anikweze, 2008). These non-human resources such as rehabilitation (drug) centres, commercial centres, recreational facilities and material resources can be of tremendous educational value (Nzeribe 2000). Periodical visits to drug rehabilitation centres such as the ones in Dorayi and Dawanau for drug lessons in social studies will also go a long way in appreciating the effect of drug abuse since the learners will have firsthand experience with people passing through various stage of drug abuse rehabilitation.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter consists of the major aspects of this study from the first to the fourth. This comprises the introduction to the work, review of related literature, research procedure, design and result obtained. The conclusion arising from the finding of the study was equally presented. It further examined the implications of the result to social studies curriculum implementation in the areas of drug education. The chapter also offered some recommendations and suggestions for further studies.

5.2 Summary

This study titled "Impact of Community Resource-Based Teaching Method on Drug Use and Awareness among Secondary School Students in Kano state, Nigeria" was necessitated by the need to explore how the use of community resource based teaching method can impact on drug use and awareness among secondary school students. It therefore sought to: (1) find out the impact of a health educator in enhancing drug use and awareness among secondary school students in Kano Central District, Kano state, Nigeria; (2) find out the impact of a science educator in enhancing drug use and awareness among secondary school students in Kano South District, Kano state, Nigeria; (3) find out the impact of nurse in enhancing drug use and awareness among

secondary school students in Kano North District, Kano state, Nigeria; (4) find out the impact of both science educator and nurse in enhancing drug use and awareness among male secondary school students in Kano state, Nigeria; (5) find out the impact of a health educator in enhancing drug use and awareness among female secondary school students in Kano state, Nigeria; (6) determine the impact of both science educator and nurse in enhancing drug among students in rural secondary school students in Kano state, Nigeria; (7) determine the impact of a health educator in enhancing drug use and awareness among students in urban secondary school students in Kano state, Nigeria; and (8) determine the impact of non-human resources (like posters, real drugs and graphic materials) in enhancing drug use and awareness among secondary school students in Kano state, Nigeria.

In line with the objectives, eight research questions and eight hypotheses were formulated. The study was delimited to: Kano state, junior secondary schools where social studies is taught, the social studies units on drug abuse and drug trafficking, drug use and awareness, and human and non-human community resources.

It was based on the following assumptions:

vi. Availability of community resources to teach various units in different subjects in secondary schools in Kano state, Nigeria,

vii. Teachers in secondary schools in Kano state, Nigeria can manipulate the resources for teaching and learning,

viii. Community resources will make teaching and learning more effective in enhancing drug use and awareness in secondary schools in Kano state, Nigeria.

The literature review examined social studies education, social studies pedagogy, meaning and forms of drug, drug involvement theories, drug abuse, abusable drugs, rising incidence of drug abuse, effects of drug abuse, control of drug abuse, drug use and awareness and community resource based teaching method. It also reviewed some empirical studies under-taken in the area of study. The review revealed that though studies had been conducted on drug use and awareness in different parts of the country, no such was found to have been carried out using community resources in Kano state.

The research design adopted for the study was the pre-test, post-test, control group design. The population for the study consisted of eight hundred and eighty-eight (888) public secondary schools and one hundred and twenty-five (125) private secondary schools in Kano state. This totaled one thousand and

thirteen (1,013) secondary schools. A sample of six (6) schools were picked. Three of the schools were for the experimental treatment and the other three were the expositional schools. In all, a total number of two hundred and ninety eight (298) students were used as samples for the study. Sixty (60) constructed multiple choice test items were the instrument for data collection and twelve model plans were prepared and utilized for teaching. The instruments were validated by teachers, lecturers and supervisory team and were found reliable with a reliability co-efficient of r=0.56. The researcher and the resource persons administered the instrument.

Two sampling techniques were used to get the sample for this study. These are the stratified and simple random sampling technique. The stratified technique was used to cater for the sub-population as educational zones, boys and girls schools, urban and rural schools while the simple random sampling technique was used to select particular schools and classes identified in the above population variables.

An insight to the sample characteristics was given and analyses of the eight tested hypotheses were made. In the analysis, five of the hypotheses were rejected and three were retained. In the light of the eight tested hypotheses, the major findings of this study are: (1) The use of health educator has a significant impact in enhancing drug use and awareness among secondary school students in Kano Central Senatorial District, Kano State. This is because in the analysis,

the t-cal is 22.2 and the t-crit is 1.68. (2) The use of science educator has a significant impact in enhancing drug use and awareness among secondary school students in Kano South Senatorial District, Kano State. This is because in the analysis, the t-cal is 1.89 and the t-crit is 1.68. (3) The use of nurse did not have a significant impact in enhancing drug use and awareness among secondary school students in Kano North Senatorial District, Kano State. This is because in the analysis, the t-cal is 1.53 and the t-crit is 1.68.(4) The use of both science educator and nurse did not have a significant impact in enhancing use and awareness among male secondary school students in Kano State. This is because in the analysis, the t-cal is 1.51 and the t-crit is 1.68. (5) The use of health educator has a significant impact in enhancing drug use and awareness among female secondary school students in Kano State. This is because in the analysis, the t-cal is 8.21 and the t-crit is 1.68. (6) The use of both science educator and nurse did not have a significant impact in enhancing drug use and awareness among students in rural secondary schools in Kano State. This is because in the analysis, the t-cal is 1.53 and the t-crit is 1.68. (7) The use of health educator has a significant impact in enhancing drug use and awareness among students in urban secondary schools in Kano State. This is because in the analysis, the t-cal is 22.20 and the t-crit is 1.68. (8) The use of non-human resource like posters, real drugs and graphic materials have a significant impact in enhancing drug use and awareness among secondary school students in Kano State. This is because in the analysis, the t-cal is 22.20 and the t-crit is 1.68.

5.3 Conclusion

Effective teaching is very essential for the objectives of learning to be realized. The extent to which teaching can be effective, depends on the method adopted in the process. Teaching can yield the desired result where various resources are utilized.

Community based resources both human and non-human are vital aspects of instructional materials that can be utilized in the teaching/learning process in social studies. To facilitate drugs use and awareness among the youths, in secondary schools in Kano state, Community Resources-Based Teaching Method is an effective strategy.

5.4 Recommendations

In view of the discussion arising from the findings of this study, the following recommendations are hereby presented:

1. Community based resources such as health educator should be utilized in social studies lessons in Kano Central District, Kano state, Nigeria at regular intervals.

2. Community based resources such as science educator should be utilized in social studies lesson in Kano South District, Kano state, Nigeria at regular intervals.

3. Social Studies teachers in Kano North District should continue to perform diligently in discharge of their duties.

4. Social studies teachers in male schools in Kano state are equally encouraged to continue to use both human and non-human resources so as to teach effectively.

5. Social studies teachers in female schools in Kano state should continue to avail themselves of the services of human and non-human community resources.

6. Social studies teachers in rural schools are advised to keep up their performance.

7. Social studies teachers in urban schools in Kano state should always endeavour to avail themselves of available resources such as heath educator in teaching certain concepts.

8. Non-human resources such as real objects, graphic objects and visits to resource centres should be used in teaching social studies from time to time.

5.5 Implications for Curriculum Implementation

The implications of the findings for curriculum implementation include:

1. Teaching methods and techniques should be varied from time to time as the nature of the subject matter of instruction demands. This is because teaching through exposition does not always yield the desired curriculum objective.

2. The resource persons to be engaged, should be knowledgeable not only in the content area but also in the approach to instructional process. This is imperative because of the three community resource persons used in the treatment process on drug use and awareness the two with teaching background performed better than the one without teaching background.

3. Not all social studies teachers lack adequate technique in lesson presentation. This is so because of the three regular teachers utilized for the control group, the students taught by one of them performed well so much so that no significant difference existed in performance between them and the experimental group. Hence teachers should be trained and encouraged to utilize teaching techniques that will ensure enthusiasm, participation and critical thinking on the part of the learners in the lesson presentation process (Yunusa, 2004).

4. Inadequacy of instructional resources should not constitute a hindrance in social studies lesson presentation. Iyela (2005:142) had lamented that "it is a well known fact that most of the resources are either not available or when available, are not made adequate". This is not completely true because a lot of human and non human community resources are available for teaching. It will only task the creative ability of the teacher to identify them for use. It is not only when resources are bulky, purchased and imported that they become relevant. Simple improvised resources are equally effective in social studies lesson for the attainment of objective.

5.6 Limitations

In this study, only six schools and a sample of two hundred and ninety eight students were used. The reason is that being experimental in nature, there was need to ensure active control of subjects and minimize the undue influence of the teacher.

External observers were not involved in monitoring the teaching behaviour of the teachers of the groups especially the experimental teachers; however the involvement of the researcher and the subject heads in the schools helped to monitor the coverage and minimized this limitation.

The co-efficient equivalence of the two tests was not determined, but a t-test was used to ascertain whether significant differences existed between the performance of the experimental and control group.

Finally, there are other social issues and problems in the J.S.S two social studies curriculum like poverty, corruption and cultism. These were not considered in this study due to the need to allow for concentrated treatment.

