

**EXPLORING THE CONTRIBUTION OF CIVIC EDUCATION TO THE FIGHT
AGAINST SUBSTANCE ABUSE AMONG THE LEARNERS IN SELECTED
SECONDARY SCHOOLS IN KITWE DISTRICT IN THE COPPERBELT OF ZAMBIA**

BY

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DECLARATION

I, Christine Chipasha, do hereby declare that “EXPLORING THE CONTRIBUTION OF CIVIC EDUCATION TO THE FIGHT AGAINST SUBSTANCE ABUSE AMONG THE LEARNERS IN SELECTED SECONDARY SCHOOLS IN KITWE DISTRICT IN THE COPPERBELT OF ZAMBIA”, is my own work, and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references. Also, to my best knowledge, this study has not been previously submitted for academic accreditation at this University or any other.

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APPROVAL OF STUDY

The dissertation of Christine Chipasha is hereby approved as fulfilling the requirements for the award of Degree of Master of Education in Civic Education by the University of Zambia.

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ABSTRACT

This study explored the contribution of civic education to the fight against substance abuse among learners in secondary schools in Copperbelt Province of Zambia. Specifically, the study focused on, the contribution of civic education to the fight against substance abuse among learners, classroom practices that teachers of civic education employ to develop civic knowledge, dispositions, skills and values in the fight against substance abuse among learners and, the best teaching approaches that teachers of Civic Education employ to attain acceptable attitudes and behaviors among the learners in Civic Education. Qualitative research approach was used to obtain a comprehensive understanding of the contribution of civic education in the fight against substance abuse among learners in secondary schools. Data was generated through interviews from 22 participants. The data collected was analyzed using thematic approach. Findings of the study show that civic education empowers learners with knowledge and skills necessary for them to make informed decisions regarding the effects of substance abuse and how to resist peer pressure. It was also revealed that Civic Education helps to instil and strengthen good morals and values in learners needed to fight substance abuse. Equally, it was found out that through Civic Education, learners are able to develop virtues necessary for them to become agents of change in the fight against substance abuse. On the aspect of classroom practices, it was revealed that lecture method, question and answer method, textbook study, discussions, debate and role play are the classroom practices that teachers of civic education employ to develop civic knowledge, skills and values in the fight against substance abuse in secondary schools. On the best teaching approaches, the study found out that experts and role models, project based and co-curricular activities are the best approaches that teachers of Civic Education can employ to attain acceptable attitudes and behaviors among the learners. The study concludes that Civic Education is vital in the fight against substance abuse because it enlightens the learners on the consequences of substance abuse to their education, health and national development. Based on the findings of the study, the study recommends that Civic education curriculum should also include detailed topics about substance abuse at junior level so that learners are well equipped upon entry at grade eight.

Key words: *Civic Education, Contribution, Civic education, substance abuse, learners.*

DEDICATION

I would like to dedicate this work first to God Almighty for making what seemed like a dream become a reality. His love and guidance cannot be compared to any.

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ABBREVIATIONS

| | |
|--------|--|
| ACARA | Australian Curriculum, Assessment and Reporting Authority |
| AIDS | Acquired Immunodeficiency Syndrome |
| CRRC | Caucasus Research Resource Centre |
| DEBS | District Education Board Secretary |
| DEC | Drug Enforcement Commission |
| HIV | Human Immunodeficiency Virus |
| NACADA | National Coordinator for the Campaign against Drug Abuse |
| NCDAS | National Centre for Drug Abuse Statistics |
| UNDP | United Nations Development Programme |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNZA | University of Zambia |
| WHO | World Health Organization |
| ZNBC | Zambia National Broadcasting Corporation |

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter contains the background to the study, statement of the problem, purpose of the study and objectives. It also provides the significance of the study, theoretical framework, operational definition of key terms and ends with chapter summary.

1.2 Background to the study

According to the World Health Organization (2017), substance abuse refers to the harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs. It is the pattern of harmful use of any material for mood-altering purposes that give rise to both physical and psychological dependence, and results in mental, emotional, biological or physical, social and economic instability (Gatesi 2018). It is a situation where narcotic drugs and pharmaceutical drugs are abused (Amua- Sekyi, 2013). In simple terms, substance abuse is the use of a drug or other substances wrongly, for a wrong reason, in excess, illegally and often when the body does not require it, and henceforth, becomes harmful to one's body, and brings about serious problems to the individual, family, community and the whole world at large. Thus, a substance can be defined as any material that when taken is absorbed into a living organism and can modify one or more of its physiological functions (Kwamanga, Oddhiambo and Amukoye, 2003). It is any material which changes the normal operation of the brain and the body, and as such affects the natural balance of the mind and emotions if abused or used wrongly. According to the World Drug Report of 2019, the most widely used drug globally continues to be cannabis.

Therefore, substance abuse is alarming (Zinyama, 2019), and as such, it remains the key problem in the world and it has become a global crisis especially among the youths (World Drug Report 2019). Substance abuse has contributed negatively to many social, health and economic problems afflicting the population especially the youths (Zinyama, 2019). It has brought about increased odds of engaging in risky sexual behaviour, personality disorders, sexual violence, criminal tendencies and drug dependence among others (Ajibola, Ayodele, Olumide and Ayotunde, 2018). Thus, the youths are the most affected individuals in the world. Further, the World Drug Report (2018), stated that, youths between the ages of 12 to 17 years old has become a critical period for

the initiation of substance abuse, the peak period being between 18 and 25 years. Also, the 2016 National Survey on Drug Use and Health stated that, nearly 2.3 million adolescents aged 12 to 17 were reported to be using alcohol in 2016. In addition, the World Drug Report of 2019 reported that, in 2017, around 53.4 million people (youths included) worldwide used drugs, that is, 56 per cent more than for 2016.

However, in Africa alone, substance abuse problem is extremely serious with drug usage reported as being at twice the world norm (Gatesi, 2018). Hence, Zambia being one of the African nations has the highest alcohol drinking levels among the youths (Hammerstein, 2017). According to Johnston (2002), substance abuse among the youths has escalated in Zambia, and this has resulted in the rapid social change and breakdown of traditional social structures. In 2016, the Drug Enforcement Commission (DEC), which deals with drug related issues, arrested 5901 people for various drug offenses representing a 9.8 per cent increase from 5374 arrests recorded in 2015 in Zambia (DEC 2016 Annual Report). Additionally, Kangwa 2017, reported that, according to the Drug Enforcement Commission, Zambia recorded an increase in the number of drug abuse and drug dependent youths in the last eight years. Also, the 2021 Drug Enforcement Commission Report indicated that, a 17-year-old boy, who was a grade ten pupil at one of the secondary schools in Chirundu, and 3 UNZA third year students were arrested for drug related offenses. According to ZNBC news read on 29th June, 2022 at 18 hours, 26 pupils aged between 15 and 21 years were arrested in Kitwe for drug related offences.

Substance abuse has become more and more common among secondary school learners (WHO, 2004). In this manner, the WHO (2004), revealed that the school is a place where many youths are found, and start experimenting with substances. This has raised a lot of public concerns among various stake holders and citizens at large in various parts of the world, especially, with the increasing violent crime rate among the youths (Federal Bureau of Investigation, 2006). It has generated great concern on whether learners have prioritized substance abuse in the education system or not. The vice has brought about social and moral decadence in the world. Something must be done so that at the end of the day the quest to make learners stay away from substances is achieved.

Thus, UNESCO (2018), emphasizes the integration of substance abuse prevention within civic education lessons or programs so as to empower learners with skills, civic values and responsibilities and help them make informed choices regarding the vice. Civic education is a subject that transmits knowledge, values and dispositions among learners in secondary schools (Muleya, 2017). It is the common denominator that helps the youths to acquire good values and morals needed to stay away from substance abuse. Values are fundamental because they guide learners to distinguish between right and wrong and help them to make responsible choices in order to become more aware of their roles in society. Civic education provides content that has the ability to reduce substance abuse by learners in schools and teach them substance refusal skills as well as social skills. Nevertheless, there is little available information about what is being done in schools and in particular in civic education, with regards to substance abuse prevention education. Hence, it was against this gap in knowledge, that this study has been undertaken.

