



**INFLUENCE OF SOCIAL STUDIES ON ANTI-SOCIAL BEHAVIOUR ON SCHOOL
ACTIVITIES AMONG JUNIOR SECONDARY SCHOOL IN KADUNA STATE**

FARUK ABUBAKAR & ABDULMUMIN T. MUHAMMAD

*General Studies Education, Federal College of Education, Zaria, Kaduna State,
Nigeria, West Africa.*

ABSTRACT

The study x-ray social studies on its influence among adolescence students relates to anti-social behaviour in school activities. The study however, address areas of emphasis on moral contents depict on teaching of social studies as applied to certain behaviours being humiliates among youths school going ages, such as examination malpractice, drug addiction, truancy among other social vices commonly associates with contemporary adolescence. However, the study focuses on Junior Secondary School, Kaduna State, since school is a common place to inculcate knowledge and moral disciplines, it is imperative for this study towards attainment of egalitarian and sanitize society and equally, Kaduna State being one of the vulnerable states in which anti-social behaviour among school going youths is on the increase. It is against this background, the study investigate and profound ways in which situations can be ameliorates towards reinforcement of social values depict by social studies desire goals in the realization of requisite behaviours in society. However, the research findings indicates that the influence of social studies on anti-social behaviour relates to school activities often associates with inadequate technical skills and application of its methodologies by the givers of social studies knowledge on one hand and the inability of average teachers with require knowledge base in handling the subject of social studies to its logical expectations while social media creates greater challenges among these school age youths based on its wider/easy accessibility. The study cover Kaduna state, but limits its study to Zaria educational zone. The study population focuses on the Junior Secondary Schools in some selected areas. A sample of one thousand, two hundred

(1200) staff/students (males/females) were selected from the total population of 7,326 teachers/students that made up the population of the study, using purposive sampling technique. The study revealed that there is no significant difference between the behaviour of adolescent students and social studies contents on the extent of its influence of social studies on anti-social behaviour on school activities among students of junior secondary schools in Kaduna state.

Keywords: *Influence, Social Studies, Anti-Social, Behaviour, School Activities.*

Background to the Research Study

The study addresses Influence of social studies on anti-social behaviour on school activities, the imperative of this study is to address areas of emphasis of social studies as prerequisites to moral behaviours, the study focuses on school, since it is a common place to inculcate knowledge and moral disciplines among youths for egalitarian/sanitize society. It is against this background, the study investigates and profound ways in which situations can be improved in the enhancement of the desire expectations on social studies in addressing social ills, known as anti-social behaviour often associates with school going youths.

However, the research findings indicates that the influence of social studies on anti-social behaviour on school activities could be associates with inadequate technical skills among the givers of social studies knowledge on one hand and the inability of the teachers with required knowledge base in handling the subject matter of social studies, while social media further serves as an interplay among the school age adolescence on anti-social behaviours. In the work of (Salvation, & Adzaruddin, 2014; and Rouis, Limayem, & Salehi-Sangari, 2011); learning environment (Ekanem, Apebende, & Ekefre, 2011); and poor method of teaching (Okoji, 2013) parental involvement in students' school activities. (Antoine, 2015). The factors identified above could help improve students' school activities, if properly handle or harness. The literature suggests that much have not been achieved in spite of the effort made by researchers towards harnessing ways of intervention to addressed the problem associates with the influence of social studies on anti-social behaviour on school activities. (Ubah & Bulus 2014). Therefore, there is need to examine the problem of school activities from the perspective of

teacher/students relationships so as to provide empirical evidence with which researchers can focus attention in finding ways to address the problem. In this study, the study specifically investigate the relationship between social studies and anti-social behaviour in relation to students' school activities

Justification for the research study

Generally education is designed to impact sound moral mind with requisites skills on an individual(s), hence, students are expects to exhibits certain conform behaviours which means they must behave in a manner that is socially approved, both in and out of school environment, being the regulating factors. In fact, such exhibiting behaviour consider moral and good, would incidentally disposed students to better learning which enable them excel in their school activities among others. However, it is discovered that certain anti-social behaviour considered an aberration manifests in average contemporary youths, such as drug abuse, examination malpractice and truancy, especially, among junior secondary school students, a situation that has assume an alarming rates, arousing the interest of school administrators, teachers and parents alike. Even with all the mechanism put in place to checkmate such behaviours towards mitigating the situation has not yield positive desire by the school authority on the erring students,. It is against this background, the study x-ray both methodology and skills application in teaching social studies among the teachers

