

Effectiveness of Social Studies Curriculum Instruction on Adolescent Risky Sexual Behaviour of Junior Secondary Students in Calabar Municipality, Cross River State

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ABSTRACT

Objectives: The increasing number of children between the ages of 11-14 becoming mothers is expanding the rate of out of school going- children in Nigeria. This phenomenon was hitherto synonymous with the northern part of the country but today, is gradually submerging the serenity of Cross River State education system. However, Social Studies was introduced into the Nigerian school system as a corrective subject to address some of the social vices in the society. Hence, the need to assess its effectiveness in relation to some common social vices among in-school adolescent. The study evaluates the effectiveness of Social Studies curriculum instruction on adolescent risky sexual behaviour of junior secondary two students in Calabar Municipality, Cross River State.

Method: The researchers adopted the correlational survey research design. The population consists of 21 public junior secondary schools with 15,739 students and 48 Social Studies teachers in Calabar Municipal. 243 students and 17 teachers Social Studies responded to Social Studies Curriculum Instruction and Adolescent Risky Sexual Behaviour Questionnaire (SSCIARSBQ) and Social Studies Curriculum Instruction Evaluation for Adolescent Risky Sexual Behaviour Questionnaire (SSCIEARSBQ)". In the data analysis, mean and standard deviation was employed to answer all the research questions while the hypothesis formulated was tested using Pearson's Product Moment Correlation (PPMC) statistic.

Results: The research finding revealed that both students and teachers are of the opinion that drug abuse, poor societal values, multi-sex partners, poor parental upbringing and peer influence are causes of adolescents' indulgement in risky sexual behaviours.

Conclusion: Social Studies curriculum at the junior secondary two level effectively address the issues of risky sexual behaviour and that there is a significant relationship between JSS II Social Studies curriculum effectiveness and students' knowledge of risky sexual behaviour in Calabar Municipality.

Key Words: Adolescent, Curriculum Instruction, Risky Sexual Behaviour, Social Studies.

INTRODUCTION

Different societies chose different goal for adopting any innovative educational programme with the aim of bring changes that will improve the wellbeing of its citizenry. It is on this basis that the Nigeria government through her national policy on education (Federal Republic Nigeria, 2014) after independence emphasis the need for mobilizing the young ones to build an indissoluble, strong and a united nation with the requisite moral standing among committee of nations. To achieve this aim, Social Studies was adopted as a tool for building social orientation among the young from primary to junior secondary level. This singular act portray Social Studies as a subject designed to strengthen the existing basic education with the aim of empowering the individual to live,

function and contribute maximally to the growth of the society (Edinyang, Effiom, Effiom, Ushie, & Adams, 2020).

Concerned citizens are worried about the increasingly engagement of in school adolescent in sexually compromising behaviour of higher risk, and these adolescents are either influenced by peer group, easy availability of substances, while others also indulged in risky behaviours because of the uncensored programmes they watch and many others read porn books and as a common characteristic of any adolescent, they try experimenting it (Erim, Akpama, Anametemfiok & Bessong, 2014; Edum, 2016). It is a common believe that the progress, growth and sustainability of most organised societies or countries are tied to the character and behaviour of the adolescent in such societies. In most secondary schools in Nigeria today, adolescents are facing series of social problems that may trigger their adoption of preventive measures they think will help them cope with such problems within the confines of societal normative values (Esere, 2015). More so, some of these adolescents hide under the lawful disguise to perpetrate these acts, others explore unlawful means such as the use of illicit substances and sexual activities that may lead to risky sexual behaviours.

Risky sexual behaviours comprises of two main subsets of behaviours: Problem behaviours and health-risk behaviours. Problem behaviours are behaviours that may seem harmless, such as wearing an unusual hairstyle, sagging of trousers, half naked dressing among others. These behaviours can lead to unexpected outcome that can potentially threaten an adolescent's health and life. Such behaviours are socially proscribed behaviours as illicit drugs consumption that may cause some form of social control response (Herrero, Estevez, & Musitu, 2016). Health-risk behaviours may not violate social norms but may compromise the victim's health condition, and that of other member of the society just like any other problem behaviours (Hiwot, Muluken, Mahider, Abinet, Adinew, & Nardos 2017). However, it constitutes a problem to educational system, when students engaged in it.