1.3 Statement of the problem

Abuse of alcohol, drugs and other psychotropic substances has been a major problem affecting adolescents in Zambia (Adolescent Health Strategic Plan: 2011-2015). Consequently, since mid-1990s, drug and substance abuse prevention interventions have been intensified in schools in Zambia with the hope of bringing about increased knowledge, anti-drug attitudes and behaviour change among learners (Masiye and Ndhlovu, 2016). Despite such efforts, the number of learners abusing substances keep on increasing. For example, in 2020, a total of 86 juveniles were arrested aged between 12 and 17 years because of substance abuse (DEC Annual Report, 2020). Thus, the problem of substance abuse among students still exists and keep on increasing. (Roll, 2006; Ronoh, 2014), and this has led to the increase in violence, crimes, poor academic performance, school dropout, mental illnesses and other diseases such as HIV and AIDS (Kaluwe, 2019). Clarcken (1992), emphasized that Civic Education can be very effective in developing socially responsible citizens who are dependent upon improving knowledge and abilities such as clear reasoning, critical thinking, empathy, reflection and good decision making.

In as much as Civic Education is anchored on domains of knowledge that speak to cognitive, socio-emotional and behavioral attributes, the problem of substance abuse remains unresolved in schools. Therefore, this study attempted to appreciate the contribution of Civic Education to the fight against substance abuse among learners in selected secondary schools in Kitwe District, Copperbelt Province.

1.4 Purpose of the study

The study sought to explore the contribution of civic education to the fight against substance abuse among the learners in selected secondary schools in Kitwe district of Zambia.

1.5 Research objectives

- i. To establish the contribution of civic education to the fight against substance abuse among learners in the secondary schools.
- ii. To describe classroom practices that teachers of civic education employ to develop civic knowledge, dispositions, skills and values to the fight against substance abuse among learners in secondary schools.
- iii. To explore the best teaching approaches that teachers of Civic Education employ to attain acceptable attitudes and behaviors among the learners in Civic Education.

1.6 Research questions

- i. How do civic education contribute to the fight against substance abuse among learners in secondary schools?
- ii. What classroom practices do teachers of civic education employ to develop civic knowledge, dispositions, skills and values to the fight against substance abuse among learners in secondary schools?
- iii. What are the best teaching approaches that teachers of Civic Education need to employ to attain acceptable attitudes and behaviors among learners in Civic Education?

1.7 Significance of the study

The research may contribute to the body of knowledge in the area of substance abuse. Besides, findings of this study may inform policy makers about the relevance and importance of authentic civic education to the fight against substance abuse among learners in secondary schools. Additionally, this may act as a foundational framework in the area of substance abuse by informing prevention efforts and empowering educators with the best practices for integrating substance abuse prevention strategies. The study may also raise awareness and appreciation on the contribution of civic education to the fight against substance abuse among learners in the education sector.

1.8 Theoretical Framework

This study used social learning theory as the theoretical framework propounded by Albert Bandura, 1977. According to Bandura, social learning theory is based on the idea that adolescents form their beliefs about anti-social from their role models in the environment who are significant owners in life especially relatives, teachers, parents, close friends among others. Bandura further explains that, social learning theory holds that adolescence involvement with the substance using role models is likely to have three consequential effects, beginning with an observation then introduction of substance to specific behaviors followed by social reinforcement for early substance use. This ends into an adolescent's positive social and psychological consequence for future use.

The theory explains that adolescents copy their behaviors from their role models by observation. Their role models exhibit a particular behaviour which they admire and copy by imitating. Bandura explains that children will learn first by observing a particular behaviour from their role models, then they will start imitating that behaviour and finally they will put into practice what they observed. Through observation and imitation, one cognitively represents the behaviour of others and then possibly adopts this behaviour (Bandura, 1977). Thus, children observe, copy that particular behaviour and then reproduce it in themselves, they will try to behave like their role models by doing what their role models do.

Equally in the school environment, some learners as they enter into secondary school at grade eight, they become exposed to a very difficult and tempting environment where their peers are engaged in substance abuse. They are new, innocent and have never used such substances before (they are like clean sheets with no stains), and they have no knowledge about substance abuse to help them stay away from them. According to the current secondary civic education curriculum, the topic about substance abuse is only taught in grade 10 for the first time in secondary schools. So, new comers at secondary level in grade eight will have to wait until they reach grade ten for them to learn about the effects of substance abuse. In the meantime, they will be exposed to substance abuse. First, they will observe their friends abusing substances and how they pretend to enjoy and be happy after taking substances; and if they are weak and curious, they will also join. In addition, they are meeting and making new friends from different backgrounds at this level and since they want to be accepted by their peers, they will choose to join in abusing substances. By

the time they get to learn about substance abuse in grade ten it will be too late for them, because most of them would have already been initiated by their friends. However, it must be noted that, among the newcomers (grade eight) some get exposed to substance abuse at home by their parents or other people around them in their communities, they just intensify it at school. This may become worse as they suddenly start missing classes and performing poorly in school, engaging in sexual activities, join gangs and other criminal activities. They will turn to alcohol and drugs so as to reduce tension, escape from problems and feel better.

Pretorius (2003), observes that exposure to alcohol in the family or school causes risk behaviors such as rebelliousness and having friends who drink (Pretorius 2010). In addition, literature shows that youths that have parents who drink heavily, and are tolerant of alcohol use, as well as having close friends who drink, places the youths at risk for heavy drinking as well. In other words, as already stated by Bandura, role models play a significant part in the substance abuse space. Role model behaviors may be a crucial determinant of youth attitude and behaviors (Noelle, et al, 2010). Youths tend to imitate the behaviors of their parents, guardians, peers or other influential people around them, and evidence suggests that those with adequate role models are less likely to indulge in substance abuse (Morojele et al (2006); Ghuman et al 2012). Conversely, youth with inadequate role models or role models who drink or do drugs, consider it acceptable (Brook et al 2006; Onya, 2005). Positive role models can influence learners with healthy behaviors and attitudes towards substance abuse, whereas, negative role models who engage in substance abuse can unknowingly reinforce unhealthy behaviors in learners.

Therefore, in order to explore the contribution of the teaching of Civic Education in the fight against substance abuse among learners in selected secondary schools, social learning theory was the most appropriate. The theory briefly spells out how adolescence form their beliefs and values from their role models in the environment who are significant owners in life especially relatives, teachers, parents, close friends and peers. Adolescent involvement with these substance role models starts with observation, then introduction of substances to specific behaviors and finally social reinforcement. Therefore, the social learning theory would help the researcher to find out if the teaching of civic education in secondary schools can be used in the fight against substance abuse among learners. This may help to establish classroom pedagogies which civic teachers can employ to develop civic knowledge, dispositions and skills in the fight against substance abuse

among learners, and further suggest solutions aimed at substance abuse eradication among secondary school learners.

1.9 Operation definition of key terms

Drugs: Substances that can change the way a person's body or mind works when they are consumed.

Substances Material which affects the natural balance of the person's mind and emotions.

Abuse: Using something in excess and wrongly.

Drug or Substance Abuse: Taking something, especially drugs or materials often that the body does not require or need and also for the wrong reason.

Civic Education: A subject that is concerned with the welfare of every individual in society.

1.10 Chapter Summary

The chapter has addressed the introduction to the study. The chapter has also covered the statement of the problem, the purpose of the study, the objectives and theoretical framework. It has also brought forth research questions, the significance of the study and operational definition of key terms.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter begins with a brief historical background of substance abuse and continues with various literature which is linked to the topic being addressed. It also addresses the importance of civic education on learners' knowledge, values, skills and dispositions. It also discusses classroom practices that teachers of civic education employ during lesson instructions. The themes suggested provide better understanding about what drug and substance abuse, and civic education are in the context of this study. This chapter ends with a summary on the key arguments raised.