Aims and Objectives

The main purpose of the study is to x-ray the prevalent of anti-social behaviour and the influence of social studies education on school activities among students of junior secondary school. However, the specific objectives are to:

- i. Identify influence of social studies education on anti-social behaviour such as drug abuse, examination malpractice, and truancy on school activities among students of junior secondary schools in Kaduna state;
- ii. Identify influence of social studies and its implication on anti-social behaviour on school activities among students of junior secondary schools in Kaduna state; and

- iii. Identify influence of social studies education and strategies desirable to curb anti-social behaviour on school activities among students of junior secondary schools in Kaduna state.

Research Questions

The following research questions were raised to guide the study.

- i. What is extent of the influence of social studies on anti-social behaviour, such as drug abuse, examination malpractice, and truancy on school activities among students of junior secondary schools in Kaduna state?
- ii. What is extent of the influence of social studies and its implication on anti-social behaviour on school activities among students of junior secondary school in Kaduna state? and
- iii. What is extent of the influence of social studies and strategies desirable to curb anti-social behaviour on school activities among students of junior secondary schools in Kaduna state?

Research Hypotheses

This study has put forward the following hypotheses:

H₀₁: There is no significant difference between male and female students on the extent of the influence of social studies on anti-social behaviour, such as drug abuse, examination malpractice and truancy on school activities among students of junior secondary schools in Kaduna state.

H₀₂: There is no significant difference between anti-social behaviour, such as drug abuse, examination malpractice, truancy and the influence of social studies on school activities among students of junior secondary schools in Kaduna state.

Concept of Social Studies

Social Studies Education is described as dynamic nature and educators (Baraya and Malcolm; 2014; Justus; 2014; Zakari, 2014; and Nuhu, 2014) in the subject acknowledged the non-existence of a unified definition in Nigeria. Mezieobi and Mezieobi (2011) posit that Social Studies in Nigeria lack professional definition. Three perspectives Social Studies Education have been conceptualized by professionals are:

- i. angle of content and methodology;

- ii. as a course of study design to produce responsible citizens; and
- iii. as a subject which study societal issues (Yakse,2013).

Mezieobi (2014) and Olubadewo (2014) define Social Studies as an integrated field of study. By this definition, social studies is conceptualized based on the integrated nature of the subject. Irikana and Ibeh (2014) submit that Social Studies derives its contents from different areas that relates to man and its environment to form a discipline which purpose is to enable man deals with the problems that surrounds him. To buttress the above assertion, Olubadewo (2014) pointed out that content area of Social Studies is simultaneous to other social sciences subject like sociology, political science, history, economic, geography, religious studies, psychology, anthropology and civics.

Akinola (2014) define Social Studies as the planned and unplanned process by which individuals acquire values, skills and knowledge which will make them useful to themselves and society at large. The above definition coincides with that of Tom (2014) who defines social studies as a discipline aimed at developing decision-making, including knowledge skills for reflective thinking and participation in democracy. Yakse (2013) describe Social Studies “as a programme of study designed to achieve goals which society uses to instill in students the knowledge, skills, attitudes and actions it considers important concerning the relationship human beings have with each other, their world and themselves”. He is of the view that the various definition Social Studies reflects the yearnings, aspiration and problems of people in the society.

History and Justification for the Introduction of Social Studies

Social Studies education as a school subject made its first appearance in Nigeria in 1958 in an attempt to teach the subject in teachers colleges by educators from Ohio University in collaboration with the government of western Nigeria, an effort that could not yield expected result due to lack existing curriculum that will enable its integration (Adewuya, n d; Husseni, 2015; Solomon, 2014). After the failed attempt to introduced Social Studies in 1958 in Nigerian schools, a second trial was made in 1963. The Aiyetoro Comprehensive High School is the first school where educators carry out activities that culminated to the development of curriculum for teaching of Social Studies (Adewuya, n d). The material for social studies instruction was

presented in the 1968, curriculum conference held in University of Lagos organized by the Comparative Education Study and Adaptation Centre (CESAC) and Ford foundation (Solomon, 2014). It was at the Mombasa conference of 1968 that it is agreed that African countries should introduced the teaching of Social studies in their schools (Adeyemi, 2010). After the Mombasa conference a seminar was held in January 1969 which brought together secondary school educator from all over Nigeria. it was during the seminar that a unified a body of educators known as Social Studies Association of Nigeria (SOSAN) was formed. Tikumah (2009) pointed out that the association is for the “purpose of developing and promoting Social Studies education in Nigeria”.