5.7 Suggestion for Further Studies

A study such as this will not be complete without recommending related areas for further research. This is because; it is not practically possible in the study to cover every area with direct and indirect link with the topic under study. Based on the above, this study is putting forward the following recommendation.

1) This study was on the impact of community resource teaching method on drug use and awareness among secondary school students in Kano state, Nigeria. It was restricted to junior secondary school students. It is necessary for similar study to be carried out at the senior secondary school level because drug use and awareness campaign is imperative for all students in secondary school.

2) This study did not cover inter sex and intra location's impact on drug use awareness. There is a need for a research to explore these areas.

3) There is also a need to carry out other studies in other areas of social issues and problems like- cultism, poverty and corruption as outlined in the junior secondary school social studies curriculum.

REFERENCES

Abdul, A.H. (2009). "Selected anti social behaviours and their effects on health of citizens". In E.S. Adeyoyin, S. Arogbonlo and O.A. Makinde (eds). *Elements of environmental health*. Kaduna: Eagle Eye Integrated Publishers.

Abdulkareem, A.Y. (1997). "An investigation of the current state of social studies teaching methods in junior secondary schools". In *Tambari,*4 (1).

Abolade, A. O. (2009). "Education as a means of achieving the objectives of vision 20:2020 in Nigeria". A lead paper presented at the 11th annual national conference of the School of Education, Federal College of Education, Kano.

Abubakar, S. (2010). "NDLEA destroys 395 hectares of marijuana in 9 months". In *Daily Trust,* 9/11/2010.

Adam, S. and Powell M.J. (1996). "Using community resources to enhance mathematics and science education". In *Classroom Compass* Vol.3, No.1. A publication of Eisenhower Southwest Consortium for the improvement of mathematics and science teaching project.

Adamu, A. (1995). "Basic issues on drug abuse: A counselling perspective. In the *Farfaru Journal of Multi-Disciplinary Studies*, 4 (1 & 2).

Adeloye, J.A. (2007). *Fundamentals of educational technology*. Ota: Attitude Communications Inc.

Adeyoyin, F.A. (1990). "Wanted: A theory and practice of social studies". In F.A. Adedoyin (ed), *Theory and Practice of Education*. Ikeja: Joja Educational Research and Publishers.

Adekeye, R.B. (2008). "Refocusing primary education to meet the challenges of the 21st century in Nigeria: Implications for social studies pedagogy". In *Journal of Childhood and Primary Education,* 4 (2).

Adekunle, M.O. (nd). "Methods and resources in teaching social studies". Place of Publication and Publishers (nd).

Adeosun, O. V. (2007). "Relative effect of three multi-media instructional package on students achievement in social studies". In *Journal Educational Media Technology,* 13 (2).

Adewoyin, J.A. (2007). *Fundamentals of educational technology*. Lagos: Artitude Communications Inc.

Aggarwal, J. C. (1985). *Theory and principles of education: Philosophical and sociological bases of education* (12th Edition). New Delhi: VIKAS Publishing House.

Aguokagbue, C. N. (1994). "Models of teaching". In G.C. Offorma (ed). *Curriculum implementation and instruction*. Onitsha: Uni-World.

Akudolu, L.R. (1994). "Concept of curriculum implementation". In G.C. Offorma (ed). *Curriculum implementation and instruction*. Onitsha: Uni-World.

Alaska Department of Education (1996). *Alaska social studies framework*.

Anikweze, C.M. (2008). *Essentials of instructional technology*. Kaduna: GOFATS

Asaaju, O. A. (2007). "The Static Teacher in a Dynamic Curriculum: A clog in the wheel of professionalization" in *Nigerian Journal of Curriculum Studies* vol.14 No.2.

Ausbel, D.P. (1958). *Drug addiction: physiological, psychological and sociological aspect*. New York: Random.

Ausbel, D. P. (nd). The psychopathology and treatment of drug addiction in relation to the mental hygiene movement. *Psychiatric Quarterly*, 226 (11).

Ayodele, A. S. (2005). "Vision and mission of social studies education in the 21st century". In *Knowledge Review,* 11 (4).

Azide, J. I. (2006). "Teaching social studies in the secondary schools. In P.E. Eya, B.U. Maduewesi, D.A. Aboho, and C.I. Zaria, (eds). *Contemporary issues in teaching practice*. Onitsha: West and Solomon.

Barde, A. I., Ezugwu, K. U, Muhammad, R. J and Mustapha, E. (2002). *A handbook of educational technology.* Kano: MGC.

Bejerot, N. (1972). *Addiction: An artificially induced drive*. Springfield: Charles C. Thomas.

Bello, M. R. (2007). "Teacher education and technology in the 21st century". *In Journal of Educational Research and Development,* 2 (1).

Ben-Yunusa, M. (2008). *Issues on curriculum*. Zaria: YAG Enterprise.

Ben-Yunusa, M. (2004). "The effects of drug abuse on educational development and future of a child". A paper presented at a seminar on drug abuse awareness in millennium hope complex, Kaduna.

Biesel, J. R., Dixon, L., and Gearon, J. (nd). *Awareness of substance abuse problems among-dually-diagnosed-psychiatric-inpatients*. http://www.ncbi.n/mnih.gov/pubmed/10332639. Retrieved on 6/10/2010

Chetley, A. C. (1988). *Problem drug*. London: Zed Books.

Cliffone, E., Morelock, J., Turner, K and Sivek, D. (1998). *Using community resources in environmental education*. http://www.sedl.org/pubs/classroom-compass/cc_v3n1.pdf. Retrieved on 17/02/2010

Dahiru, W. H. (2009). "Perceived views of athletes and coaches on the effect of smoking on health and sports performance in north east Nigeria sports zone". In *Journal of Educational Research and Development,* 4 (1).

Daramola, S.O. (1992). *Research methods and statistical analysis in education*. Ado-Ekiti: Petos Publishers

Duru, B. C. (2008). "Reforming the teacher: An imperative for attaining the Nigerian educational aims". In *Nigerian Journal of Teacher Education and Teaching,* 4 (1).

ECOWAS (2008). Policies declaration on the prevention of drug abuse, illicit drug trafficking and organized crimes in West Africa. Issued by the authority of Heads of State and Government of ECOWAS at Abuja in December, 2008.

Edem, E. (2005). "Patterns of utilization of community resources for learning among primary school teachers". In *The Journal of WCCT Nigeria Chapter,* 5 (1).

Edem, E. (2007). "The levels of use (LOU) of community resources for teaching among primary science teachers". In *Nigerian Journal of Curriculum Studies,* 14 (2).

Edozie, G. C. (2006). *Curriculum resources and educational technology.* Asaba: Viewpoint Publishing Company.

Edoziem, G. N. (1996). "The role of education in national development". In A.N. Ndu, and Emenogu B. C. (eds). *Education and the Nigerian society*. Awka: MEK Publishers.

Ejili A. E, and Anyawu, N. O. (2006). *Teacher education in Nigeria: An introduction*. Enugu: HRV Publishers.

Ekpunobi, E. C. (1996). "The role of the teacher in reconstructing the Nigerian society: An assessment of Professor Ukeje's paradigm". In A.N. Ndu and B.C. Emenogu (eds). *Education and the Nigerian society*. Awka: MEKS Publishers.

Emeruwa, H. N. (1996). "Factors in curriculum planning". In U. Onwuka (ed) *Curriculum development for Africa*. Onitsha. Africana-FEP.

Ezeike, P., Anyamele, A., and Nnamah, G. I. (2008). "Effectiveness of verbal information strategy and hazard exposure technique in modifying adolescents attitude towards drug abuse". In *Sokoto Educational Review*, 10 (2).

Ezeugbo, C.O (2008). "Enhancing teacher efficiency in university education through the use of information and communication technology (ICT)". In *Sokoto Educational Review*, 10 (2).

Ezewu, E.E. (1999). "Professionalization of teachers: The basis for a stable and qualitative education in Nigeria" Being a convocation paper presented at the Federal College of Education (Technical), Omoku.

Ezugwu, K. U. (2004). "National integration in Nigeria: The educational challenges". In *The Nigerian Journal of Educational Review,* 3 (3).

Fafunwa, A.B. (1991). *History of education in Nigeria* (Revised Edition). Ibadan: NPS.

Falase, A. and Oyewumi, A. (2006). "Incidence of Substance Abuse Among the Hearing Impaired Adolescent in Secondary Schools in Ibadan, Nigeria". In *International Journal of Research in Education,* 3 (1).

Federal Ministry of Education (2007). *9 year basic education curriculum (social studies for JSS 1 – 3)*. Abuja: NERDC

Federal Republic of Nigeria (2004). *National policy on education*. Ikeja: NERDC Press.

Fifen, A.J. (2010). "Incidence of drug abuse among secondary school students in Oghara town, Ethiopia West C.S.A. of Delta State". A unpublished project submitted to Directorate of Consultancy, F.C.E, Kano.

Foundation for Atlantic Canada social studies curriculum (1998). *Foundation of social studies*.
http://www.gnb.ca/0000/publications/curri/social.pdf. Retrieved on 07/02/2010

Frederick, C. J. (1972). Drug abuse: A self-destructive enigma. *Maryland Medical Journal*.