2.2 Learners' Perspective of Substance Abuse in Schools

The use and abuse of substances have had a long history in many cultures and societies (Musk and Klerk 2003). Ben-Danyansah (2003) sees drug abuse as the consumption of drugs without medical authorization. While, Byoos (2009) describes drug abuse as the habitual use of drugs to alter one's emotion or state of consciousness. Many countries in the world produce, distribute and consume a lot of these drugs and substances, with the youths being mostly affected (Affinith, 2002). According to the National Centre for Drug Abuse Statistics (NCDAS: 2021), drug abuse among the learners continue to increase between 2016 and 2021. In addition, Murray (2021) emphasizes that the year 2020 was the deadliest year in drug history in the world because the numbers of drug overdoses was high.

As children grow, they experience a lot of risks, for example, the use of drugs and other substances such as alcohol, marijuana and tobacco (Johnson et al, 2013). These substances can have bad effects on their well-being. However, when young people engage in abusing substances at an early age, there is a possibility of becoming addicts in life. In addition, the youths binge drink (drinking more than five different drinks in about two hours on at least one occasion) (National Institute on Alcohol Abuse and Alcoholism, 2007). Binge drinking increases the risk of addiction in young people. The problem is that the more the young people abuse substances the more likely they will engage in harmful and destructive behaviors.

However, according to Social Learning Theory by Bandura, substance abuse among the youths is learned. He says that behaviors are learned through imitation and observation, therefore, learners may face peer pressure from their friends in to trying substances in schools because they have not yet fully developed their own inner values to fight the pressure.

In schools, peer influence plays a critical role in the initiation of substances to learners. They are likely to be pressured by their friends to drink alcohol and abuse other substances. They become vulnerable to the temptation of substance abuse. Learners may enter secondary school in grade eight as children, but finally they will graduate as young adults. This transition period will be full of adversities and self-discovery. This is an experimental time, and for many it means trying substances.

Substance abuse brings about social-cultural welfare interference due to lack of morals among the abusers especially the youths who are the future generations. Magidson, et al (2016) indicate that substance abuse is strongly associated with violence, crime and sexual activity for both males and females. Nothing good can come from abusing substances apart from being a problem and useless in society. Substance abuse determines and controls abusers' behaviour and character. The effects of substance abuse on an individual form the basis of its increasing effects on society, which is a major danger of substance abuse (Gatesi 2018). Substance abuse has become a human disaster affecting societies at individual, family, community and international levels, and as such it can be described as a social evil that cuts across the social strata of all countries in the world (Amua-Sekyi, August 2013).

To show the intensity of this iniquity, drug abuse and the damage it brings knows no boundaries. For example, the poor and the rich countries in the world suffer equally from this phenomenon as stated below. Substance abuse is rife in both developed and developing countries and not only are adults involved in abusing substances but youths as well (Gatesi, 2019). Thus, developing countries are not exempted and that substance abuse has grown to such an extent that it is becoming a threat to the health and welfare of many people not to mention the problems it creates for the economies (Hansen, 2000). The World Health Organization (2003) also emphasizes that substance abuse being a global phenomenon has affected almost every country in the world (Amua-Sekyi 2013). Almost every country in the word has a story to tell concerning the problem of substance

abuse; for example, drug abuse remains the key problem not only in North America, but West, Central and North Africa are also experiencing the same crisis (World Drug Report 2019). Thus, substance abuse in the world is shocking (Zinyama, 2019). This is a very big challenge that the world is facing and it needs concerted efforts from all countries affected. It is disturbing the peace in the world which is key to development. A peaceful social environment brings about unit, calmness, love, harmony and cooperation among the people

According to the WHO (2004), the school is described as a social cultural institution or a place where many youths from different backgrounds meet and may start experimenting with substances (Amua-Sekyi, 2013). Another researcher, Ongwae, 2016, emphasizes that, several students (youths) in secondary and tertiary institutions abuse drugs (NACADA, 2006). Further, alcohol and various types of substances that are prohibited by law are readily available to a number of youths in these secondary schools (NACADA, 2003). Therefore, relevant and meaningful education about substance abuse must be conducted in schools. Schools are remarkable institutions of learning because they offer rich and countless opportunities and knowledge for young people to become competent, responsible and active members in society (Buchanan: 2011, Musonda: 2019). Therefore, in this vain, UNESCO (2018) suggests that intervention and preventive education against substance abuse can best be seen in the light of learning Civic Education in secondary schools. Civic Education provides a framework for establishing developmental trends for the youths and their level of readiness to enter society as responsible young adults. It ensures that young children are well equipped with adequate knowledge, skills and credible values to enable them derive optimal benefit. It becomes a critical sector in laying a firm foundation for developmental trends in future in society. Therefore, Civic Education shapes the future of the nation because if the youths who are the future generation have the relevant knowledge, skills and values, they do not need to experience substance abuse, and all effort can be directed towards developing the nation. They can be useful and their impact can be felt positively wherever they can be found.

2.3. Paradigm Shift of teaching Civic Education

Like earlier on mentioned, the increasing number of learners abusing substances in schools presents a challenge to its prevention and also raises concerns about what is being done and how it is done to prevent it. Therefore, can this problem be attributed to the kind of classroom

pedagogies that teachers of Civic Education employ to deliver civic knowledge, dispositions and skills needed in the fight against substance abuse among learners? Further, how can civic education contribute effectively in the fight against substance abuse among learners in secondary schools?

Therefore, in this vain, the paradigm shift of civic education regarding substance abuse among learners in secondary schools is fundamental and includes moving beyond using traditional approaches of teaching civic education to a more comprehensive and proactive strategies. It includes integrating real-world examples of substance abuse issues, engaging learners in discussions and practical skills so as to empower them with knowledge, skills and values needed to stay away from substances abuse. In recent years there is a call for more, critical, active and participatory approaches in the teaching of civic education (Muleya, 2019). As a result, emphasis should be on fostering critical thinking and decision-making skills, empathy, life skills, open dialogue as well as understanding and addressing the root causes of substance abuse. Paradigm shift aims at empowering learners with knowledge and skills needed to make informed decisions, resist peer pressure and seek help when needed, thus, creating a more supportive, preventive and substance free environment in secondary schools. Therefore, paradigm shift in Civic education should equip learners with the relevant knowledge, skills, values and dispositions to allow them participate effectively in the community (Muleya 2019). In addition, incorporating elements of mental health education within the civic education syllabus can immensely contribute to a more holistic approach in fighting substance abuse issues among learners in secondary schools.

Further, addressing substance abuse among learners in secondary schools often requires a multifaceted approach. Paradigm shift in civic education teaching methods could involve integrating real life scenarios, interactive discussions, peer to peer learning, and updated curriculum content to create a more engaging and relatable learning experiences. Brown and Knowles (2014) recommended that focus should be on the real life concerns of the young adolescents which is highly motivating and leads to significant learning. Incorporating guest speakers, involving community leaders and utilizing technology for educational purposes can also be effective strategies in this fight.

Good teaching strategies help bring about meaningful learning by promoting civic knowledge, skills and values among learners in secondary schools. Well taught Civic Education with suitable approaches manifests itself in its dimensions that mutually support each other (civic knowledge, skills, attitudes and values) Mainde and Katongo (2020). These are key outcomes that learners should expect after learning Civic Education. Further, Muleya, (2015), states that through the use of active teaching approaches, learners can be able to make themselves relevant to the needs of society as well as to the transformation of society in future.