Philosophy of Social Studies Education Nigeria

In the late 1960, most educators in Nigeria agreed that the schools must be Nigeria in and out look, rather than emphasising on foreign ideals. It was however, thought that this could only be achieved through teaching of social studies education, in such way, passion for the country would developed in the minds of Nigerian child, which would invariably create strong attachment in the mind of such child towards the country and government. Furthermore, the process would also expose them to the problems in the society, which will prepared and equipped them with necessary skills needed towards their survival. Hence, Social studies was considered relevant and inevitable.

Concept of Anti-Social Behaviour

Kinberly and Jacob (2002), defined anti-social behaviour as any act that imposes physical or psychological harm on other people or their property. According to the scholars, lying, stealing, assaulting others, such as being cruel to others and sexually promiscuous are all forms of examples of anti-social behaviour. In another related development, Clare (2006), opine anti-social behaviour as destructive acts, characterized by covert and overt hostility and intentional aggression towards others. According to him, high risk factors in the family setting can cause anti-social behaviour in a child. These factors include:- parental history of anti-social behaviours, parental alcohol and drug abuse, chaotic and unstable home life, absence of good parenting skills, use of coercive and corporal punishment, parental disruption due to divorce, death or other separation, parental psychiatric disorders, especially, material

depression and economic distress due to poverty and unemployment. Other causes of anti-social behaviour are:- heavy exposure to media violence through television, movies, internet, video games and cartoons among others. Clare (2006), went further to posit that engaging in anti-social behaviours poses great risk to an individual's mental and physical health. It is believed, such anti-social behaviours put one at increased risk for alcoholism, cigarette smoking, illegal drug abuse, high risk behaviour, depression and hence, engaging in volatile violent acts towards others and self. In other words, the high risks of interpersonal and intra-personal implications of anti-social behaviours are readily apparent. Every society has ways of measuring acceptable behaviour. However, this makes behaviours that deviate from an acceptable behaviours to be referred to as anti-social behaviour. Scholars are of the view that anti-social behaviours could be overt or covert. For instance, Halloran (2006), defined anti-social behaviours as disruptive acts, characterized by covert or overt hostility with intended aggression towards others. Anti-social behaviours exist along a severity continuum and include repeated violations of social rules, defiance of authority and the rights of others, deceitfulness, theft, and reckless disregard for self and others. Anti-social behaviour can be identified in children as young as three or four years of age. If left unchecked, such coercive behavioral patterns might persist and escalate into insecurity over time, as it translates to chronic behavioral disorder.

Theoretical Approach

Anomie theory attempt addressing a situation in which anti-social behaviour either contradicts or conflicts with social/institutional established norms, rules and regulation, when he refers to a situation in which confusion arises when social norms conflicts, as a result of normlessness state which arises when there is acute disjunction between cultural goals and legitimate means available for achieving them. The theory was further expounded by Merton (1957), when he used the term to describe the discrepancy between socially accepted goals and the availability of means to achieve those goals. These socially accepted goals are education and hard work, meaning people who availed themselves to study and work hard will be financially successful, and those who do not succeed are labeled as either lazy or flawed among others.

Those who find the “road to riches” closed for them experience anomie because an obstacle has thwarted their pursuit of a socially approved goal. When this happens, these individuals may employ deviant behaviors to attain their goals and retaliate against the society, merely to “make a point”. These deviant behaviors include innovation, retreatism, ritualism and rebellion. Innovation is the attaining of societal goals by illegitimate means, and innovators create their own ways to go about obtaining what they want. Ritualism is the acceptance of means but forfeiture of the goals. Retreatism is the rejection of both means and the goals. Rebellion is the combination of rejection of both societal goals and means and replacement for other goals and means. The primary contribution of the anomie theory is also sociological in its emphasis in the role of social forces in creating truant deviance, who often indulge in examination malpractice, drug addiction among others,

METHODOLOGY

Population

The population of the study comprises all junior secondary school students in Zaria Education Zone of Kaduna state. The study area, Zaria Educational Zone comprises of two local government areas with a total of 27 junior secondary schools. The area had student population of 7,326 comprising of 4,567 male and 2,759 female students respectively.