Goodwin, D. W. (1979). *Alcoholism and heredity*. New York. Publisher not stated.

Greaves, G. (1974). Towards an existential theory of drug dependence. *Journal of Nervous and Mental Diseases*.

Garba, A. S. (1996). *Introduction to curriculum studies*. Zaria: Tamaza.

Gokun, K.D., Shittu, A.S., Maikano, P.N., Ibrahim, M.I. and Mustapha, E. (2008). *An introduction to principles and practice of educational technology.* Jos: Dan-sil Press.

Guga, A. and Bawa, M.R. (2012). *Curriculum innovation and implementation*. Zaria: Kareem and Guga.

Gupta, C. B. and Gupta, G. (2007). *An introduction to statistical methods.* New Delhi: Vikas

Halilu, L. (2007). "A Comparative study of differential impact of adopting conventional and multivariant methods in social studies education on students performance in Zamfara state". In *Journal of Educational Research and Development,* 2 (1).

Hassan A., Saidu M., Ibrahim A., Abdullahi M., (2006). The Influence of drug abuse on students' academic performance in tertiary institutions: A case study of college of education Waka-Bin, Nigeria", In *International Journal of Research in Education,* 3 (1).

Higgs, S., Stafford, L.D., Attwood, A.S., Walker, S.C. and Terry, P. (2008). "Cognitive and behavioural effects: Cues that signal the alcoholic content of a beverage and the effectiveness". In *Alcohol and Alcoholism*, 43 (6).

Hochhauser, M. (1978). Drugs as agent of control. *International Journal of the Addictions*.

Horowitz, I. A. and Burdens, K. S. (1995). *Social psychology*. California: Mayfield.

Hornby, A.S. (2001). *Oxford advanced learner's dictionary of current English*. Oxford: University Press.

Ibok, P. S. and Achalu, O. E. (2004). "Determinants of drug abuse among students in colleges of education in Akwa Ibom and Cross River States, Nigeria", In *International Journal of Research in Education*, 1 & 2.

Ike, P.O. (2007). "The role of effective teaching in curriculum implementation". In *Nigerian Journal of Curriculum Studies,* 14 (2).

Imoh-Obong, I.I. (2009). "Globalizing social studies education curriculum for national growth" in *Knowledge Review,* 19 (5).

Iwuagwu, S.I. (2006). "The role of the teacher in the school setting". In E.J. Maduewesi and P.E. Eya (eds). *Perspectives in teacher education*. Onitsha: West and Solomon.

Iyela, A. (2005). "Overcoming the constraints to social studies innovation in Nigeria". In S.O. Oriafo, G.C. Edozie and D.N. Ezeh (eds). *Curriculum issues in contemporary education*. Benin City: Da-Sylva.

Jacob, S. (2000). "Introduction to the teaching of social studies". In Y.P. Ololobou, S. Jacob and J. Ndazhaga (eds). *Dimensions of social studies* (vol. two). Pankshin: Academic Trust.

Kajuru, Y. Y. (2008). "The effect of using formula approach on the teaching of mathematical concepts in senior secondary schools in Kaduna state". In *Sokoto Educational Review*, 10 (2).

Kano State Ministry of Education (2010). Distribution of public secondary schools by LGA for 2010/2011, Kano Dept. of Planning and Statistics.

Kaplan, H. B. (1975). The self-esteem motive and change in self-attitudes. *Journal of Nervous and Mental Disease*.

Kissock, C (1981). *Curriculum planning for social studies teaching*. Chichester: John Wiley.

Kothari, C. I. (2010). *Research methodology: Methods and techniques*. New Delhi: New Age.

Kpanja E. H. (2003). "Strategies for effective teaching of social studies in the junior secondary school". In *Multidisciplinary Journal of Research Development,* 1 (1).

Lalo, M. (2010). "NAFDAC seals off health centre arrests five. In *Daily Trust*, 9/11/2010.

Letteri, D.J., Sayers, M. and Pearson, H.W. (1980). *Theories on drug abuse*. Rockville: National Institute on Drug Abuse.

Love, H. D. (1971). *Youth and the drug problem: A guide for parents and teachers*. Illinois: Charles C.C: Thomas Publisher

Maduakor, O. (1996). "The educational ideas of professional Ukeje". In A.N. Ndu and B.C. Emenogu (eds). *Education and the Nigerian society*. Awka: MEKS Publishers.

Maduewesi, B.U. (2000). *A practical guide to curriculum development* (2nd Edition). Onitsha: West and Solomon

Maduewesi, B.U. and Ofojebe, E. (2006). "Teacher education: The concepts, aims and objectives". In E.J. Maduewesi and P.E. Eya (eds). *Perspectives in teacher education*. Onitsha: West and Solomon.

Maduewesi, E.J. (2005). *Benchmarks and global trends in education*. Benin City: Da-Sylva.

Meziobi, D.I. (2007). "Preparing the primary school social studies teacher for the challenges of the 21st century". In *Nigerian Journal of Curriculum Studies,* 14 (3).

Mkpa, M.A. (1991). Community resources in junior secondary school alternative in resources utilization". In Imogie, et al., (eds). *Trends and research in educational technology*. Ibadan: Y-Books.

Muazu, F. (2007). "Drug abuse awareness and sustenance of democracy in Nigeria". In *Badala*, 3 (11).

Muhammed, B.M. (2004). "Drug abuse: a review of some causes, implications and prevention". In *Kano Journal of Arts and Social Sciences*, 2 & 3 (3 & 1).

NAFDAC (nd). *Information brochure*. Place of publication: Not stated

Nda, E.D. (2000). "Elements of social studies". In Y.P. Ololobon, S. Jacob and J. Ndazhaga (eds). *Dimensions of social studies* (vol. two). Pankshin: Academic Trust

Ndagi, J.O. (1999). *Essentials of research methodology for educators*. Ibadan: University Press

NDLEA (nd). *Drug cultivation, trafficking, baron and controversy*. http://www.ndlea.gov.ng. Retrieved on 6/10/2010

NDLEA (nd). *Brief history of Nigeria's counter-narcotic efforts*. http://www.ndlea.gov.ng. Retrieved on 6/10/2010

Ndu, A.O. (2006). "Conditions of service for teaching/teachers in Nigeria". In E.J. Maduewesi and P.E. Eya (eds). *Perspectives in teacher education*. Onitsha: West and Solomon.

Ndu, F.O. (1996). "Competency-based teacher education for scientific and technological development". In A.N. Ndu and B.C. Emenogu (eds). *Education and the Nigerian society*. Awka: MEKS Publishers.

Nuhu, Z. (2006). "An Investigation into the level of implementation of the inquiry teaching approach in junior secondary school social studies". In *Kundi, A publication of Colleges of Education Academic Staff Union, F.C.E., Kano,* 1 (1).

Nkom, A.A. (2000). *Instructional communication for effective teaching in university education*. Kaduna: BI-SHAANN.

Nkpa, N. (1997). *Education research for modern scholars*. Enugu: Fourth Dimension

Nwachukwu-Agada, J.O. (1996). 'Teaching as a career: Issues and problems". In A.N. Ndu and B.C. Emenogu (eds). *Education and the Nigerian society*. Awka: MEKS Publishers.

Nwaji, R.N. (2009). "Adolescence and health challenges". In *Journal of Educational Research and Development*, 4 (1).

Nwana, O.C. (1992). *Introduction to educational research*. Ibadan: Heinemann.

Nzeribe, A.C. (2006). *Social studies curriculum for primary educational studies*. Onitsha: West and Solomon.

Obebe, B.J. and Olatunde, F.A. (2005). "Social studies curriculum in Nigerian schools: Nature, scope and prospects". In S.O. Oriafo, G.C. Edozie and D.N. Ezeh (eds). *Curriculum issues in contemporary education*. Benin City: Da-Sylva.

Obot, I.S., Ibanga, A.J., Ojiji, O.O. and Wai, P. (2001). "Drug and alcoholic consumption by out of school Nigerian adolescents". In *African Journal of Drug and Alcoholic Studies*, 3 (2).

Ogbeide, J.O. (2008). "The need for improved instructional resources in English language teaching in Nigeria". In *Nigerian Journal of Teacher Education and Teaching*, 4 (1).

Ogundare, S.F. (2007). "Contemporary matter of problem-solving instructional strategy in teaching and learning of social studies". In *Nigerian Journal of Curriculum Studies* vol.14 No.3

Okam, C. C. (2002). *Readings in new developments in Nigerian education: Issues and insight. (A collection of curriculum papers)* Jos: Deka Publications.

Okechukwu, R.I. (1998). "The causes and effects of drug abuse among youth in Nigeria". In *Tambari*, 4 (2).

Okojie, M.U. (2007). "The role of community resources in effective teaching of primary social studies". In *The Kumbotso Teacher Educator*.

Okoro, I.F. (2007). "Effective curriculum content implementation: a case study of aice staff primary school, Owerri". In *Nigerian Journal of Curriculum Studies,* 14 (2).