The level of risky sexual behaviours among Nigerian adolescents is evidenced in the number of unexpected teenage pregnancies, rate abortions, increase in sexually transmitted diseases (STDs), death resorting from sexual activities among adolescents age group 13 to 21 years old and the present increasing rate of school dropout, mostly at the secondary school level (Elejo, 2015). Sex in many Nigeria traditional societies before now was seen as sacred and a business for adult males and females within marriage. Though, Nigeria is a relative conservative country; and sex is still a topic considered as a taboo between parents and children. Iwu, Onoja, Ijioma, Ngumah and Egeruoh (2013) reported that youth engagement in risky sexual behaviour is on the increase.

Social Studies as a subject focused on developing the right mindsets, and right attitudes towards what the society values that will help the child to become a responsible adult in near future, to develop social interactive skills and to carryout civic and national duties (Egan, 2020). Social Studies curriculum covers almost all aspects of societal development; ranging from political, economic, social, cultural to technological and teachers are advised to always employ learners-center instructional techniques. To Mezieobi (2013) the objectives of Social Studies is more concern about the development of values and attitudes that will make the students grow into responsible, and patriotic leaders in near future with less emphasis on cognitive development of the students. Joseph (2019) opined that most of the high-risky sexual behaviours students portray include nude dressing, consumption of psychoactive substance before and during sex, and practicing unprotected sex that can increase the spread of sexually transmitted diseases (STDs). This has complicated effects on the school child education, defeating the aim and objectives of Social Studies.

Risky sexual behaviour is increasing at alarming rate especially among students who are at their adolescent age between JS1-3 schools going age in Nigeria. The rise in risky sexual behaviour in Africa, Nigeria, Calabar Municipal and Calabar South in particular, has resulted in asexual revolution that came with western culture (Wusu, 2009; Unimna, Essien, Opoh, & Unimke, 2021). This implies that premarital sex is an alarming educational challenge that comes with globalization. Today, in Calabar Municipality and its environs, videos such as "Girls Gone Wild" and "Bigo live" among others are social media chat programmes that promote sexual activities among adolescents have gone viral on social media and had great success and popularity. Students who are adolescents seek much of attention displayed by these videos. Thus, students are desirous to engage in what would have previously been blatantly considered unacceptable behaviours such as exposing their breasts and participating in overtly sexual acts. It appears this behaviour, at least in certain populations like secondary

school-aged students, have become somewhat socially acceptable and almost revered. This many believed has contributed to the increasing rate of teenage pregnancy and the number of school dropout of students.

Though, researches have been carried out by different researchers to evaluate risky sexual behaviour causes and preventive measures (Ogoh, 2016). Still, risky sexual behaviour is on the increase, and none of such studies, attempt to evaluate the effectiveness of a curriculum on controlling risky sexual behaviour. Thus, Social Studies curriculum content which is compulsory for junior secondary one to three will be evaluated to see how effective it could be in controlling risky sexual behaviour particularly among JS II students. More so, Social Studies being a multi-cultural with the prospect of solving educational and societal problems among which are risky sexual behaviour, premarital sex, prostitution and school dropout among others fascinated the interest of the research.

Purpose of the Study

The study evaluates the effectiveness of Social Studies curriculum content on adolescent risky sexual behaviour of junior secondary two students in Calabar Municipality, Cross River State. The specific objectives are to;

1. find out the contributing factors to students' involvement in risky sexual behaviour
2. evaluate the effectiveness of Social Studies curriculum instruction in addressing risky sexual behaviour of junior secondary two students

Research Questions

1. What are the contributing factors to students involvement in risky sexual behaviour?
2. How effective do junior secondary two Social Studies curriculum address the issues of risky sexual behaviour?

Hypothesis

There is no significant relationship between JSS II Social Studies curriculum instruction and students' knowledge of risky sexual behaviour.