Research Design

This study adopted the descriptive research method of survey. This type of method provides for the questionnaire collect data from a sample of a given population describes their perception and generalised it on the entire population (Fwang’le, 2015; Nworgu, 2006; Nwanna, 1990). The descriptive research design is considered suitable and will be used in this study because the inferences that will be made from the description of the data from the respondents would be generalization on the entire population.

Sample Size and Sample Technique of the Study

A sample of one thousand two hundred (1200) staff/students (males/females) were selected from the total population of 7,326 that made up the population of the study. The Krejcie and Morgan (1970) table of determining sample size recommends 1200 as the sample size for a

population that lies within 8000. The researcher will use purposive sampling technique. This sampling technique is assumed to be suitable because it enable the researcher to avoid the situation of having all schools sampled from one location. The simple random sampling technique was also used to sample respondents from the sample schools. This technique was used to enable the respondents have equally chance of been selected. The sample schools are shown in table below:

Table: Sample Schools

Name of School	Location	Male	Female	Teacher	Total	Urban Total	Rural Total
G.G.S.S D/Bauchi	Urban	-	49	13	62	62	-
J.S.S Bomo	Rural	9	7	10	26	-	26
G.J.S.S Chikaji	Urban	32	16	17	65	65	-
G.J.S.S K/Doka	Urban	20	18	15	53	53	-
G.J.S.S Zaria	Urban	30	16	15	61	61	-
G.G.S.S Kugu	Rural	16	7	9	32	-	32
G.G.S.S (WTC)	Urban	-	44	15	59	59	-
G.J.S.S Aminu	Rural	18	7	6	31	-	31
Basawa College	Urban	57	-	20	77	77	-
TOTAL		182	164	120	465	377	89

Methods of Data Analysis

The researchers analyzed the data using descriptive, frequency tally and simple percentage. Analysis of Variance (ANOVA) was used to test the null hypothesis.

Data Analysis

Table 4.1 Influence of Social Studies on Anti-Social Behaviour on School Activities among Junior Secondary School in Kaduna State.

Item Statement	Categories of respondents	Strongly agreed	Agreed	Undecided	Disagreed	Strongly disagreed	Mean
Influence of Social Studies on anti-social behaviour such as drug abuse, exams malpractice & truancy							
Poor teacher/students	Teachers	15	15	8	1	6	9.0
	Male	85	73	2	4	6	34.0
	Students						

relationship on social studies education is one of the attribute influencing drug abuse among JSS students	Female Students	48	40	10	13	2	22.6
The inadequate objectives contain in social studies education tends to influence JSS students indulgence in drug abuse	Teachers	25	22	6	5	1	11.8
	Male Students	70	71	2	30	20	38.6
	Female Students	90	62	2	10	2	33.2
Poor teaching method of social studies education may influence JSS students into drug abuse	Teachers	10	8	1	1	1	4.2
	Male Students	2	10	10	85	75	36.4
	Female Students	15	48	5	35	20	24.6
Influence of Social Studies & its implication on anti-social behaviour							
Desperation among JSS students to belong to sub-social groups are often the reason on the prevalence drug abuse among JSS students	Teachers	25	15	5	6	1	10.4
	Male Students	85	73	5	6	6	35.0
	Female Students	90	62	2	10	2	33.2
Inadequate teaching of Social studies education at the JSS level aids	Teachers	15	22	8	6	1	10.4
	Male Students	70	71	2	30	20	38.6
	Female Students	45	38	5	15	10	22.6

examination malpractice among JSS students							
Inadequate teaching of Social studies education at the JSS level aids examination malpractice among JSS students	Teachers	8	10	1	1	1	4.2
	Male Students	108	90	10	15	25	49.6
	Female Students	80	36	10	13	2	28.2
Influence of Social Studies & strategies desirable to curb anti-social behavior							
Social studies curriculum should reflect local contents, in other to capture the minds of students and reduce truancy	Teachers	48	40	10	13	2	22.6
	Male Students	15	15	8	1	6	34.0
	Female Students	85	73	2	4	8	22.6
Parents should be committed on requisite moral activities of their children/wards through periodic school interactions	Teachers	90	62	2	10	2	33.2
	Male Students	25	22	6	5	1	11.8
	Female Students	70	71	2	30	20	38.6
Guidance and counselling unit should be strengthen in school to provide services to	Teachers	70	71	2	30	20	38.6
	Male Students	25	22	6	5	11	11.8
	Female Students	90	62	2	10	2	33.2

students with anti-social behaviour, which make them engaging in truancy								
	Extra curriculum activities, like school excursions should be made to be part of social studies curriculum at the level of JSS III, in other to commits the mind of students at the early stage of their studies	Teachers	15	15	8	1	6	34.0
		Male	48	40	10	13	2	22.6
		Students	85	73	2	4	8	22.6
		Female						
		Students						

Test of Hypothesis

Hypothesis one: Social Environment has significantly affects the influence of social studies.