Okoza, J. and Aluede, O. (2009). "Drug abuse among students of Ambrose Alli University, Ekpoma, Nigeria". In *European Journal of Sciences*, 10 (1).

Okunloye, R.W. (2006). *Conflicting conceptions of social studies curriculum goals in Nigerian junior secondary schools*. http://www.unilorin.edu.ng. Retrieved on 6/3/2010

Olagunju, M.A. and Okunlade, E.O. (2007). "Teachers awareness and utilization of community-based resources in agricultural science". In *Nigerian Journal of Curriculum Studies,* 14 (3).

Olaofe, I.A. (2010). *Research writing for academic growth*. Zaria: ABU Press.

Olaolu, D.O. (2007). "Effects of crises in the Nigerian education system on teacher preparation". In *Nigerian Journal of Curriculum Studies,* 14 (2).

Olayiwola, A.O. (2007). *Procedures in educational research*. Kaduna: Hanijam

Ololobou, Y.P. (1989). "Social studies. The search for a definition". In *Nigerian Journal of Social Studies*, 1 (1).

Ololobou, C.O. (2000). "Social studies curriculum process". In Y.P. Ololobou, S. Jacob and J. Ndazhaga (eds). *Dimensions of social studies* (vol. two). Pankshin: Academic Trustfund.

Olubadewo, E.J. (2004). "Community, teachers' and parents' participation in successful implementation of the universal basic education (UBE) programme for the sustenance of democracy in Nigeria". In *Badala*, 3 (1).

Onyeachu, J. A. (2007). "Teacher preparation issues in Nigeria". In *Nigerian Journal of Curriculum Studies,* 14 (3).

Open Directory Project (2010). *Substance abuse* (http://www.dmoz.ng/health/audiction/substance_abuseII) Retrieved on 2/09/2010

Orhii, P. B. (2010). "Adulterated and substandard regulated products, A fight for all". Paper presented during NAFDAC/Christabels international workshop in Kano.

Osa-Okunbor (2010). "NDLEA declares lagos businessman wanted: Arrests 24 drug suspects with 39.539kg narcotics". In *The Nation,* Sunday, 14/11/2010.

Osuala, E.C. (2007). *Introduction to research methodology*. Onitsha: Africana-First.

Oyekan, S.O. (2000). *Foundations of teacher education*. Ibadan: Ben Quality.

Richardson, E.C. (2002). "Health promotion in the field of substance misuse in post-soviet Russia". A thesis submitted to the University of Birmingham for the degree of doctor of philosophy.

Robinson, A. (1980). *Principles and practice of teaching*. London: George Allen and Unwin.

Salau, H.A. (2011). "Improving social studies classroom presentation through instructional material and resources in post-independence Nigeria". In *African Journal of Academic Excellence*, 2 (1).

Sangoleye, S.A. (2011). "Challenges of curriculum and the new economics teacher". In *Nigerian Journal of Curriculum Studies*, 18 (3).

Sarkinfada, F., Aminu, I. B., Umar, M. I., Wambai, A. D., Saleh, M. S., and Abubakar, M. (2004). "Integrated health education and community development in rural areas of Kano state: The Tofa experience". In *Multidisciplinary Journal of Research Development*, 3 (5).

Savage, T. V. and Armstrong, D. C. (1996). *Effective teaching in elementary social studies*. New Jersey: Practice-Hall.

Schuckit, M.A., Smith, T.L., Trim, R.S., Haron, J., Horwood, J., Davis, J. and Hibbeln, J. (2008). "Cognitive and behavioural effects: The self-rating of the effects of alcohol". In *Alcohol and Alcoholism*, 43 (6).

Scorelli, J.F. (1987). "Drug abuse in southeast Asia". Paper presented at the annual convention of the American association for counselling and development in New Orleans.

Sheurman, G. and Newmann, F.M. (1998). *Authentic intellectual work in social studies: Putting performance before pedagogy*. http://www.irex.org/programs/hst/HST-handbook2.pdf. Retrieved 5/2/2010

Shinshima, I.G. (2002). "Drug abuse among the youths in Nigeria: Matters arising and the challenges of the 21st century". In *Nigerian Journal of Educational Services*, 1 (2).

Smart, R.G. (1977). "Perceived availability and the use of drug". *Bulletin on Narcotics*.

Spiegel, M.R. and Stephens, L.J. (2008). *Theory and Problems of Statistics*. New York: McGraw-Hill.

Udo, A.D. (2009). "Production and utilization of instructional materials for recreation of productive teaching and learning experiences". In *Journal of Qualitative Education*, 5 (1).

Ukong, I. O. and Akpan, U. B. (2009). "Social studies curriculum and emerging challenges of responding to global trends". In *Knowledge Review,* 19 (5).

Ukwuije, R.P. (1990). *Educational measurement and evaluation for teachers*. Ibadan: Key Publishers.

United Nations Office on Drug and Crime Control (2001). *World drug report 2001*. New York: United Nations

United Nations Office on Drug and Crime Control (2009). *World drug report 2009*. New York: United Nations

United States Department of Health and Human Services (2003). *Preventing drug use among children and adolescents.* Maryland: National Institute of Health

Urevu, A.O. (1990). *Curriculum innovation in Africa: Success and failures*. Benin City: University Press.

Uwiagbo, A. (1999). *NDLEA: A decade of drug law enforcement in Nigeria*. http://www.ndlea.gov.ng. Retrieved on 6/10/2010

Vinluan, L.R. (2009). "History of preventive drug education". Paper presented at the national institute of science and mathematics education development, University of the Philippines, Diliman, Quezon City, Philippines

Williams, B. O. (2007). "Values education and teachers' education through social studies". In *Nigerian Journal of Curriculum Studies,* 14 (2).

Wikipedia (2010). *Drug.* http://en.wikipedia.ng/wiki/drug. Retrieved 25/08/2010

Women's Christian Temperance Union (nd). *Early history*. http://www.wctu.ng/earlyhistory. Retrieved 6/10/2010

Yakubu, M. A. (2007). "The menace of drug abuse, HIV/AIDS and health promotion in Nigerian society" in *Jigawa Journal of Education,* 3 (1).

Yoloye, T. (1996). "Drug dependence among Nigerian adolescents". In *Osiele Journal of Educational Studies*, 2.

Yunusa, K. (2004). "An analysis of the junior secondary school social studies curriculum for acquisition of environment education attitude and skills". In *Tambari*, *A Journal of Federal College of Education, Kano,* 6 (3).

Yunusa, K. (2006). "Social studies education for the future". A paper presented at the 1st annual national conference of association of Nigerian teachers at Nwafor Orizu College of Education, Nsugbe.

Yusuf, S. A. (2002). "Attitudes". In S.A. Yusuf, S.E. Ohanado and K. Yusuf, (eds). *Educational psychology: An introduction*. Zaria: Tamaza.

Yusuf, H.O. (2012). *Fundamentals of curriculum and instruction*. Kaduna: Joyce Publishers.

APPENDIX I

LESSON PLAN ONE

i. Lesson Topic: Meaning and importance of Drug.

ii. Lesson Duration: 40 minutes

iii. Level: J.S.S. II

iv. Instructional Resources: samples of common drugs like panadol will be used.

v. Objectives: At the end of the lesson the students will be able to;

a) Explain what drug is

b) List two importance of drug to the human body

vi. ACTIVITIES: Activities for resource persons and students are hereby presented below.

S/N	Resource Person	Students
1.	The resource person introduces the lesson by asking the students to list various forms of sickness they have suffered from and write same on the chalkboard	The students are expected to mention certain common illness like malaria, cold, cough and catarrh etc.
2.	The resource person will equally ask the students to mention the common drugs they have taken at one point or another during the time of their indisposition. As they mention, the resource person is to note them on the chalkboard	The students are expected to mention common medications like aspirin, paracetamol, panadol and so on.
3.	The resource person will define drug as a medicine taken to treat sickness and possibly prevent future occurrence of such illness. Examples of common drugs	The students are expected to repeat the meaning of drug as written on the board by the

	like paracetamol, panadol and amplicilin e.t.c will be listed. The resource person will also display for the students to see samples of common drugs like paracetamol to the students	teacher.
4.	The resource person will highlight the following importance of drug to include: - treatment of illness e.g. headache, belly pain, cough, etc. - prevention from re-occurring health challenges e.g. malaria, asthma and diabetics as recommended by a medical doctor. - Treatment of physical injuries in different parts of the body. - Prevention of infection diseases like tuberculosis, cholera and measures	The students will be shown samples of common drugs.

SUMMARY:

The teacher reviews the lesson by refocusing on the meaning and importance of drugs to the body.

ASSIGNMENT:

i. Define drug

ii. List three importance of drugs to the body.

LESSON PLAN TWO

i. Lesson Topic: Drug abuse

ii. Lesson Duration: 40 minutes

iii. Level: J.S.S. II

iv. Instructional Resources: Diagrams showing people wrongly taking drugs.

v. Objectives: At the end of the lesson the students will be able to;

a) Define drug abuse

b) List two harmful drugs

vi. ACTIVITIES: Activities for resource persons and students are hereby presented below.