Civic Education arouses interest in learners if taught through suitable approaches (Muntengwa, 2020). Learners become eager to acquire more knowledge and skills that will make them become ready to overcome challenges in life, claim their rights and defend their positions in society. Civic Education aims at making learners in schools acquire relevant knowledge, skills, and dispositions (Sardoc, 2018). Therefore, appropriate teaching methods in civic education put more emphasis on moral values and moral behavior among learners in schools because whatever they learn in civic education will manifest itself in their behaviors and character in society. Civic Education makes learners become critical thinkers and prepares them for their future roles in society as active, involved and responsible youths. Civic Education helps learners acquire active participation skills to help them become active and informed members in society (Katongo and Mainde, 2020).

2.4. Relationship between Civic Education and Substance Abuse in Secondary Schools

Learning Civic Education is a fundamental human aspect of the process of development which is the bedrock of civilization (Olibie and Akudole, 2013). Educated human capital is important for development to take place in any society. Civic education is a fundamental right for every learner to access and its role extends to addressing substance abuse among learners in secondary schools. Civic education empowers learners to be well informed, active participants and gives them the opportunity to change the world around them (Chanda, 2023). In addition, it also makes it possible for economic and social development to take place in any society. Through civic education learners become equipped with knowledge, skills and values to enable them become responsible citizens in society (Chanda, 2023) Therefore, intertwining of civic education with substance abuse promotes awareness and prevention programs in secondary schools and make learners gain essential knowledge, skills and values about responsible decision making, good choices, health and societal impacts of abusing substances. The holistic approach of civic education has the

capacity to equip learners with powerful tools and weapons (knowledge, skills and values) needed in the fight against substance abuse. Thus, values, knowledge and skills enable learners make good choices and decisions in life about substance abuse, and they shape the character of learners. Civic education plays a vital role in shaping the decision-making abilities of learners because it equips them with the knowledge, skills and attitudes necessary to become informed and responsible learners (Chanda, 2023). Civic skills help learners make good choices even in the face of peer pressure. Civic education helps learners to make informed decisions and choices, thereby contributing to their overall well-being and the development of a substance free, healthier and prosperous nation. Consequently, civic education plays a pivotal role in shaping informed and active learners who contribute positively to the development of the nation. It empowers learners to understand their responsibilities in the fight against substance abuse thereby fostering active participation in social and economic progress.

Civic education has the capacity to make learners acquire values, skills and knowledge that will forever help them stay away from abusing substances, and instead contribute to the development of society. Therefore, it is the primary role of civic education to impart knowledge and skills into learners, and to establish a sound values base in relation to substance abuse (UNODC, 2004). Civic education fosters the development of right and credible attitudes and values among learners needed to stay away from abusing substances, and help transform society into substance abuse free society. Undoubtedly, learning of civic education can help society recognizes the important role that the subject plays in our constantly changing world (Chanda, 2023). Civic education aims at addressing the knowledge gap that may have existed in the preparation of an informed, effective and useful learner who understands and acknowledges the importance of staying away from abusing substances. Thus, civic education is about repairing the evil of ignorance about substance abuse (UNODC, 2004). Further, it is through this indispensable civic education that learners can become torch bearers to others by taking up proactive roles of sensitizing and sharing knowledge about the danger substance abuse, setting positive examples to other peers by making healthy choices and promoting a drug free lifestyle. In addition, civic education empowers learners to take up leadership roles in the fight against substance abuse and hence, creates a substance free and safer school environment. Thus, Civic Education should be the window through which the world would see a substance free nation with well-behaved and responsible youths who can positively contribute to the development of the nation.

Muleya (2016), defines civic education as a living subject that involves active participation of all citizens in handling themselves in society and making sure that everyone else is also supported. He further explains that civic education is a subject that transmits knowledge, values, skills and dispositions among learners in schools. Therefore, Civic education serves as a dynamic, living subject that empowers learners with skills, values and knowledge to help them stay away from abusing substances and also be actively engaged in society thereby, fostering a collective responsibility for both self-care and the well-being of others among secondary school learners. It also encourages learners to not only make responsible choices and decisions about substance abuse for themselves only but also to support and uplift their peers in making informed decisions. Therefore, by intertwining civic education with substance abuse awareness, it creates a platform where learners learn not just about their rights and duties as citizens but also about empathy, community support and collective well-being in the fight against substance abuse. Thus, awareness and prevention of substance abuse is critical to the sustainability of good health and social and economic development of the country (Masiye, 2016). Therefore, the holistic approach of civic education about substance abuse cultivates a generation of responsible and empathetic learners who are capable of positively influencing their communities in the fight against substance abuse. Therefore, Civic education being a living subject addresses substance abuse issues that are affecting both present and prospective secondary school learners, or youths of the country. In this vain, the present generation should be a role model to the next generation in knowledge, skills and attitudes about substance abuse free life styles as well as the civic character and commitments required for its sustenance.

Further, the dispositions or attitudes (such as critical thinking and problem solving) that learners develop after learning civic education can help them well in fighting against substance abuse. The main purpose of civic dispositions is to foster the character of learners (Wheeler-Bell, 2014). In the context of substance abuse these dispositions enable learners to critically analyse situations, identify risk factors and proactively engage in preventive mechanisms. However, although elements of civic education (knowledge, values and dispositions) are not tangible, they play a major role of shaping learners' attitudes, behaviour and character positively in the fight against drug and substance abuse in society. They play a major role in shaping how learners perceive, interact and respond to drug and substance abuse related issues, for example, empathy encourages

learners to support other peers struggling with drug and substance abuse rather than stigmatizing them.

Gatesi (2018) suggests that, youths engage in substance abuse because of peer pressure, weak parental control, child abuse, imitation or observation, emotional stress, truancy among pupils, access to drugs and availability of drugs, lack of knowledge, school environment as well as family status in society. However, as already mentioned, dimensions of Civic Education which are also known as building blocks (civic knowledge and understanding, civic skills, civic values as well as civic actions) contribute in different ways in achieving the goals of learners staying away from substance abuse. Civic education is charged in inculcating youths with knowledge, skills and values needed efficiently to contribute to the attainment of a better, improved and civilized environment ((Yusuf et al, 2020), which is free from substance abuse. Civic education may prevent substance abuse among learners in secondary schools through implanting knowledge about the dangers of abusing them, developing skills to make informed decisions and to say no to substance abuse, thereby, fostering values and respect for learners as well as for others. Therefore, the primary objective of civic education in substance abuse prevention is to help young people avoid the initiation of substance abuse and avoid developing disorders such as dependence (UNODC, 2012). Hence, when learners understand the consequences of abusing substances, possess the skills to make informed choices and embrace positive values, they can be more likely to resist peer pressure and make healthy decisions regarding substance abuse.

Civic education, known as the ‘cultivation’ of virtues, knowledge, and skills is necessary for reproducing a socially and economically developed society (Gutmann, 1987). This may bring about active participation of learners in the fight against substance abuse in society. Therefore, by nurturing virtues like responsibility, integrity and empathy, civic education positively shapes learners who actively engage in community initiatives and advocate for policies that promote a substance free nation, and they also take responsibility for their actions. Thus, civic education lays a foundation for producing informed and responsible learners who contribute positively to the establishment and maintaining of a substance free nation. Knowledge about the effects of abusing substances equips learners to make informed decisions and contributes positively to establishing a culture that values health, well-being and collective responsibility, thereby fostering a nation committed to fighting substance abuse at its core. Basic knowledge and awareness about substance

abuse are very important to learners (Kochoska, 2015). Also, skills gained through civic education, such as critical thinking and effective communication empower learners to engage in discussions, raise awareness and drive meaningful change towards creation of a substance free society. Through civic education learners become armed with accurate information, values, skills and attitudes so that they make right decisions and avoid becoming tools of violence due to substance abuse.