Table ANOVA Computation Table

GROUP	SA	AG	UD	DA	SDA	TOTAL	MEAN
Teachers	130	200	35	30	105	500	100.0
Male Students	90	96	40	38	37	301	60.2
Female Students	102	120	79	56	42	399	79.8
TOTAL	322	416	154	124	184	1200	240.0

Source: Field Survey 2019

Source of variation	Sum of square	of DF	Means square	F	P-value
Between groups	6602.889	2	3301.444	0.677361	0.677361
Within groups	47620	6	7936.667		
Total	54222.89	8			

DISCUSSIONS OF FINDINGS

Based on the objectives, 85 respondents among male students strongly agreed that there is poor relationship between Social Studies teachers/male students responsible for students indulgence in anti-social behaviour and 90 respondents among female students strongly agreed that the inadequate Social Studies objectives is responsible for students illicit behaviour, relates to drug abuse.

Base on the implication of Social Studies on anti-social behaviour, 90 respondents among male students strongly agreed that the inadequate facilities, such Social Studies aids, techniques responsible for students engaging in examination malpractice as refers to as anti-social behaviour.

The strategies among the respondents' teachers, 90 strongly agreed that there is need for parents to be morally seated to impact moral training on their children/wards, by collaborating with school authority in monitoring their children/wards activities, such as visiting the school of their children/wards periodically to assess their moral/academic records among others.

The essence of this study is to examine the influence of Social Studies on anti-social behaviour on school activities among junior secondary school in Kaduna State. The following are the major findings.

First, our finding revealed the poor relationship that exists between students/teachers being the major attributes in students' anti-social behaviour on school activities among others. Anomie theory attempt addressing a situation in which anti-social behaviour either contradicts or conflicts with social/institutional established norms, rules and regulation, when he refers to a situation in which confusion arises when social norms conflicts, as a result of normlessness state which arises when there is acute disjunction between cultural goals and legitimate means available for achieving them. The inability on the teachers to treat the students with

humility and decorum, could result to students for their sub-group activities for selves consolation, which become anti-social behavior as rightly postulates by 'Anomie theory'

Second, it also revealed the inadequate facilities, such Social Studies aids, and techniques among others, responsible for students engaging in examination malpractice as refers to as anti-social behaviour. However, understanding the philosophy leading to the formation of Social Studies in Nigeria In the late 1960, most educators in Nigeria agreed that the schools must be Nigeria in and out look, rather than emphasising on foreign ideals. It was however, thought that this could only be achieved through teaching of social studies education, in such way, passion for the country would developed in the minds of Nigerian child, which would invariably create strong attachment in the mind of such child towards the country and government. Furthermore, the process would also expose them to the problems in the society, which will prepared and equipped them with necessary skills needed towards their survival. Hence, Social studies was considered relevant and inevitable. But against this background, the scenario on teaching Social Studies has not reflects on its philosophical formation, as there is lack of practical aids and technique in globalizing ideas and adapt for practical application, shifting from being abstracts among others.

Third, our finding also revealed that, the best strategic approach lies in the need for parents to be morally proactive towards impacting requisites moral training on their children/wards, and also the need to form collaborative synergy with school authority in addressing issues affecting their children/wards, through monitoring activities, such as visiting to the school of their children/wards periodically to assess their moral/academic records among others.

CONCLUSION

Understanding the contemporary moral aptitude of average emerging youths with digitize revolution in the global sphere of human endeavor, leading to anti-social behaviour. There is high-level disconnection between what is ideal and real in autonomous morality of the growing term of youths in the global phenomenon. It is against this background, the study attempt to x-ray the influence of Social Studies on anti-social behaviour on School activities among junior secondary school in Kaduna State. The selection of these categories

section of society is critical, because this is where high concentration of youths with engagement of anti-social behaviour is mostly located. However, if there must be meaningful adjustment, there is need to take a redress from such level of society with the requisite of civic engagement among others.