LITERATURE REVIEW

Social Studies is that aspect of learning that deals with how to get on with one's environment, physical as well as human, and how to develop these skills, knowledge, attitudes, and values that characterize respective and responsive citizenship in a free society. Social Studies is the study of problems of survival in an environment and how to find solutions to them. The objectives of Social Studies as a school subject to Dubey and Barth (1980), and Obemeta (1983), should aim at achieving the following: Exposing the diverse and ever-changing physical and social environment as a whole including its natural resources, together with the rational use and conservation of these resources for development; Developing in the learners, the capacity to learn and acquire skills including not only the basic skills of listening, speaking, reading and writing but also of developing the skills of hand together with those of analysis and inference which are important in the formation of sound judgment; Developing in children, positive and desirable values of citizenship and the desires in them to make positive contribution to the creation of a united Nigeria; and Inculcating in the learners sympathetic views which will enable them to appreciate the diversity and interdependence of all members of the local community and of the wider national and international community.

This, to Dike (2005), involved affective skills such as cooperation, interest, citizenship orientation, social relation, respect for constituted authority, sincerity etcetera. Such expected learning outcomes are measured by the following techniques: observation, interview, socio-metric scale, rating scales, questionnaires, checklists, case studies, inventories, and self-reports. Whether Social Studies teachers do justice to these modes of evaluation is one of the tasks of this research work. Idowu and Esere (2003), in their study, found that most teachers do not evaluate learning outcomes in the affective domain due to either ignorance or incompetence in the use of non-test devices. An integral part of learning Social Studies is the development of affective skills in

learners. These involve affective skills such as cooperation, interest, social competence, citizenship orientation, and decision-making skills among others.

From the World Health Organization's perspective, adolescence is a stage of human life from the ages of 10-to 19 years. At this period of life, the adolescent struggles to develop his individuality while still conforming to societal norms. The increase in western civilization without strong institutional control among African adolescents unlike in western society exposes them to changes that are not in conformity with societal norms. The continued decline in family values and societal social control mechanisms confuses adolescents thereby exposing them to maladaptive patterns of thinking and behaviour. Growing into a healthy adulthood life is dependent on the adolescent ability to manage emotional and behavioural problems as he/she passes through the stages of life. Adolescence denotes a period when physical, psychological, and social development and maturation take place. In the words of Oladele (1987), adolescence is the totality of all adjustment to changes and conditions beginning with puberty. Adolescents are troubled on how to adjust to these changes which include assuring a body position, overzealous dieting, emotional reaction and constantly wanting to meet their needs that are numerous in nature.

Akpobia and Nidah (2009) in a descriptive study examined 240 dropouts identify in the school record in Ogoja, Cross River State on determinants of dropout among primary school pupils. There was no sample because the population was used. The instrument used for the study was a questionnaire and oral interview study questionnaires and oral interviews on the cause and magnitude of school dropout in the Vache clan. The study found that majority of pupils/students dropped out from school in 1995/96 11.2% followed by 1996/97 8.8%, whereas few dropped out in 1997/98 7.0%. This situation is however not encouraging since more youths are expected to be literate because of the need for educational advancement in since and technology.

In a quasi-experimental design study, Esere (2015) determine whether exposing adolescents to sex education programme would reduce their involvement in at-risk sexual behaviours. Twenty-four school-going adolescents aged 13-19 years were selected. The twelve students were exposed to Sex Education while the other twelve were not exposed to the treatment. When the treatment group was compared with the control group in an intention- to treat analysis, there were significant differences in at-risk sexual behaviours of the two groups. The group exposed to treatment reported less at-risk sexual behaviours. The self-reporting and sample size of this study contributed to its limitation. The researcher did not state the kind of procedure the control group were given and statistical method used for data analysis as well. The address this gap, the present study will use cross sectional survey design were respondents opinion on adolescents involvement and the effectiveness of Social Studies curriculum contents in solving the problem.

Theoretical Framework

The adopted the Social Control Theory propounded by Hirchi in 1960. Social control theory refers to the societal and political mechanism or process that regulates individuals and group behaviours, leading to conformity and compliance to the rules of a given society, state or social group. According to the theorist, it is believed that adolescent exploit the processes of socialization and social learning to builds self-control or protection and reduces the tendency of engaging in any risk compromising behaviour. The theorist believes that adolescent indulge in risky sexual behaviour only when such bonds are weakened or are not established. Thus, if societal norms are internalized and adolescents are encouraged to live upright in their community they will voluntarily limit their possibility to commit deviant acts.