Therefore, it is important to note that learners who are mostly at risk of making wrong decisions in life about substance abuse are those who have no access to civic education lessons. They lack accurate information because they very much rely on their peers as source of information, and in so doing get misled and become substance addicts. Therefore, it is important to ensure that all learners in secondary schools have access to civic education lessons and get accurate information and skills about substance abuse that they need to handle peer pressure and make safe and responsible decisions and choices in life.

In addition, the objective of civic education is training of learners who will make good choices in life and become better and useful citizens. Magasu et.al. (2020), explain that well taught Civic Education exposes learners to real life situations and make them learn from their experiences so that they are able to make better choices in life (Chewe , 2019). This is a very pertinent point because civic education can indeed address issues related to substance abuse by exposing learners to real life scenarios, discussing the consequences of abusing substances and also emphasizing on the importance of making responsible decisions. By providing practical insights and fostering critical thinking skills, civic education can equip learners with the tools needed to recognize, assess and make informed choices regarding substance abuse, and finally direct them towards healthier decisions and choices. Experiential learning within civic education fosters critical thinking and helps learners apply their knowledge to real world situations, enhancing their ability to navigate life effectively. Civic education plays a crucial role in shaping learners by providing them with the knowledge and skills needed to understand the importance of staying away from substance abuse.

Civic education has the role of helping learners develop values that can ground them solidly in life and help them to be good citizens by staying away from abusing substances. Values which relate to how people behave in society develops over one's lifetime. They make learners develop morally, spiritually and intellectually. Therefore, learners need values and skills learnt in civic

education in order to make good and safe choices and understand why certain choices are right or wrong (Berkowitz, 2005). In this vain, civic education cultivates a value system in learners centered on responsible decision making and ethical reasoning about substance abuse. Hence, by integrating values with practical skills, civic education enables learners understand the implications of their choices concerning substance abuse. Further, civic education equips learners well to differentiate between right and wrong choices, empowers them to make informed and safe decisions and encourages a deeper understanding of the consequences associated with substance abuse.

In addition, values, skills and dispositions promoted by civic education lessons produces a learner who is critical about substance abuse issues affecting society. Foundation (2013), states that, Civic Education has a major role in the development of skills and abilities of learners such as critical thinking, analyzing information, expressing opinions, taking part in discussions and debates, negotiating, conflict resolution and participating in community action for common good (Kochoska, 2015). By nurturing these skills, civic education empowers learners to contribute positively to their communities and navigate through various substance abuse challenges that they may encounter. Civic education helps in fostering critical thinking and decision making skills. It also helps to understand the societal impact of substance abuse thereby empowering learners to make informed choices and contribute positively to their communities. It teaches learners to work together as a team and find solutions to address substance abuse issues affecting them. Well informed and knowledgeable youths should contribute to social cohesion, social justice and the common good (CRRC, 2008). They become responsible and pioneers of good news everywhere they go. Civic education inspires and motivates learners to become good and responsible future leaders.

As the learners enter secondary school at grade eight, most of them have never abused substances before and have no intentions of doing that. They have not yet established patterns of such behaviour. Therefore, it is the role of civic education to enlighten such learners with accurate information and skills as soon as possible before they become initiated into substance abuse. Thus, the aim of civic education is to reach such learners in their early secondary school years and teach them skills, and values as soon as they enter grade eight. If only young people of school going age, could be reached with relevant information and skills regarding substance abuse before they

become initiated, the advent of substance abuse free generation will be in sight (Watson and Brazier2000). Civic education helps learners resist the temptation of abusing substances in secondary schools. In addition, civic education makes it easier to help learners establish good behaviour before they are initiated than to change risky behaviour because prevention is better than cure. Civic education also gives an opportunity for a substance abuse free generation and hence, substance free future among learners which is seen as the window of hope for a better tomorrow. Values, skills and knowledge acquired in civic education lessons are necessary because they determine how learners carry out responsibilities (Gopinathan, 2012), and hence, help them make good choices even in the face of peer pressure and temptation. Civic Education deals positively with peer pressure, development of non-abusive relationships, avoiding risky behaviors and helps to coordinate ones needs with the needs of others in society.

Substance abuse has become a stumbling block to the students' learning behaviour which is an essential element in education practice (Blandford, 1998). Substances make learners become reflux, rejects, poor at school, as well as outcasts in society because of their bad behaviors. Mostly these learners fail to resist temptations because they want to be accepted and be recognized in the group and be given identity in society by their peers. Since their friends who are their peers are abusing substances, they would also want to join because they want to fit well in their social groups. They use substances as part of their ticket and uniqueness. They want to fit in or conform to their peer group who have their own beliefs and values to follow and anyone who wants to be part of them must follow suit. The expectations of the peer groups have an important bearing on whether or not a person will try to be lured to taking drugs (Oketch, 1997). Those learners with a weaker personality may be easily influenced by their peers. Ongwae, (2016), conducted a research about the causes and effects of substance abuse among students in Nairobi, Kenya, and he concluded that there is need for concerted efforts by all stake holders so as to fight the vice and make schools a better place for current and future generations. He further recommended that the curriculum should be reviewed so as to inculcate more values especially among the youths. Therefore, learning meaningful civic education can help such crop of learners to make good and responsible choices and decisions about substance abuse. Civic education helps learners to create a substance free healthy and meaningful life for themselves and for all present and future citizens. Young people are citizens of today, and not citizens in waiting; they should take up their place in society as responsible, successful, effective and confident citizens both now and in the future

(Kochoska, 2015). Through civic education learners need to be aware of problems of substance abuse and be alert to find possible solutions. Civic education transforms learners and make them actively participate in the community to make it a substance free community. Civic Education can be seen as having the potential to drive social change and transformation in society (Muleya, 2015). Civic education has the task of producing an informed, effective and responsible learner free from substance abuse.

2.5. Pedagogical Approaches

Muleya (2016) suggests that, ‘It is important to state that while civic education has become significant in schools, the method of delivery to the learners is equally very important and is a key component in the realization of the kind of change that everyone wants to see in society’. Further, Muleya (2015) concluded that with correct pedagogical practices and approaches, teaching of civic education can lead to social change and transformation of society. Civic education is dynamic and the approach must keep on improving. As societal dynamics shift, so must civic education’s approach to addressing substance abuse. Continuous improvement, updating curriculum content, incorporating real world examples, involving peer education and utilizing interactive and engaging teaching methods can better equip secondary school learners to understand, resist and combat substance abuse. Other strategies may include role playing, case studies, debates as well as community engagement to empower learners to make informed, responsible choices and understand the impact of substance abuse on society. Role play is an effective technique to use in an educational context (Agell, et al., 2015). Also, integrating real life examples and discussions on laws and policies dealing with substance abuse, and social consequences further reinforces learners’ understanding effectively.

Thus, teaching civic education to address substance abuse among learners in secondary schools involves interactive lessons. Hence, attitudes, skills and values in civic education can no longer be taught by rote learning, memorization or lecture method, but through activity based, observation, as well as by example or role model. Skills, values and attitudes become better cultivated into learners through interactive and participatory methods. However, although rote learning might impart information, engaging activities like group discussions, role playing, problem solving scenarios and community involvement, can help learners internalize concepts, encouraging critical thinking, empathy and decision making skills in real life situations. Therefore,

civic education lessons should be interactive, participatory and experiential so as to improve skills related to critical reflection, listening and thinking (Matole, 2021). Words or theory alone is not enough but must match with actions for better results. Innovative and engagement delivery of civic education imparts knowledge and instills a sense of responsibility and empowers learners to become active agents of change in the fight against substance abuse in schools and communities.