1	The resource person will start the lesson by asking the learners the following questions: - What is drug? - List three importance of drugs He will link the lesson to present topic by informing the students that when drugs are wrongly taken or without prescription, it is an abuse of drug use process.	The students will be expected to provide answers to the introductory questions.
2	The resource person at this level defines drug abuse as illegal intake of drugs into the body without prescription and recommended dosage by qualified medical doctor.	Students are expected to listen and watch the various diagrams of people involved in consuming various drugs wrongly. After this, the student will be asked to list any two drugs often abused.
3	The resource person explains that drug abuse entails smoking, inhaling and	A diagram of a smoker will be shown

	injecting of different substances by a user in order to elicit pleasant and exciting feeling without minding the corrosive and harmful effect of these substances to the body. System.	to the students.
4	He will list such harmful drugs as Indian hemp, alcohol, cigarette, cocaine, heroine and solution often consumed will be highlighted by the resource person. Various illustrations of drug abuse process will be shown by the teacher as a means of highlighting the drug seriousness of drug abuse.	

SUMMARY

The resource person will summarize the lesson by explaining the meaning of drug abuse and their harmful nature to the body.

ASSIGNMENT

Students are to explain the meaning of drug abuse and mention any two harmful drugs to the body.

LESSON PLAN THREE

i. Lesson Topic: Forms of drug abuse

ii. Lesson Duration: 40 minutes

iii. Level: J.S.S. II

iv. Instructional Resources: Diagrams showing people consuming all sorts of drugs.

v. Objectives: At the end of the lesson the students will be able to;

a) list three forms of drug abuse

b) List two abusable drugs

vi. ACTIVITIES: Activities for resource persons and students are hereby presented below.

1	The resource person will introduce the lesson by asking students to explain what drug abuse is.	Students are to provide the answer to the question.
2	He explains the various forms through which drugs can be abused will be listed and explained. This include; i. Taking of banned drugs like Indian hemp, Cocaine, heroine. ii. Inhaling of solution. This suppose to be for the repair of auto tubes and not for consumption. Unfortunately, people are inhaling them to get intoxication. iii. Excessive smoking. Some people smoke all manner of tobacco to the detriment of their health	The students will be expected to; i. name one banned drug ii. mention substance that can be inhaled iii. list orally two types of cigarette iv. mention any two common drugs that are often abused. Students will be shown diagram of people consuming different drugs.

	iv. Excessive alcohol consumption v. Self administration of common drugs vi. Consumption of expired drugs. Some people take drugs without checking whether it has expired or not. vii. Consumption of drug overdose. The teacher will with the aid of different diagrams, show various examples of how drugs are abused.	

SUMMARY

The teacher will summarize the lesson by highlighting the various forms of drug abuse like smoking, inhaling and oral consumption.

ASSIGNMENT

Students are expected to list three forms of drug abuse.

LESSON PLAN FOUR

i. Lesson Topic: Commonly abused drugs

ii. Lesson Duration: 40 minutes

iii. Level: J.S.S. II

iv. Instructional Material: A poster from NAFDAC on how drug is abused will be used for the lesson.

v. Objective: At the end of the lesson, the students will be able to;

a) List three commonly abuse drugs

b) Explain two reasons for their use

vi. ACTIVITIES: Activities for resource persons and students are hereby presented below.

	Resource Person	**student**
1	The resource person will introduce the lesson by asking students to list three forms of drug abuse	Students are expected to provide answer to the question.
2	The resource person will explain various classes of commonly abused drugs Narcotic drugs: These are drugs that kill pain and in the process have other effect. These drugs could be easily abuse as their use will result in a false sense of well being. Examples are heroine, codeine, opium, morphine etc.	Posters from NAFDAC will be shown to students.
3	Stimulants: The teacher will explain stimulants to mean drugs that are used because they have an elevating effect on the brain resulting in the increase activity. People abuse them because they want to	

	accomplish a task which requires them to stay awake and alert. Examples are cocaine, snuff, coffee, kolanut etc.	
4	Cannabis: The teacher will explain this to mean widely abuse drug that has both stimulating and depressing effects. It is smoked in the form of cigarette. It is commonly called Indian hemp, Igbo, Grass, Kaya, Ganja etc.	
5	Cough Syrup: The teacher explains cough syrup to be for treatment of cough but when taken in excess, can lead to intoxications. E.g. Bennlyn, Coflin, Parkalin etc.	

SUMMARY

The resource person summarizes the lesson by highlighting the meaning of Narcotic, stimulants and cannabis, as well as the reasons why people commonly abuse them.

ASSIGNMENT

Students are to explain three commonly abused drugs and the reasons for such abuse.

LESSON PLAN FIVE

i. Lesson Topic: Social Effects of Drug Abuse

ii. Lesson Duration: 40 minutes

iii. Level: J.S.S. II

iv. Instructional Material: Three diagrams will be used for this lesson. The diagram contained drawings of some dirty and insane people occasioned by drug abuse.

v. Objective: At the end of the lesson, the students will be able to;

a) List two effects of drug abuse to the body

b) Explain two social effect of drug abuse

c) Mention three classes of drugs often abused

vi. ACTIVITIES: Activities for resource persons and students are hereby presented below.

S/N	RESOURCE PERSON	STUDENTS
1	The resource person introduces the lesson by asking students to mention three commonly abused drugs.	Students are to mention the drugs.
2.	The resource person is expected to highlight effect as the problem associated with or the harm that drug abuse does to the people involved in it and the society at large that makes it a bad act.	Students are expected to mention some bad things that people engage in
3.	The teacher discusses the following social effects of drug abuse. i. Untidy appearance: A situation whereby the drug abuser will often	

	appear dirty and haggard before people. ii. Drunken behaviour: This is a situation whereby they appear drunk and unserious most of the time. iii. Violent conduct: They tend to fight and engage in other violent acts that can cause body harm or even death. iv. Disobedience: They hardly obey rules/regulations when they are high on drugs and this can lead to arrest and sentencing to jail by security agents and the court of law.	
4	The teacher explain other effects of drug abuse to include; i. Loss of personality that are usually manifested in a carefree attitude ii. Criminal tendencies through stealing, robbery and kidnapping after drug use. iii. Suicide and sudden death as a result of drug abuse. This can be seen in the drug related deaths of wrestlers like Andre the Giant, British Bulldog, Mr. Perfect, Earthquake, Christ Benoit (that killed his wife, son and self after taking drugs). iv. Personal disgrace as it happened to sprinters like Ben Johnson, Maurice Green and Marion Jones that had their Olympic medals withdrawn as a result of drug abuse. v. Family disgrace: The teacher explains	The students will be shown various diagram of untidiness and violent acts.

	this to imply that anybody engaging in drug abuse or illegal drug use is also disgracing his or her family because when caught the shame will be on the family.	
5	The teacher will finally discuss the health hazard associated with drugs as follows: a) Heavy consumption of alcohol will lead to brain damage. b) Tobacco smoking can lead to increase in heart beat, heart attack and cancer of the lungs. c) Cannabis smoking can cause increase heart beat, lowering of blood pressure and lung cancer. d) Heroine can cause vomiting, itching, shallow breathing and respiratory problems. e) Cocaine can damage the nose, throat and can also permanently damage the brain.	The students will be asked to list other bad behaviours associated with drug abuse.

Summary

The resource person will summarizes the lesson by highlighting the social and health effects of drug abuse.

Assignment

Explain three social effects of drug abuse to the drug abusers

LESSON PLAN SIX

i. Lesson Topic: Causes of Drug Abuse

ii. Lesson Duration: 40 minutes

iii. Level: J.S.S. II

iv. Instructional Resources: A diagram of a group consuming drugs

v. Objective: At the end of the lesson, the students will be able to explain two causes of drug abuse

vi. ACTIVITIES: Activities for resource persons and students are hereby presented below.

S/N	RESOURCE PERSON	STUDENTS
1	The teacher starts the lesson by asking the students to i. State the meaning of drug ii. Define drug abuse iii. Mention two hard drugs	The students are to respond to the questions based on the treatment given in the previous lessons
2	The teacher will discuss the following as causes of drug abuse among children. i. Imitating their parents and older relations engaged in drug abuse ii. Joining bad gangs and friends that are engaged in drug abuse and picking the habit through them. iii. Through the influenced of mass media especially those of electronics where people are shown in films and movies abusing different medicine and beverages especially	Diagram of bad company/group to be shown

	alcohol and the tendency to copy them.	
3	Availability of drugs: The resource person will explain that people can buy drugs at any quantity and kind without hindrance or legislation regulating the sales to different category of people	
4	He also explains the following as further causes of drug abuse: i. Poor self perception in which the people have two views about themselves leading to drug use to be high and active. ii Frustration: This is a situation whereby young people are not satisfied with the progress they have made either in academic, social and economic advancement and hence resort to drug abuse.	

SUMMARY:

The teacher will summarize the lesson by highlighting the three major causes of drug abuse.