REFERENCES

- Abdu-Raheem, B. O. (2013). Sociological Factors To Drug Abuse And The Effects On Secondary School Students' Academic Performance In Ekiti And Ondo States, Nigeria. *Contemporary Issues in Education Research*, 6 (2), 233-240.
- Adeyemi, T. O. (2010). Examination malpractices among secondary school students in Ondo State, Nigeria: Perceived causes and possible solutions. *Journal of Education Administration and Policy Studies* 2(3), pp. 48-55, <http://www.academicjournals.org/JEAPS>
- Agu S.A. Nwankwo B. E. Obi T.C. Sydney-Agbor N. & Mgbenkemdi H.E. (2013). Effect of Gender And Locality On Alcohol Abuse Among Secondary School Students. *International Journal of Humanity and Social Sciences*, 2 (1), Available online at <http://www.bioinfopublication.org/jouarchive.php?opt=&jouid=BPJ0000228>
- Ahmed Abdi Aden, A. A., Yahye, Z. A. & Dahir, A. M. (2013). The Effect Of Student's Attendance On Academic Performance: A Case Study At Simad University Mogadishu. *Academic Research International*, 4 (6), pp 409-417.
- Akanbi, M. I., Godwin, A., Theophilus, A. B., Muritala, M. & Ajiboye, A. S. (2015). Impact of Substance Abuse on Academic Performance among Adolescent Students of Colleges of Education in Kwara State, Nigeria *Journal of Education and Practice*, 6 (28) www.iiste.org
- Akinola, D. B. (2014). Assessment of Teachers' Use of Inquiry Method for Teaching Social Studies Education in Upper Basic Education Level Schools in North Central Nigeria. *Nigerian Journal of Social Studies and Civic Education*, 6(1), 35-41.
- American Psychiatric Association (1994) and Statistical Manual of Mental Disorder. (4th edition) Washington, Dc.
- Amy, B. (2012). Ghana Improves on Transparency International perception Index

- Babatunde, A. M. (2015). Influence Of Class Size, Teacher Variables And School Location On Academic Performance among Senior Secondary School Students, Kaduna State, Nigeria. (Master Thesis Ahmadu Bello University, Zaria). Retrieved from www.kubbani.abu.ng.8080/jspui/browse?type=title
- Bacchini D. Concette, M.M. & Affuso, G. (2011). Effects of parenting Monitoring and exposure to community violence on anti-social behavior and Anxiety/depression among adolescent, journal of interpersonal violence, 26 (2) 269-292.
- Bergie, K.S (2003). The Development Person through Adulthood and Adolescence. England. Worth Publishers.
- Black, D. (2006) what causes Anti- social personality disorder ? Psyche central [http:// psy Ch. Central. Com/lib/](http://psy.Ch.Central.Com/lib/). Retrieved on February 3, 2013.
- Busari, A.O. (2012).Evaluating the Relationship between Gender, Age, Depression and Academic Performance among Adolescents. Scholarly Journal of Education,1(1), pp. 6-12.
- Chikwature, W. Oyedele, V. & Ganyani, I. (2016). Effects of Deviant Behavior on Academic Performance in Mutare Urban Primary Schools in Mutare District. *Progressive Academic Publishing*, 3 (1), pp 35-45
- Clare, H. (2006). Anti-Social Behaviour: Gale Encyclopedia of Children Health. New York, Gale Group.
- Crime and Order Act 1998 S.S (1); UK.
- Ebong, I. J, (2015). Influence of Age, Gender and School Location on Motivation for Occupational Preference among Senior Secondary School Students in Akwa Ibom State. (Master Thesis Ahmadu Bello University, Zaria). Retrieved from www.kubbani.abu.ng.8080/jspui/browse?type=title
- Emaikwu, S . O. (2012). Assessing the Impact of Examination Malpractices on the Measurement of Ability in Nigeria. *International Journal of Social Science and Education*, 2(4)pp 748
- Ememe, N. O., Ezeh, C.C. & Onwuchekwa, G.U. (2016). Truancy and Academic Performances of Students in Secondary Schools in Aba North, Abia State South-East Nigeria <http://www.globalacademicgroup.com/journals/approaches/Truancy%20and%20Academic%20Performances%20of%20Students%20in%20Secondary%20S.pdf>
- Fadipe, O. "Qualitative Aspect of Education" Daily Sun January 18, 2003, `7-20.