Further, preventing substance abuse through meaningful education specifies practical interventions at the sociocultural and individual levels (UNESCO, 1994). Therefore, by using correct methods of teaching civic education to address substance abuse among learners in secondary schools meaningful education becomes a powerful tool in preventing substance abuse. Learners become well informed, sensitized, and more resilient, make informed decisions and take a stance against engaging in substance abuse. Learners become well equipped with the necessary knowledge, skills and values needed to make informed choices and decisions, and also resist peer pressure. Civic Education lessons can help in linking knowledge to a number of relevant life skills, good morals and values in forming good attitudes (Kocoska, 2015), and these become important for character transformation among the learners in transforming society into substance free community. According to the Australian Curriculum, Assessment and Reporting Authority (ACARA) document of 2012, Civic Education is seen as a subject that can supply skills to the learners to enable them to be active and be engaged as well as informed and become critical participants in their multiple communities (Muleya, 2015). Thus, practical method of teaching civic education can help learners acquire skills and values needed to stay away from abusing substances, and also become useful and responsible members in society free from substance abuse. The knowledge, skills and values that learners acquire become meaningful and relevant in their lives in terms of contributing to the establishment of a substance free society.

High quality implementation of civic education provides a philosophical and structural framework on which to base the teaching of skills and strategies that reinforce reasoned decision-making skills, evaluation of information, practical application of civic virtue, and an in-depth understanding of citizenship responsibility (Kidwell, 2005). High quality implementation of civic education allows learners to evaluate information, make informed decisions and apply ethical principles when faced with issues related to substance abuse thereby, fostering a responsible and engaged learner. The outcomes of learning civic education is reflected in the practical lives of

learners in society. Civic skills make learners turn their knowledge into behavioral change. The practical experience can make learners develop active skills and dispositions, as well as willingness and skills for realizing personal responsibility as a citizen (Caucasus Research Resource Centre (CRRC), 2008). Practical experiences play a crucial role in developing active skills and attitudes in the fight against substance abuse among secondary school learners. Engaging in real life scenarios, peer led initiatives and community involvement can empower learners to apply their knowledge, build resilience and make informed decisions regarding substance abuse. These experiences often have a lasting impact on their understanding and behaviour towards engaging in substance abuse. After learning civic education about substance abuse, the lives of learners must be a testimony to the people around them. Their actions should set an example for those around them showing them what it is to be a person of integrity. They should be role models and better examples to those around them. Indeed, their actions must testify more than their words in the fight against substance abuse.

2.6. Challenges Faced by Teachers of Civic Education on Effective delivery of Civic Education Lessons

According to Mufalo et.al (2022), there are many challenges that teachers of civic education face on the effective delivery of civic education lessons about substance abuse in secondary schools such as lack of adequate teaching and learning materials, vast curriculum, lack of professional and qualified teachers, dearth of teaching and learning materials and over enrolment which make it difficult for the teacher to conduct proper practical activities in class, and instead they resort to using theoretical work. However, Muleya, (2018) states that teachers in schools should use methods that encourage learners to reflect, think and practice rather than reproducing from rote learning. Theoretical work may not make learners acquire skills, knowledge and values needed for them to stay away from substance abuse in society. Another challenge is that, there are no refresher courses for teachers of civic education to help them move with time because civic education is dynamic. Refresher courses equip learners with new knowledge through civic education lessons.

2.7. Research Gap

The literature that has been reviewed earlier shows that many researches have been conducted about drug and substance abuse in secondary schools by different researchers, but so far no

relationship has been established between civic education and drug and substance abuse among learners in secondary schools, thereby leaving a gap in existence, and this provides a justification for this research. Therefore, this research gap regarding the relationship between drug and substance abuse and civic education in secondary schools signifies a lack of comprehensive understanding by learners about how civic education can directly impacts or influences their attitudes, behaviors and resilience against substance abuse in secondary schools.

The gap implies that while there might be separate studies conducted about the effectiveness of civic education or about exploring factors contributing substance abuse among learners, there is a notable absence of research that specifically examines the correlation or interaction between these two domains within the secondary school context. Ongwae (2016) conducted a research on the causes and effects of substance abuse among learners in Nairobi, and the study established that peer pressure and poor performance caused students to abuse drugs, thereby leaving a gap in existence on the importance of civic education in the fight against substance abuse among learners. Therefore, by not establishing the relationship between civic education and substance abuse, researchers have missed the opportunity to understand whether civic education directly affects attitudes and behaviors related to substance abuse among secondary school learners. In addition, researchers have also missed the opportunity to determine specific important components within civic education programs that might be more effective in preventing or reducing substance abuse among learners. They may also have missed the opportunity to integrate substance abuse prevention strategies, such as awareness programs, supportive environment, and restrictions to access of substance abuse, into civic education curriculum, potentially fostering a more holistic and comprehensive approach to addressing the menace through civic education.

Therefore, closing this research gap could lead to the development of more targeted and effective civic education programs that not only impart knowledge about substance abuse but also play a pivotal role in mitigating substance abuse issues among secondary school learners, thereby contributing significantly to the fight against substance abuse among learners in secondary schools, their overall well-being and societal development at large.

2.8. Chapter Summary

In this chapter, it has been argued that, attitudes are built up over a long period of time and need good foundations in the early years. Further, civic education aims at providing essential knowledge and skills that may lead learners to stay away from substance abuse, self-reliance and enable them to improve both their own quality of life and that of others in their community. Civic education should make learners always stand up for the good values that may help them to be good citizens in society free from substance abuse. Civic education also intends to help prepare learners for their lives after school, by giving them knowledge about the society they live in and skills to enable them make positive contribution in society by staying away from abusing substances.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Overview

This chapter contains the research approach, the design used, location of the study, target population, sample size, sampling technique and procedure, data production instruments, data analysis technique, delimitation, the limitations, trustworthiness and ethical considerations.

3.2 Research Approach

A research approach is a plan and procedure for research that covers the steps taken from broad assumptions to detailed methods of data collection, analysis, and interpretation (Creswell, 2014). The appropriate research approach in this should have the ability to dig into the nuanced experiences, perceptions and social contexts surrounding substance abuse among learners in selected secondary schools. Therefore, the selection of a research approach is based on the nature of the research problem or issue being addressed, the researchers' personal experiences, and the audiences for the study (Creswell, 2014).

Thus, qualitative research approach was used. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2014). Qualitative research approach enabled the researcher to understand the attitudes, beliefs and experiences of secondary school learners in relation to civic education and substance abuse. This approach also helped the researcher to explore the social, cultural and environmental factors influencing learners to engage in substance abuse within their school setting.

The research approach also gave an in-depth and detailed exploration and understanding of secondary school learners about substance abuse, and thus, aimed for rich insights and perceptions of the phenomenon under study. It also enhanced flexibility in the collection of data in research. Further, qualitative research approach gave the researcher the viewpoint from which the research questions were framed and problem exploration could be planned. Qualitative research approach also helped the researcher to appropriate choose research design to use in the research and likewise, helped to identify data collection methods to use in the research.

Thus, qualitative research approach offered a framework of an eye, facts, details and process through which the research work was carried out. Consequently, the research lenses in the qualitative approach helped the researcher to establish the contribution that civic education has in the fight against substance abuse among learners in secondary schools in Kitwe District of Zambia. The researcher intended to extensively get in-depth and in-sight views and opinions from participants who were purposefully identified and recognized regarding the problem at hand.

In essence, the study was centered on leveraging civic education as a platform to empower learners with knowledge, skills and values, foster responsibility in them, cultivate ethical thinking, and promote community engagement, which are all geared towards combating substance abuse among learners in secondary schools. By instilling ethical values, critical thinking, and a sense of responsibility, civic education equips learners with the knowledge and skills needed to make informed decisions and choices about substance abuse. Therefore, qualitative research approach integrates ethical and moral reasoning, societal values and learner's responsibility, thereby, fostering a deeper understanding of the consequences of substance abuse on themselves and society at large. In addition, it also encourages active participation on learners in creating a substance free environment.