In Social Studies, the formation of bond between individual, the family, the environment and the society comprise of four elements which are attachment, commitment, involvement and beliefs. These four elements are in tandem with the principles of the social learning theory. These elements represent the effective ties which the adolescents form with significant others like parents, teachers among others who tend to present among others optimal conformity to socially accepted behaviour, the aspiration or goals which the learner set for self (Oti, Umaru & Egan, 2021). Adolescents with well-defined goals tend to minimize propensity for risk compromising behaviours because they consider that they have much to lose as opposed to their counterparts who engage in drinking, smoking, dating and involving in criminal act. Beliefs are the extent to which an individual accepts the moral values of the society. And the extent to which an individual accepts these moral values determine the

individual's propensity for risky sexual behaviours. One of the key elements for social control is developing the individual's bond to conventional society through involvement in conventional activities (that is homework and family activities). The theory says that trends in increased crime rates are related to a greater dispersion of daily activities with peers, away from parental supervision and providing the opportunity for risk compromising behaviours. Free time protects adolescents from problem behaviours whereas peer time places adolescents at risk for these same behaviours. In addition, there will be less risk compromise when adolescents are exposed to curriculum content that is value laden.

In juxtaposing the relevant theory, adolescents may conform to established rules of the significant others like, teachers and peers that present them as acceptable in the society and the likelihood of reducing the adolescent propensity to risky sexual behaviour which may eventually enhance his or her academic outcomes. However, an adolescent could experience rejection from his or her peers and also be compelled by them to conform against his or her wish. This type of treatment could make him or her lose his or her identity as a unique person. This may also affect the adolescent time management and involvement in risky behaviour.

METHODS AND MATERIALS

Research Design

The quantitative study employed the cross-sectional survey design. The cross-sectional survey design is a type of survey design which involves the collection of data in order to answer questions concerning the current status and phenomenon of the subject under study (Unimna, Egan & Odey, 2024). This is because data were collected at a particular time from a sample of the students and teachers for the purpose of describing the characteristics of the general population.

Population and Sample

The population consists of all junior secondary II students and Social Studies teachers in Calabar Municipality, Cross River State with 15,739 students and 48 Social Studies teachers. The sample comprised of 250 junior secondary II students and 20 Social Studies teachers were randomly selected from 10 schools.

Instruments for Data Collection

Two sets of researchers designed questionnaires: Social Studies Curriculum Instruction and Adolescent Risky Sexual Behaviour Questionnaire for Students (SSCCARSBQS) for all the students and Social Studies Curriculum Instruction Evaluation for Adolescent Risky Sexual Behaviour Questionnaire for Teachers (SSCCEARSBQT) teachers were used for data collection.

Validity and Reliability

The instruments were validated by an expert in Social Studies Education, University Calabar and an expert in educational measurement and evaluation University of Calabar. The internal consistency of the instruments was established by using the Cronbach Alpha which yielded a reliability coefficient of $r = 0.59$ to 0.78 and was considered reliable.

Method of Data Collection

In collecting the data, prior notice was given to the concerned principals by the researchers, after which the questionnaires were administered by the researchers. The researchers administered the questionnaires to the students and teachers in the sampled schools and were retrieved on the spot.

Method of Data Analysis

Data collected were analysed with mean, standard deviation for the research questions and Pearson's Product Moment Correlation (PPMC) statistic for the hypothesis formulated.

RESULT

The researchers administered two hundred and fifty (250) Adolescent Risky Sexual Behaviour Questionnaire for Students (SSCCARSBQS) to the students and twenty (20) Social Studies Curriculum Instruction Evaluation for Adolescent Risky Sexual Behaviour Questionnaire for Teachers (SSCCEARSBQT) to the teachers. Two hundred and forty three (243) of SSCARSBQS and seventeen (17) SSCCEARSBQT were retrieved and used for analysis.