- Fareo Dorcas Oluremi 2013 Truancy and Academic Performance of Secondary School Students in Southwestern Nigeria: Implications for Counselling. *International Journal for Cross-Disciplinary Subjects in Education*, 3 (2), pp 1424-1428.
- Federal Republic of Nigeria (1998). National Policy on Education (revised) Lagos: Federal Government Press.
- Federal Republic of Nigeria (2004). National Policy on Education (revised) Lagos: Federal Ministry of Education.
- Federal Republic of Nigeria (2007) 9-year Basic Education Curriculum. Social Studies for Upper Basic Education, Abuja: NERDC Publication.
- Fwang'le, S. M. D. (2015). Assessment of the Implementation of Social Studies Curriculum in Colleges of Education in North Central Geo-Political Zone of Nigeria (Doctoral Thesis Ahmadu Bello University, Zaria). Retrieved from www.kubbani.abu.ng.8080/jspui/browse?type=title
- Gyansah, S. T, Soku, R. & Esilfie, G. (2015). Child Delinquency and Pupils' Academic Performance in Fumesua Municipal Assembly Primary School in the Ejisu- Juaben Municipality, Ashanti Region, Ghan. *Journal of Education and Practice*, 6 (12), PP 107- 120 www.iiste.org
- Halloran and Kauffman (2006). *Exceptional Learners; Introduction to Special Education* (9th Edition). New York.
- Hanrahan, C. (2006) Anti-Social Behavior. Retrieved june 25, 2011, [children.com/A/ Anti-Social Behavior. Html.](http://children.com/A/Anti-Social-Behavior.html)
- Igbo, J. N. Ihejiene, M. A. (2014) Gender Differences, Delinquent Behaviours And Academic Achievement Of Secondary School Students In Nigeria. *International Journal of Latest Research in Science and Technology*, 3 (4): 40-46. <http://www.mnkjournals.com/ijlrst.htm>
- Irikana, G. J. and Ibeh, H. C. (2014). *Social Studies Education: An Introductory Text*. Port Harcourt: Alheri books.
- Ja'afaru, Y. K. (2015). Impact Of Teacher Quality on the Academic Performance of Junior (Master Thesis Ahmadu Bello University, Zaria). Retrieved from www.kubbani.abu.ng.8080/jspui/browse?type=title
- Justus, I. C. (2014). Innovative Teaching Methods in Social Studies: A Pivot for a Productive Economy. *Nigerian Journal of Social Studies and Civic Education*, 6(1), 85-92.

- Kavutha, M. J. (2015). Influence of Drug Use on Academic Performance among Secondary School Students in Matinyani District, Keny. International Journal of Scientific and Research Publications, 5 (11) www.ijsrp.org
- Kayne, R. (2012) Recognizing Anti-Social Behaviour in Children. New York Conjecture Corporation.
- Kazdin, F. (1987). Sex determination of conduct disorder among adolescent. Journal of Education Psychology, 4 (8) 23-31
- Kim Berly, Y and Jacob, A. (2002) Anti-Social Behaviour. USA, Macmillan Group. Kimberly, y. and Jacob. A (2002) Anti - social behavior U.S.A Macmillan group.
- Kimberly, R. and Jacob, A (2006) Anti - social behavior U.S.A Macmillan press.
- Makanjuola P.K., Daramola U.C., Obembe K. (2007) Nigeria Journals of Sociological Studies, 15(10), 54-60.
- Makinde, M.A. (1979). Integrated Social Studies: A Handbook of Social Studies for Teachers. Oxford, Oxford University Press.
- Mezieobi, K. A. (2014). Best Pedagogic Practices in Social Studies in Nigeria. *Nigerian Journal of Social Studies and Civic Education*, 6(1), 7-12.
- Mezieobi, K. A. and Mezieobi, S. A. (2011). Needed Changes in Social Studies Curriculum in Nigeria: The Critical Areas. A Paper Presented at the 27th National Conference of the Social Studies Association of Nigeria (SOSAN) Held at the University of Nigeria, Nsukka, from 22th-26th November, 2011.
- Mlowosa, T. P. Kalimang'asi, N. & Mathias, B. D. (2014). The impacts of truancy in academic performance among secondary school students: A case study of Kigamboni Ward in Temeke Municipality. International Journal of Scientific and Research Publications, 4 (11) www.ijsrp.org
- Mustapha, (2015). Impact Of Social Studies Education In The Eradication Of Examination MalPractice In Colleges of Education In Kaduna State.(Master Thesis Ahmadu Bello University, Zaria). Retrieved from www.kubbani.abu.ng.8080/jspui/browse?type=title
- Nuhu, Z. A. (2014). Using Action Oriented Techniques and Strategies in Teaching Primary Social Studies. *Nigerian Journal of Social Studies and Civic Education*, 6(1), 18-24.
- Nwana, O. C. (1990). *Introduction to Educational Research*. Ibadan: Longmans Nigeria.