ASSIGNMENT:

Students are to list three causes of drug abuse

LESSON PLAN SEVEN

i. Lesson Topic: Control of Drug Abuse

ii. Lesson Duration: 40 minutes

iii. Level: J.S.S. II

iv. Instructional Resources: (a) Posters of successful role models (b) Diagram of Place of worship (c) poster by drug agencies warning people on the dangers of wrong drug use.

v. Objective: At the end of the lesson, the students will be able to list three ways of controlling drug abuse.

vi. ACTIVITIES: Activities for resource persons and students are hereby presented below.

S/N	RESOURCE PERSON	STUDENTS
1	The teacher starts the lesson by asking the students to explain three causes of drug abuse.	The students are to respond to the question.
2	The various ways of controlling drug abuse among people will be highlighted by the resource person. This measure are: i. Drug should be taken only on medical prescription and as recommended and not to be taken in any other way. ii. Avoiding joining bad groups that are into drug abuse so as not to imitate and pick up the habit through them. iii. Report any change of behaviour by your friend especially when such a person starts smoking to either your teacher, parents or a	A diagram of some effects of drug abuse will be show to the students are to list the ugly effect they have seen such as drunkenness, madness and dirty appearance by drug abuser.

	trusted elder. iv. Imitating successful people in life that are serious to their career and activities in life. v. Listening to moral and religious teaching that encourages good behaviour and condemning bad activities like alcohol and drug consumption vi. Watching only educational programmes in the electronic media so as to enrich historical, scientific and geographic premises as against involving those that enjoys violent conduct and drug abuse in films vii. Forming and joining of drug awareness club in schools and in different neighborhood. This will give students the opportunity of developing a drug free attitude through reading of drug literature and listening to resource persons as they speak against drug abuse. viii. Listening to medical and health workers as well as drug enforcement agents as they warn against the effect of drug abuse such as health problem, lung cancer and mental insanity	Students will be shown a diagram of a church and a mosque and they will mention two things they have learnt from such places. Students are to be shown a diagram of medical personnel recommending drug to a patient.

SUMMARY:

The teacher will summarize the lesson by highlighting four ways of controlling same.

ASSIGNMENT:

Students are to explain any two ways of controlling drug abuse.

LESSON PLAN EIGHT

i. Lesson Topic: Drug trafficking

ii. Lesson duration: 40 minutes

iii. Level: JSS II

iv. Instructional Resources: 2 diagrams showing people/picture carrying various types of drugs will be used for the lesson.

v. Objectives: At the end of the lesson, the students will be able to:

a. Explain what drug trafficking is

b. List two destinations of trafficked drugs.

VI. ACTIVITIES: Activities for resource persons and students are hereby presented below.

S/N	Resource Person	Students
1	The resource person will start the lesson by asking students the following question: i. Explain two social effects of drug abuse ii. Mention three ways of forming drug habit. iii. List three ways of controlling drug abuse in the society	The students are expected to provide answers to the questions.
2	The resource person introduces the lesson by explaining drug trafficking to mean the illegal movement of drugs especially banned drugs from one country to another by people.	The student will be sown a drawn sample of banned drug like marijuana (Indian Hemp)
3	The resource person goes ahead to explain that drug is said to banned, when its consumption is not allowed under certain laws in a country. He goes ahead to explain that in Nigeria, drugs	The students will be shown picture of various whose indulgence in drug consumption have

	such as Indian hemp, cocaine and heroine are not allowed for consumption because they are hard substances that can negatively affect the health and well being of people.	seriously impacted on their physical appearances.
4	The resource person further elaborates the countries that most Nigerian illegally move drugs into. These countries include ECOWAS countries, Malaysia, Indonesia, Saudi Arabia, Singapore, Thailand, United States of America and various European countries.	

SUMMARY

The teacher summarizes the lesson by reviewing the major highlights of the lesson as reflected in the following:

- The meaning of drug trafficking
- The major destination points of trafficked drugs from Nigeria; and

ASSIGNMENT

i. Explain drug trafficking.

ii. List two destination points of trafficked drugs from Nigeria

LESSON PLAN NINE

vi. Lesson Topic: Ways of drug trafficking

vii. Lesson duration: 40 minutes

viii. Level: JSS II

ix. Instructional Resources: A photograph of drug traffickers will be used.

x. Objectives: At the end of the lesson, the students will be able to explain three ways of drug trafficking

VI. ACTIVITIES: Activities for resource persons and students are hereby presented below.

S/N	Resource Person	Students
	The resource person will introduce the lesson by asking students the following question: i. What is drug trafficking? ii. List two countries where drugs can trafficked to.	The students are expected to provide answers to the questions.
	The resource person will highlight that drug are usually trafficked in the following ways: - Hiding them in luggages e.g. bags, boxes and other personal effect. - Concealing them in private areas of the body. - Swallowing them for excretion at destination. - Piercing and inserting them in the body - Concealing them in different rebranded packets of	Students will be shown a picture of somebody trafficking drugs

		detergents, tablets, soap, cosmetics, etc	

SUMMARY

The resource person summarizes the lesson by highlighting the major ways of concealing drugs to avoid detection by the agencies of government.

ASSIGNMENT

Students are to list four ways of concealing drugs for trafficking.

LESSON PLAN TEN

i. Lesson topic: Reasons for drug trafficking

ii. Lesson duration: 40 minutes

iii. Level: JSS II

iv. Instructional resource: Two diagrams will be used for this lesson. One of the diagram will have the image of a rich man peddling drugs and the other will contained for man being used as a drug carrier.

v. Objectives: At the end of the lesson, the students will be able to:

a. Mention, two reasons for drug trafficking.

b. Give reasons why big men and a poor men are involved in drug trafficking.

VI. ACTIVITIES: Activities for resource persons and students are hereby presented below.

S/N	Resource Person	Students
1	The resource person introduces the lesson by asking the following questions: i. What is drug trafficking. ii. Mention three ways through which drug can be trafficked	The students are expected to state what drug trafficking is and mention the ways through which drugs re hidden for expect
2	The resource person will explain the reasons for drug trafficking. Among the reasons for drug trafficking is poverty. This means that when people are poor and are in desperate need of money to sustain themselves, they can easily be recruited to carry drug from one country to another by a drug baron. Teacher will explain drug baron to mean one who is rich and read to	The students will be shown a diagram of containing both a rich and a poor man this will illustrate the ease with which poverty can be a factor to drug

	sponsor people to carry drug and run drug errands for him/her. In during this business of drug trafficking, the person carrying the drug will be hoping that through along which trafficking he/she can make enough money to escape from poverty.	trafficking.
3	Another reason for drug trafficking ignorance. In this process, the resource person will highlight to the students that many people often engaged in drug trafficking are neither aware of what they are carrying nor the penalty when caught at either departure or arrival points of drug route. The teacher will subsequently explain to the students that they should be careful in whatever they are giving by others to carry and to study various drug laws as it applies to any country they wish to travel because ignorance of the law is not an excuse to break it.	Other students will be asked to mention some of those drugs that are banned and have adverse effect on people.
4	The resource person will equally explain greed as a reasons for drug trafficking. Greed is involved because, there are people that are well to do, with lot of money and property but due to their desire for more money, they are engaging themselves in drug trafficking. He also explains that some other people have been trafficking in drug successfully but are not yet satisfied with the money they have made and so they continue to engage in drug trafficking. Until they are arrested by anti drug trafficking agents.	
5	Peer group influence should be avoided especially when such groups are into drug addiction and trafficking so as not to be involved in the drug world.	

SUMMARY

The teacher summarizes the lesson by highlighting poverty, ignorance and greedy nature of people as the reasons why various people engage in drug trafficking.

Assignment

Discuss how poverty can lead to drug trafficking.

LESSON PLAN ELEVEN

i. Lesson topic: Consequences of drug trafficking

ii. Lesson duration: 40 minutes

iii. Instructional resource: Two diagrams will be put to use for this lesson. One of the diagrams will contain the image of a person in prison and the other will carry the illustration of a convict facing execution

iv. Objective: At the end of the lesson, the students will be able to list three consequences of drug trafficking

v. ACTIVITIES: Activities for resource persons and students are hereby presented below.

S/N	Resource Person	Students
1	The lesson will be introduced by the resource person by asking the students the following questions: i. HOW can poverty contribute to drug trafficking? ii. How can ignorance lead to drug trafficking? iii. Mention one other factor that can lead to drug trafficking.	The students are expected to provide answers to the questions based on their previous lesson.
2	The resource person goes ahead to highlight that drug trafficking can result in a bad image for the country of the carrier. This is so because the country will be seen as producing criminals, and law breakers and as such innocent people might be denied travelling document or made to go through excessive screening in foreign countries. The teacher will equally inform the students that Nigerians were denied visa in the 1990s into United State, European and other countries because they regarded many Nigerians as drug trafficker. In this way, the image	

	of Nigeria was negatively portrayed in most countries abroad because of the attitude of few drug traffickers.	
3	The resource person will equally highlight to the learners that another consequences of drug trafficking is imprisonment. He will explain to them, that some countries prescribe long prison terms for anyone involved in drug trafficking. He will explain to them that countries like United States of America, Great Britain, France, Germany, Spain, Japan, Nigeria, Belgium, Canada and Brazil among others prescribe jail terms in anybody caught trafficking in drugs and that many Nigerians who are in various prisons in those countries were drug traffickers.	A diagram of people in prison will be shown to the students so as to further drive home the point.
4	The resource person will further highlight to the students that drug trafficking can equally result in the death of the person involved. The students will be taught that some countries have death penalty as a consequence for drug trafficking. Among the countries with death penalty for drug trafficking are Saudi Arabia, China, Malaysia, Indonesia, Singapore, Thailand, Burma, Laos and Cambodia etc. In such countries anybody found guilty of drug trafficking is sentenced to death and some Nigerians have been executed in those countries for drug trafficking. The teacher will equally teach the students that during the Burahi/Idiagbon era of leadership in Nigeria, between 1984 and 1985, that drug traffickers carried death penalty and as such three Nigerians Lawan Akanni Ojulope, Bernard Ogedengbe and Bathlomew Owoh were shot and killed for attempting to traffick drug out of Nigeria.	A diagram of somebody to be shot for trafficking in drug will be shown to the students.