3.3 Research Design

A research design is a type of inquiry within research approaches that provide specific direction for procedures in a research (Creswell, 2014). It refers to the overall approach that the researcher picks to mix the different components of the study in a clear and logical way, and as a result, addressing the research problem effectively. It helps in the collection, analyse and interpreting data. Kabanda (2018) states that, research design is the logic that links the data to be collected and the conclusions to be drawn to the initial questions of study thereby ensuring coherence. It brings about consistency in the research. Kombo and Tromp (2006), emphasizes that, a research design is the 'glue' that holds all the elements in the research project together. In addition, the case study design is preferred as a research strategy when "how", "why" and "what" questions are the interest of the researcher (Yin, 2018).

Therefore, in this research, the researcher chose to use case study design because not only does it enhances the depth of analysis but also allows for a comprehensive exploration of the research

problem by using various data sources. The trustworthiness in a case study approach, which includes both the validity and reliability dimensions, is a fundamental element so that the findings obtained by the case study can be credible, confirmable, transferable and dependable (Mcglain, 2008). Thus, case study was objective, reliable, valid and specific. Case study enabled the researcher to gather and incorporate data through interviews as well as observations, thus, enhancing holistic perspective. According to Yin (2017), case study comprises a method that encompasses specific approaches to data collection and analysis. It is useful for exploring complex and unique phenomenon in real world situation. Yin 2017 further highlights the main advantage of using case study as its high applicability to human situation and contemporary contexts of real life. Hence, substance abuse among learners in secondary schools can be described as unique and complex phenomenon because schools are meant for meaningful learning and not otherwise. Case studies can be used to explain, describe or explore phenomena in everyday contexts in which they occur (Yin, 2009). Therefore, case study helped the researcher to get an in-depth appreciation of the problem in its normal real-life situation. Case study design was appropriate, contextual and provided detailed and rich information about substance abuse among learners in secondary schools, and also offered insight for further research.

3.4 Location of the study

This study was undertaken from Kitwe district of Copperbelt province, Zambia. Kitwe district was purposely selected as a study site due to the many cases of drug related crimes in secondary schools among learners. The escalating of substance abuse among learners in Zambian secondary schools has become a major concern (Zemba, 2022). Further, according to ZNBC news read on 29th June, 2022 at 18 hours, 26 pupils aged between 15 and 21 years were arrested in Kitwe for drug related offences. However, Msabila and Nalaila (2013) indicates that there are many motivating factors that could influence the researcher's choice of the study site, such as; the nature and incidence of the problem, research time frame, and data accessibility, clients' interest and instructions, resource availability, performance in a particular field, goals and objectives of the study. Therefore, the chosen location provided access to the target population and facilitated data collection easily.

3.5 Target Population

Target population is a total group of people from which a sample is identified as the intended audience for a research. Target population refers to the population which a researcher intends to generalize the study findings (Kombo and Tromp, 2006). Therefore, in this study target population included everyone potential of addressing substance abuse among learners in selected secondary schools regardless of gender, ethnicity and socioeconomic factors. Civic education level and geographical location were also very much considered by the researcher. Therefore, the target population for this study was (1) teachers of Civic Education in selected secondary schools; (2) Head teachers from the selected secondary schools; (3) District Education Board Secretary (DEBS) for Kitwe district; and (4) an official from Drug Enforcement Commission (DEC). My target population has direct involvement in shaping learners' understanding of substance abuse prevention issues. Their insights and experiences can provide valuable perspectives on how civic education can be utilized effectively to address substance abuse.

3.6. Sampling Procedure

According to Creswell (2014), sampling procedure is a plan that explains how the participants for the study will be selected from the target population. Sidhu (2012) also defines sampling as a subset of the population. Further, sampling is a process of selecting a number of individuals from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho, 2005). Therefore, in this study, purposive sampling procedure was used to identify participants from the targeted population. Purposive sampling involves identifying and selecting individuals or groups of individuals that are especially knowledgeable or experienced with a phenomenon of interest (Cresswell and Plano Clark, 2011). Therefore, purposive sampling allowed the researcher to select participants who could provide valuable insights and perspectives relevant to the study's objectives. Participants with first-hand experience or expertise in the topic were purposefully selected, and helped the researcher to gather rich in-depth data that may inform effective strategies and interventions in combating substance abuse through civic education. This ensured that the research findings were comprehensive and meaningful for addressing the issue effectively.

There were teachers of Civic Education in the selected secondary schools of Kitwe, Headteachers from the five selected secondary schools of Kitwe. Others were, District Education Board Secretary (DEBS) official of Kitwe and Drug Enforcement Commission (DEC) official of Kitwe. Therefore, homogeneous purposive sampling for teachers of civic education was used, as well as extreme case purposive sampling for non-civic education teachers.

3.7 Sample size

Therefore, the study sample size in this study was 22 participants. The study interviewed 22 participants categorized as follows; 15 teachers of civic education (3 from each of the five selected secondary schools), 5 headteachers (1 from each of the five selected secondary schools), 1 DEBS official (Kitwe district), and 1 DEC official (Kitwe district). The distribution of participants enhanced representativeness and incorporated the views, knowledge and experiences of the participants. The more information the sample holds and relevant for the study, the lower number of participants is needed (Malterud et al, 2016). Small sample size allows for a deeper level of exploration and can provide rich and detailed insights. The researcher was able to analyse participants' viewpoints thoroughly.

However, in qualitative research the sample size is often determined by the concept of saturation. Saturation occurs when gathering more data, no longer reveals new information or insights which is relevant to the research question. This means that data collection continues until the researcher reaches a point where additional data does not provide any new perspectives or themes related to the topic under study. Therefore, during data collection, the researcher reached a point of saturation where new data or information no longer introduced additional themes. The researcher started encountering the same information repeatedly. Hence, the researcher obtained comprehensive and meaningful findings.

3.8. Data production instruments

Selection of data production instruments is important for capturing the complexities of human experiences and their behaviors. Evidence available suggests that qualitative researchers have quite a number of data collection instruments to select from depending on the purpose of their study and their ability to use them effectively (Hamilton and Finley, 2019). For this study, the research methods that were used to collect the required information from the participants included

interviews and observations. The above-mentioned research collection instruments were used so as to establish how civic education can contribute to substance abuse eradication among learners in secondary schools. Open-ended questions were used to encourage expansion, explanation and further discussions. They allowed for unlimited responses, thus giving more information, feelings, attitudes as well as understanding of the subject. Participants felt free to express themselves in a more open conversation. They were given the chance to answer in their own words without being limited or influenced by predefined answers. They responded according to their understanding and experience. Such detailed feedback was very valuable to understanding strengths and weaknesses of the problem at hand, and therefore, helped to establish areas of improvement.

3.9. Data collection procedure

The researcher first obtained an introductory letter from the University of Zambia, School of Education. The researcher went further to ask for permission from the District Education Board Secretary (DEBS) of Kitwe district to conduct research in the area. Also, permission to gather information from the participants was sought. The researcher used interviews and observations as methods of collecting data.

3.10. Method of Data Analysis

Data analysis is making sense out of data that has been collected through consolidating, reducing and interpreting what participants have said and what the researcher has seen and read (Merriam 2009). Consequently, Common themes were identified and bunched together so as to sort out the data. Relevant information was labelled and grouped accordingly. Codes related to the research objectives were identified and hence, a thematic analysis was done. This enabled the researcher to identify key ideas within the data collected and its usefulness in analyzing data (Corden, 2001). In summary, data collected was analyzed and interpreted according to the theoretical framework.

3.11 Trustworthiness

This study was based on four principles of trustworthiness. The components of trustworthiness that must be established in the qualitative research are credibility, transferability, dependability and confirmability (Lincoln and Guba, 1985). Trustworthiness is based on the findings from participants' responses and not on any potential biasness or motivations of the researcher. Mulenga

(2015), defines trustworthiness as whether the findings of the research are true and certain. It establishes how confident the researcher is in revealing the truth of the research findings. Trustworthiness shows the level to which the results, explanations as well as assumptions of a research are reliable, dependable and valid. It involves integrity, honesty, rigor, keeping the promise as well as loyalty.