- Nwanneka, N. (2015). Anti-Social Behavior among Nigeria Adolescents. Journal of Research Method in Education (10SR-JRME), PP31
- Nworgu, B. G. (2006). *Educational Research: Basic issues and methods*. Ibadan: wisdom publishers Ltd state hospital road, Nigeria.
- Oko, S. U. (2016). Examination Malpractice: Causes, Effects and Possible Ways of Curbing the Menace. A Study of Cross River University of Technology. *International Journal of Managerial Studies and Research*, 4 (1) pp. 59-65
- Okoji, O. O (2013). Effect of Social-Economic Status Attainment of Female Secondary Schools in Rivers State of Nigeria. *Gender & Behaviour*, 11(1), 5162-5166.
- Ololobou, A.O. (2010). *Methodological Approaches in Social Studies Education*, Kano: Jaleyemi Graphical and General Enterprises.
- Ololobou, C.O. (2009). Evaluation Method in Social Studies. In Kadiri, Y., Ololobou, C. O., Ahmad, T. S. & Aliyu, G. A. (eds) *Dynamics of Social Studies Education* Vol. 1. Kano: Jeleyemi Graphics and General Enterprises. Pg 86-87
- Ololobou, Y.P.S. (2004). *Social Studies for Effective Citizenship*. Kano: Publishers; The Kano-Zaria Social Studies Collective.
- Olubadewo, E. J. (2014). Inquiry Method: A Way of Disseminating, Information in Social Studies Education at Primary School Level. *Nigerian Journal of Social Studies and Civic Education*, 6(1), 98-104.
- Olure, T. A. (2015). Impact Of Social Studies Education On Hiv/Aids Awareness Among College Of Education Students In Kaduna State. (Master Thesis Ahmadu Bello University, Zaria). Retrieved from www.kubbani.abu.ng:8080/jspui/browse?type=title
- Owoeye, J. S. & Yara, P. O. (2011). School Location and Academic Achievement of Secondary School in Ekiti State, Nigeria. 7 (5)
- Rattermann, M. J. (2014) Measuring the impact of substance abuse on student academic achievement and academic growth, *Advances in School Mental Health Promotion*, 7 (2), pp. 123-135, DOI: 10.1080/1754730X.2014.888225
- Salvation, M. & Adzharuddin, N. A. (2014).The Influence of Social Network Sites (SNS) upon Academic Performance of Malaysian Students. *International Journal of Humanities and Social Science* 4 (10 PP 131

- Sambe, N. Avanger, M. Y. & Agba, S. A. (2015). The Impact of Truant Behavior on Academic Achievement of Secondary School Students in the Ukum Local Government Area. *International Journal of Education and Science*, 10(2): 311-317
- Solomon, P, M. (2015). Impact of Juvenile Delinquency on Academic Performance of Junior Secondary School Social Studies Education Students in Zaria Education in Kaduna State. (Master Thesis Ahmadu Bello University, Zaria). Retrieved from www.kubbani.abu.ng.8080/jsp/ui/browse?type=title
- South Holland Disorder Council (2013). "Why does Anti-Social Behaviour Happen? Lincoln Shire, England.
- Tikumah, I. H. (2009). Elements of Social Studies for Nigerian Colleges and Universities. Zaria: ABU Press.
- Ubah, M. C. and Bulus, A. (2014). Effect of Street Hawking On the Academic Performance Of Students in Social Studies in Junior Secondary Schools in Nasarawa State, Nigeria. *IOSR Journal of Research and Method in Education*, 4(4), 18-22. Retrieved on 2th September, 2014 from www.iosrjournals.org/iosr-jrme/vol-4issue-4/version-3/D04431822.pdf
- Vorvick, L. (2010). Anti-Social Personality Disorder. New York. Columbia Medical Centre.
- Zakari, M. D. (2014). The Integration of Information and Communication Technology (ICT) In Teaching Social Studies in Colleges of Education. *Nigerian Journal of Social Studies and Civic Education*, 6(1), 13-18.