Table 1: Demographical Data of the Sample

Variables	Frequency	Percentage
Age		(%)
Below 10 years.	19	7.8%
11-14 years.	136	55.9%
15-18 years	88	36.3%
Total	243	100
Parental Occupation		(%)
Civil Servant	105	43.2
Businessman/woman	31	12.8
Farmers	47	19.3
Public Servant	26	10.7
Artisans	34	14.0
Total	243	100
Number of Sex Partner		
0-1	106	43.6
2-3	83	34.2
4-5	37	15.3
6 and above	17	6.9
Total	243	100

Table 1 present the analysis of the 243in school adolescents that participated in the study, 19 (7.8%) were below 10 years and the majority, 136 (55.9%) were between 15-18 years of age. On the issue of their parental occupation, it showed that 105 (43.2%) of the adolescents were children of civil servants, 31 (12.8%) of the adolescents were children of businessmen/women, 47 (19.3%) were children of farmers, 26 (10.7%) were children of public servant and the remaining 34(14.0) parents were artisans. Analysis of the respondents' number of sex partners revealed that 106 (43.6%) had between 0-1 sexual partner, 83 (34.2%) had had between 2-3 sex partners, 37(15.3) had between 4-5 sex partners while 17 (6.9%) had between 6 and above sex partners.

Research Question One: What are the contributing factors to students’ involvement in risky sexual behaviour?

Table 2: Mean Ratings of Teachers and Students on Contributing Factors to Students involvement in Risky Sexual Behaviour

S/N	Students Responses	N	Mean	Std	Decision
1	Drug abuse is a contributing factor to risky sexual behaviour	243	2.93	0.73	Agree
2	Eradication of societal values is a contributing factor to risky sexual behavior	243	2.87	0.91	Agree
3	Having multi-sex partners contribute to risky sexual behaviour	243	2.59	0.63	Disagree
4	Poor parental upbringing is a contributing factor	243	2.61	0.94	Agree
5	Peer influence is a contributing factor	243	3.03	0.88	Agree
	Teachers Responses				
1	Eradication of societal values is a contributing factor to risky sexual behaviour	243	3.03	0.66	Agree
2	Having multi-sex partners contribute to risky sexual behaviour	243	3.09	0.77	Agree
3	Poor parental upbringing is a contributing factor	243	2.96	0.91	Agree
4	Peer influence is a contributing factor	243	2.68	0.55	
	Cluster Mean		2.83	0.69	

Table 2 shows that both students and teachers agreed that the contributing factors to students involvement in risky sexual behaviour include; Drug abuse is a contributing factor to risky sexual behaviour, eradication of societal values is a contributing factor to risky sexual behaviour, having multi-sex partners contribute to risky sexual behaviour poor parental upbringing is a contributing factor. Mean ratings of students’ responses range from 2.59 to 3.03 while the teachers’ responses range from 2.68 to 3.07 with the cluster means of 2.80 and 2.83 respectively both of which are on the high side and greater than 2.50 of the benchmark.

Research Question Two: How effective do junior secondary two Social Studies curriculum address the issues of risky sexual behaviour?

Table 3: Mean Ratings of Teachers and Student on How Effective Social Studies Curriculum Addresses the Issues of Risky Sexual Behaviour

S/N	Students Responses	N	Mean	Std	Decision
1	Social studies curriculum is comprehensive and effective in addressing risky sexual behaviour among students	227	3.06	0.59	Agree
2	Junior secondary school curriculum contents is inadequate to address the problem of sexual risky behavior	227	3.07	0.77	Agree
3	Junior secondary school curriculum contents is comprehensive but not effectively implemented to address the problem of sexual risky behavior	227	2.97	0.69	Disagree

4	Junior secondary school curriculum contents is adequate to address the problem of sexual risky behavior	227	2.89	0.94	Agree
5	junior secondary school curriculum should be reviewed to effectively address the issue of sexual risky behavior	227	3.03	0.88	Agree
			3.00	0.77	
	Teachers Responses				
1	Social studies curriculum contents is effective in reducing adolescents involvement in problem behaviour within and outside the classroom	17	2.95	0.72	
2	Junior secondary school Social Studies curriculum contents is effective to produce individuals that are responsible	17	3.01	0.69	
3	Objectives of Social Studies curriculum at junior secondary school is effective enough to address risky sexual behavior	17	3.99	0.72	
4	The methods of teaching Social Studies in Calabar Municipal is effective to reduce problem behaviour among junior secondary schools adolescents	17	2.93	0.81	
5	The Instructional materials used for classroom instructions at JSS II Social Studies are efficient to addressing adolescent involvement in risky sexual behavior	17	2.92	0.68	
	Cluster		3.17	0.70	

Table 3 shows that the students and teachers agreed that the Social Studies curriculum is effective in addressing the issues of risky sexual behaviour, the cluster means of 2.56 and 3.17 respectively for students and teachers as against the bench mean core of 2.50 sets for decision making. This therefore, implies that Social Studies curriculum at the junior secondary two level effectively address the issues of risky sexual behaviour in Calabar Municipality.