SUMMARY

The teacher will summarize the lesson by emphasizing that anybody that traffics in drug will spoiling the image of Nigeria and might either be imprisoned or executed according to the drug laws of the country where the person was caught.

ASSIGNMENT

i. Mention one reason why drug trafficking is not good for the image of Nigeria.

ii. List two countries that have prison terms for drug traffickers.

iii. Mention he Nigerian that was killed for drug trafficking during the Buhari/Idiagbon regime.

LESSON PLAN TWELVE

i. Lesson topic: Ways of controlling drug trafficking

ii. Lesson duration: 40 minutes

iii. Level: JSS. II

iv. Instructional Resources: various posters on drug trafficking and control will be displayed for viewing by the students.

v. Objectives: At the end of the lesson, the students will be able to explain any three ways of preventing drug trafficking by Nigerians.

vi. ACTIVITIES: Activities for resource persons and students are hereby presented below.

S/N	Resource Person	Students
1	The lesson will commence by the resource person asking the following questions: i. Mention two countries with death penalty for drug traffickers. ii. Mention one person killed for drug trafficking in Nigeria. iii. List two countries that normally send people to jail for drug trafficking.	The students are expected to provide answers to the three listed questions.
2	The resource person will highlight ways of preventing drug trafficking. One of such ways is to avoid company and incidents associated with drug and drug abusers. Through this process one will not be tempted to either abuse or traffic in drugs. The teacher should let the students know that a major way of either becoming a drug addict or drug trafficker is get involved with those that have cultivated the habit.	Posters of drug addict will be shown to the students so as for them to be able to identify such persons to avoid.
3	Another way of preventing drug trafficking is to avoid excess lust for material and financial well being. The resource person will explain to the	

	students that when people placed emphasis and become too desperate about making quick money, the tendency is that they will be willing to do anything including drug trafficking so as to get rich.	
4	The teacher will equally point out to the students, the consequence of being caught while trafficking in drug. The students should made to understand that when one is caught trafficking in drug, such a person might be sent to jail for life or mighty whether face public execution or hanging to die as might be applicable in the country where the person was caught. The teacher will subsequently ask the students if any of them is ready to spent all his entire life in jail or die for drug trafficking.	The students are expected to provide answers to the questions.
5	The resource person will further explain to the students that they should engage themselves in legitimate business and jobs. This can be well paid jobs both in private or public sector or self-employed ones as a means of fighting against poverty so that they will not be tempted into drug trafficking due to their poverty level.	Posters of successful professionals and businessmen will be availed to the learners.
6	The resource person will finally explain to the students the importance of good name and family integrity. In so doing, the students will be taught that anybody engaged in drug trafficking is not only spoiling his/her name but that of the family and nation and will be disowned.	Posters of drug prisoners will be displayed for students viewing.

SUMMARY

The resource person will summarize the lesson. In doing this, the major ways of preventing drug trafficking through drug education will be highlighted.

ASSIGNMENT

Explaining four ways of preventing drug trafficking.

GENERAL INFORMATION

Name of School:

Class: **JSS 2**

Subject: **Social Studies**

Topic: **Proper use of drugs**

Time: **9:20-10:00am**

Period: **2nd**

Duration: **Forty minutes**

Age: **13**

Teaching Resources: **Chart containing sample of paracetamol tablets**

Behavioral objective: At the end of the lessons, the students should be able to:

i) Define drug.

ii) Lists 2 out of three importance of drugs.

iii) Lists three ways of taking drugs

Previous knowledge: The students are use to taking drugs when they are sick.

Introduction: The teacher introduces the lesson by asking the students question e.g. "who among you has ever taken drug?" then he goes further to ask them to define

drugs based on their understanding.

Presentation: The teacher presents the lesson in the following steps.

Step I: The teacher explains the meaning of drug to the students and writes it on the board e.g. "A drug is a medicine taken to cure illness and prevent future ill health". E.g. paracetamol and phensic.

Step II: The teacher explains proper use of drug to the students and write it on the board e.g. proper use of drug is an act of taking medicine based on the doctors prescription and not to take over dose or under dose of drugs.

Step III: The teacher writes the importance of using drugs to the students properly as to:

i) Avoid drug abuse and addition

ii) Enhance pain relief and

iii) Future prevention against diseases.

Step IV The teacher list three ways of taking drugs to the students i.e. Morning, Afternoon and Evening.

Step V The teacher shows the sample of constructed drugs (paracetamol) to the students and explain the number of drug to be taken a day e.g. (2 in the morning, afternoon and evening) depending on the doctors instruction.

Evaluation The teacher evaluates the lesson by asking the students

	the following questions based on what they have been taught. a) Define drugs b) list two out of three importance of drugs c) List 3 way of taking drugs
Conclusion	The teacher concludes the lesson by summarizing the whole content of the lesson e.g. drugs is a medicine taken to cure illness and prevent future ill health.
Assignment	The teachers give as assignment to the students e.g. Mention any five examples of drugs.

GENERAL INFORMATION

Class:	**JSS 2**
Subject:	**Social Studies**
Topic:	**How to use drugs**
Time:	**9:20-10:00am**
Period:	**2nd**
Duration:	**Forty minutes**
Sex:	**Female**
Age:	**12 years**
Teaching resources:	**An improvised chart of how drugs are used**
Behavioral objective:	At the end of the lesson students should be able to: i. Define proper use of drug ii. Identify 2 legal uses of drugs and 2 illegal uses of drugs. iii. List 2 advantages of use of legal drug and 2 disadvantages of illegal drug usage.
Previous knowledge:	Students have been taught different types of drug
Introduction:	The teacher introduces the lesson by asking students questions from the previous lesson Example: (I) What is illness? (ii) List 2 types of illness you know

Presentation: The teacher presents the lesson by the following steps:

Step I: The teacher writes the topic on the chalkboard i.e. proper use of drugs: This is the process of taking drugs based on the prescription by the Physician or Doctor. E.g. paracetamol

Step II: The teacher also defines improper use of drugs as a process of taking drugs not by Doctor's prescription e.g. over dose, self medication

Step III: The teacher lists 2 advantages of legal use of drugs as:

i. Maintaining of health
ii. To be free from illness.

Step IV The teacher mentions at least 2 disadvantages of illegal use of drugs i.e.

i. Compulsion
ii. Mental retardation, etc.

Step V The teacher lists 2 legal and 2 illegal drugs i.e.

i. Legal drugs – paracetamol, ampiclox, etc.
ii. Illegal drugs – villium, magadol, etc.

Evaluation The teacher evaluates the lesson by asking students questions such as:

i. What are legal and illegal uses of drugs?
ii. List 2 legal and 2 illegal drugs
iii. Mention 2 advantages of use of legal and 2 disadvantages of illegal drugs.

Conclusion	The teacher concludes the lesson by summarizing the lesson to the students.
Assignment	The teacher gives assignment to the students to read on how to control drug abuse.

GENERAL INFORMATION

Class:	**JSS 2**
Subject:	**Social Studies**
Topic:	**Effects of drug abuse**
Duration:	**40 minutes**
Sex:	**Female**
Age:	**12 years**
Teaching resources:	**A chart showing persons that have abused drugs and the effects on them**
Behavioral objective:	At the end of the lesson the students should be able to: i. Define drug abuse ii. Mention 2 classes of drugs iii. List and explain 3 effects of drug abuse iv. List 3 solutions to drug abuse
Previous knowledge:	The students have an idea of drug abuse and have once taken drug for some specific ill health at home and hospitals.
Introduction:	The teacher introduces the lesson by asking question e.g. i) What is a drug? ii) Define drug abuse iii) Mention two classes of drug you know.

Presentation:

Step I: The teacher defines drug and drug abuse e.g. a drug is a chemical substance other than food which when taken can alter the psychological state of an individual. It is a "substances which when taken in their natural or synthetic forms affects the organism by altering its mood or behaviour. Drug abuse can be defined as taking drug without medical justification. It is the use of drugs that results in the physical, mental, emotional and social impairment of the user.