Research Hypothesis: There is no significant relationship between JSS II Social Studies curriculum instruction and students’ knowledge of risky sexual behaviour in Calabar Municipality

Table 4: Correlation Between JSS II Social Studies Curriculum Instruction and Students’ Knowledge of Risky Sexual Behaviour

Variables	n	$\bar{(x)}$	SD	df	r=value	Crit. Value	Decision
Social Studies Curriculum Instruction	243	3.3083	46.260				
				242	.340	.007	Rejected
Knowledge of Risky Sexual Behaviour	243	3.1293	57.031				

From the table above, the correlation value is .340 and the P=value is 0.007, Since the P value (0.007) is less 0.05. Therefore, the null hypothesis was rejected and the researchers conclude that there is a significant relationship between JSS II Social Studies curriculum effectiveness and students’ knowledge of risky sexual behaviour in Calabar Municipality

DISCUSSION

The findings from the first research question revealed that all the students and teachers agreed that Social Studies curriculum is effective in addressing the issues of risky sexual behaviour, the cluster means of 2.80 and 2.83 respectively for students and teachers as against the bench mean core of 2.50 sets for decision making. This therefore, implies that Social Studies curriculum at the junior secondary two level effectively address the issues of risky sexual behaviour in Calabar Municipality of Cross River State. The finding of the study is in agreement with Adeoye, Ola, and Aliu (2017); Unimna, Essien, Opop and Unimke (2021) that adequate exposure of students to Social Studies curricula instruction on reproductive health improved significant positive shift in attitude towards use of contraceptives, will help the students perceived self-efficacy for safe sex increased. The corresponding hypothesis when tested revealed that there is a significant relationship between JSS II Social Studies curriculum instruction and risky sexual behaviour among junior secondary school students in Calabar Municipality.

The result also revealed that the contributing factors to students' involvement in risky sexual behaviour include; drug abuse, eradication of societal values, having multi-sex partners, and poor parental upbringing are all contributing factors. The finding supported the study of Joseph (2019) on the predictive factors to Kiambaa constituency of Kiambu County secondary school going students' involvement in anti-social behaviour. Also, in accordance with the finding is the study of Hiwot, Muluken, Mahider, Abinet, Adinew and Nardos (2017) on inordinate sexual behaviour and related factors among adolescent students in Bahir Dar, Northern Ethiopia, that found that more adolescent students than one sex partner, some had sexual intercourse with commercial sex workers. Alcohol consumption and social chat, and socio-economic difficulties among others as determinate for the initiation into compromising sexual practice (Erim, S. M., Akpama, Anametemfiok & Bessong, 2014). The implication is that adolescents' action in their sexual relationship is dependents on many factors that associated to the practice of risky behaviour.

CONCLUSION

From the findings of the study, factors such as drug abuse, poor of societal values, multi-sex partners, poor parental upbringing and peer influence are cause of adolescents indulgement to risky sexual behaviours, Social Studies curriculum at the junior secondary two level effectively address the issues of risky sexual behaviour and that there is a significant relationship between JSS II Social Studies curriculum effectiveness and students' knowledge of risky sexual behaviour in Calabar Municipality.

RECOMMENDATIONS

Based on the finding, for Social Studies curriculum to be effectively implemented in order to achieve its aim and objectives of reducing anti-social behaviour such as sexual risky behaviour and promote the subject objective of instilling societal values, classroom instruction should more on character and personality development, good virtues and conduct, and skills that are sustainable to the individual wellbeing and the Nigerian society at large. Stakeholders responsible for Social Studies curriculum planning and its development should make adequate provision of relevant information that are in tandem with the students age level on sex and sexuality to adolescents and children.

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