Step II: The teacher mentions various classification of drugs and explain them

a. Narcotics drugs: these are drugs that essentially kill pain and in the process of doing so produce other miner effects. These drugs could be easily abused as their use result in a false sense of well being. Examples of narcotic drugs are heroin, codeine, opium, morphine, etc.
b. Stimulants: These are drugs that act on the central nervous system (CSN). They are used because they have an elevating effect on the brain resulting in increased activity. People abused them because they want to accomplish a task which requires wakefulness and alertness. Examples are cocaine, pemoline, snuff, amphetamines, coffee, kolanuts, etc.
c. Cannabis: Cannabis is commonly abused illicit

drug worldwide. In Nigeria, it's the second most abused drug after alcohol. Cannabis is derived from the plant cannabis sativa. It is a drug that has stimulating as well as depressing effects. One of the most active ingredients in cannabis is Tetrahydro cannabiniol (THC) that makes a user to experience a sense of elation and feel high. It is smoked in form of cigarette and has different local names e.g. "Indian hemp", "stane", "weed", "root", "wee-wee", "kaya", "ganja" Igbo, etc.

d. Hallucinogens: These are drugs that induce hallucination leading to distortion of perception. These drugs make the user to perceive voices and visual that does not exist in reality. In this case, after using them, the person may begin to feel he/she is flying and can go to the extent of spreading his hand and running around under illusion that he/she is flying e.g. mescaline, phencyclidine, lysergic acid, etc.

Step III: The teacher lists and explains the effects of drug abuse i.e.

a. Heavy consumption of alcoholic can lead to irreparable damage to the brain.
b. Young people smoke tobacco without knowing its potent dangers. Smoking of tobacco can lead to increase in heart bear, heart attack and cancer of the lungs.

c. Cannabis smoking leads to increased heart beat, lowering of blood pressure and lung cancer.
d. Heroin is an addictive drug that can cause vomiting, itching, water eyes, shallow breathing and respiratory.
e. Amphetamines cause increased heart rate high blood pressure and a rise in high temperature level.
f. Cocaine sniffing can damage the nose and throat and can also permanent cause permanent brain damage.

Students activities The students will answer questions, list attentively and view the charts showing effects of drug abuse.

Evaluation The teacher evaluates the lesson by giving students class work e.g.

a. Differentiate between a drug and drug abuse.
b. Mention and explain three effects of drug abuse to a student who indulge in drug abuse.
c. List and explain two (2) classes of drug.

Conclusion The teacher concludes the lesson by giving the class work, e.g. write other examples of drug abuse and their effects. Make necessary correction and give a summary note based on the lesson.

APPENDIX II

RESEARCH INSTRUMENT II

Test items on drug abuse and trafficking for JSS. II student.

Please tick (✓) only one option.

School: _____

Sex: _____ Class _____

1) …… is a common sickness.

[a] Water [ ] [b] Malaria [ ] [c] head [ ]

2) …… is not a drug

[a] aspirin [ ] [b] phensic [ ] [c] book [ ]

3) …….. is a drug

[a] panadoc [ ] [b] biro [ ] [c] pencil [ ]

4) What do we use for treatment of sickness?

[a] drug [ ] [b] cigarette [ ] [c] solution [ ]

5) ……. Is commonly abused

[a] wodache [ ] [b] belly ache [ ] [c] cough syrup [ ]

6) Who prescribes drug?

[a] Medical doctor [ ] [b] teacher [ ] c] lawyer [ ]

7) Illegal intake of drug is called ……..

[a] drug use [ ] [b] drug abuse [ ] [c] drug-in use [ ]

8) Drug abuse can be through …….

[a] smoking [ ] [b] observing [ ] [c] ignoring [ ]

9) People can also abuse drug by ……

[a] injecting and inhaling [ ] [b] picking and throwing [ ]

[c] bowing [ ]

10) …… is a harmful drug.

[a] cigarette [ ] [b] water [ ] [c] fanta [ ]

11) ……. Is a banned drug.

[a] cocain [ ] [b] paracetamol [ ] [c] panadol [ ]

12) People abuse solution by

[a] looking [ ] [b] inhaling [ ] [c] touching [ ]

13) People abuse cigarette by

[a] smoking [ ] [b] drinking [ ] [c] watching [ ]

14) People abuse alcohol by

[a] sniffing [ ] [b] drinking [ ] [c] fighting

15) Excess consumption of drugs is known as

[a] drug overdose [ ] [b] drug underdose [ ] [c] drug dosage [ ]

16) A type of narcotic drug is

[a] heroine [ ] [b] cofta [ ] [c] liquid [ ]

17) …….. is a stimulant.

[a] kolanut [ ] [b] chewing gum [ ] [c] biscuit [ ]

18) A common name for Indian hemp is

[a] Igbo [ ] [b] ciga [ ] [c] Agbo [ ]

19) It is not good for people to take

[a] food [ ] [b] water [ ] [c] cocaine [ ]

20) Students should not consume

[a] cigarette [ ] [b] food [ ] [c] water [ ]

21) Drug abuse can not resort in untidy appearance.

[a] True [ ] [b] false [ ]

22) Drug abuse can cause drunken behaviour.

[a] True [ ] [b] false [ ]

23) Drug abuse can lead to violent conduct.

[a] True [ ] [b] false [ ]

24) Drug abuse can lead to disobedience.

[a] True [ ] [b] false [ ]

25) Loss of personality is an effect of drug abuse.

[a] True [ ] [b] false [ ]

26) Many criminals are involved in drug abuse.

[a] True [ ] [b] false [ ]

27) Drug abuse can lead to suicide.

[a] True [ ] [b] false [ ]

28) Some wrestlers committed suicide as a resource of drug abuse.

[a] True [ ] [b] false [ ]

29) A male athlete disgraced for drug cheating is ……..

[a] Ben Johnson [ ] [b] Carl Lewis [ ] [c] Calvin Smith [ ]

30) A female sprinter disgraced for drug cheating is ……

[a] Mary Onyali [ ] [b] Marian Joens [ ] [c] Fali Ogankoya [ ]

31) Drug abuse cannot lead to madness

[a] True [ ] [b] false [ ]

32) Heavy alcohol consumption cannot damage the brain.

[a] True [ ] [b] false [ ]

33) Tobacco smoking cannot cause lung cancer

[a] True [ ] [b] false [ ]

34) Cannabis cannot lead to the lowering of pressure.

[a] True [ ] [b] false [ ]

35) Heroine can cause breathing problem.

[a] True [ ] [b] false [ ]

36) Cocaine can damage the brain.

[a] True [ ] [b] false [ ]

37) Joining bad gangs and friends can lead to drug abuse.

[a] True [ ] [b] false [ ]

38) Influence of electronic media can lead to drug abuse and crime.

[a] True [ ] [b] false [ ]

39) Frustration can lead to drug abuse.

[a] True [ ] [b] false [ ]

40) Drugs should be taken only on prescription.

[a] True [ ] [b] false [ ]

41) People should not join bad groups to avoid getting into drug abuse.

[a] True [ ] [b] false [ ]

42) People with bad character should be reported for correction.

[a] True [ ] [b] false [ ]

43) It is not ideal for students to always watch crime and drug related movies.

[a] True [ ] [b] false [ ]

44) Students should join drug awareness clubs in their schools for drug education.

[a] True [ ] [b] false [ ]

45) The illegal movement of banned drug is called.

[a] drug use [ ] [b] drug trafficking [ ] [c] drug selling [ ]

46) Movement of heroine from Nigeria to Thailand is called.

[a] drug trafficking [ ] [b] drug usage [ ] [c] drug carriage [ ]

47) Trafficking of cocaine to Saudi Arabia can lead to death penalty.

[a] True [ ] [b] false [ ]

48) Trafficking of drug to Malaysia is punishable by death sentence.

[a] True [ ] [b] false [ ]

49) Trafficking in hard drug has led many Nigerians abroad to prison.

[a] True [ ] [b] false [ ]

50) Swallowing for excretion later is a way of drug trafficking.

[a] True [ ] [b] false [ ]

51) Piercing ad insertion of drug into the body is a join of drug trafficking.

[a] True [ ] [b] false [ ]

52) Hiding of drug in luggages is means of drug trafficking

[a] True [ ] [b] false [ ]

53) Bernard Ogedemgbe was not killed for attempting to traffic in had drug.

[a] True [ ] [b] false [ ]

54) Bathlomew Owoh was executed in Lagos because he wanted to traffic hard drug.

[a] True [ ] [b] false [ ]

55) Lawal Ojulope died by firing squad for drug trafficking.

[a] True [ ] [b] false [ ]

56) People with drug problems are taking to …….

[a] School [ ] [b] market [ ] [c] drug rehabilitation centre [ ]

57) I will not involve myself in drug abuse to that I am not be taken to

[a] rehabilitation centre [ ] [b] school [ ] [c] market

58) I will not traffic in drug because I don't want to ……

[a] die [ ] [b] imprisoned [ ] [c] both [ ]

59) It is good to avoid friends smoking at my level

[a] True [ ] [b] false [ ]

60) Trafficking in drugs can bring shame to …..

[a] self [ ] [b] family [ ] [c] nation [ ] [d] a – c [ ]