3.11.1 Credibility

Credibility is the confidence that can be placed in the truth of the research findings. Credibility establishes whether the research findings represent plausible information drawn from the participants' original data and is a correct interpretation of the participants' original views (Lincoln and Goba 1985). Tactics to ensure credibility were that, the researcher held lengthy interviews with participants, had more than one interview so as to get more details, expanded the findings and clarified any doubts, and also kept a record of all the activities in this regard. In addition, interviews were tape-recorded for referral adequacy. Persistent observation of participants was also important. Continuous briefing with the researcher's supervisor was very important so as to discuss the findings, be guided and always be on the right track. In case of doubts, the researcher would always go back to the participants and clear the doubts.

3.11.2 Transferability

This is the degree to which the results of the research can be transferred to other contexts or settings with other participants (Lincoln and Goba 1985). Transferability implies that results of the research study can be applicable to similar situations or individuals. Lincoln and Guba (1985:316) said, 'It is in summary, not the naturalist's task to provide an index of transferability, it is his or her responsibility to provide the data base that makes transferability judgements possible on the part of potential appliers'. Therefore, the results of the findings can be used or transferred to other situations and this can clarify understanding of similar phenomena. The raw data and the results obtained may be generalized to other similar circumstances and situations, and the result or findings may be the same.

3.11.3 Dependability

It includes the aspect of stability and consistency of the findings overtime and across researchers. Dependability addresses the fear for the data to remain stable over time and in various

circumstances (Creswell, 2009). Thus, to increase dependability the researcher should document the research process which includes data collection, data analysis and decision making in a clear and orderly manner. Therefore, dependability is an assessment of the quality of the combined processes of data collection, data analysis as well as theory generation. Consequently, detailed methodology was used so as to collect, analyse, interpret and examine data correctly. There was also an in-depth collection of raw data which was used effectively so as to get quality research. An external review of the research process also strengthened dependability. The supervisor was always available when needed to discuss the findings with the researcher. In addition, evaluation of data was done by reviewing records like interview questions, tape-recordings, reports, as well as all other activities conducted during the process.

3.11.4 Confirmability

It is the degree to which the findings, interpretations and conclusions of the research study are based on solid evidence and can be verified or confirmed by other researchers or participants. It puts more emphasis on the need for transparency, rigor and accuracy in the research process.

Confirmability is concerned with establishing that data and interpretations of the findings are not figments of inquires' imagination, but clearly derived from real data. It demonstrates quality in research. The researcher has provided a detailed and transparent report of the research methodology, data collection techniques, data analysis procedures and clarifications of the findings. The research analysis is logically connected without flaws so as to show coherence and quality in the flow of information. An in-depth collection of data is important so that more information is given and the research is clear to understand.

3.12 Delimitation of the study

The study was restricted to participants located within the vicinity of Kitwe District so as to ensure proper management of collected data, and also narrow the study to make it more relevant to what the researcher is trying to prove. The study was delimited to explore the contribution of civic education lessons in the fight against substance abuse among learners in secondary schools

3.13 Limitation of the Study

Due to the unique sample available for the study, results may not be generalizable beyond the specific population from which the sample is drawn. The data collection technique was mostly

the use of interviews which was used to obtain data from the participants. However, there were chances that some participants were unwilling to respond appropriately to the interviews, however, follow-ups were made by the researcher.

3.14 Ethical Considerations

According to Cohen et.al (2007: 51) “Ethics concern right and wrong, good and bad...” This is about norms and values. Research ethics seeks to protect human participants, serving the interest of participants and examine specific activities for the ethical soundness and informed consent (Patton, 2002). Before commencement of the study, the researcher obtained clearance form from the Ethics Committee of the school at the University of Zambia. Informed consent was sought from DEBS and from all participants. All the participants were made aware of the nature and purpose of the study and were informed that their participation would not affect their status in the institutions and schools in any way. The participants’ right to privacy and confidentiality was respected. To guarantee the anonymity of participants, names were not mentioned or written anywhere. The researcher also adhered to various key ethical principles namely; honesty, objectivity, integrity, carefulness, openness, confidentiality, responsible publication, respect for colleagues, social responsibility, non-discrimination, competence and legality in order to strive to promote social good and prevent social harm while conducting this research.

3.15 Chapter Summary

In conclusion, this chapter discussed a comprehensive outline of the methodology used in this qualitative research to establish the contribution of Civic Education in the fight against substance abuse among learners in secondary schools. It has also highlighted the key considerations in research design, data collection process and data analysis.. By understanding and applying these principles, the researcher can conduct a rigorous and insightful qualitative research study. In this study, teachers of civic education were purposively selected and interviewed so as to get the data needed. Finally, thematic data analysis method was used in this study.

CHAPTER FOUR

PRESENTATIONS OF THE FINDINGS

4.1 Overview

This chapter presents findings on the contribution of civic education to the fight against substance abuse among learners in secondary schools in Kitwe district. Qualitative data from 22 participants were recorded and transcribed for analysis using thematic analysis so as to produce emerging themes, and these were interpreted and used for discussion in line with the objectives of the study. For the sake of confidentiality, the researcher avoided mentioning names of teachers interviewed and schools visited. The researcher used letters (A, B, C,D,E) for five secondary schools visited, and numbers from 1 to 15 for the teachers interviewed from the five selected secondary schools, that is 3 teachers from each school. Others interviewed were 5 headteachers (1 from each school), 1 DEBS official and 1 DEC official. It should also be noted that some extracts of the interviews were translated exactly and reported directly in the report. Henceforth, the following were the research objectives;

- i. To establish the contribution of civic education lessons in the fight against substance abuse among learners in the secondary schools.
- ii. To describe classroom practices that teachers of civic education employ to develop civic knowledge, dispositions, skills and values in the fight against substance abuse among learners in secondary schools.
- iii. To state best teaching approaches that teachers of Civic Education can employ to attain acceptable attitudes and behaviors among the learners in Civic Education lessons.

In line with the above research objectives, this chapter is totally dedicated to the presentation and analysis of data collected through interviews. In order to make the flow of information consistently and easy to understand, sub-titles have been used to present the findings from interviews. However, it is important to note that not all the issues echoed in the interview guide have been encompassed in the presentation but only those findings that strongly relate to the contribution of Civic Education in the fight against substance abuse among learners in secondary schools have been involved.

4.2 Contribution of Civic Education to the Fight against Substance Abuse among Learners in Secondary Schools.

In response to the above objective which sought to establish the contribution of civic education to the fight against substance abuse among learners in secondary schools, all the teachers interviewed in this research agreed that civic education plays a crucial role in addressing the issue of drug and substance abuse among learners in secondary schools. In support of this first objective, the following sub themes came up;

4.2.1 Civic education empowers learners with knowledge and skills necessary for them to make informed decisions regarding the effects of substance abuse and how to resist peer pressure.

Participants mentioned that one of the purposes of teaching civic education in secondary schools is to make learners acquire knowledge and skills needed for them to make good choices in life by firmly saying ‘NO’ to substance abuse. They further said that civic education combats substance abuse among learners in secondary schools because through knowledge and skills acquired learners get well equipped with comprehensive understanding of the negative impacts of substance abuse, and this can allow them make informed decisions and choices and thus, stay away from abusing substances.

Participant (P8) interviewed from school C echoed the following;

“Civic education is a subject that knows no boundary, not even status, but it reaches and empowers all learners with knowledge and skills needed to make them be well informed, be active and resist peer pressure and make good choices”.

Another participant (P5) from school B strongly agreed to this by saying,

“The habitual and excessive use of substances become completely swallowed and neutralized by the powerful and influential tools in civic education known as knowledge, skills and values, which learners acquire as they learn the subject in secondary schools.”

Further, the head teacher at school B strongly supported this and said,

“Civic education has good information about causes of substance abuse, and the dangers of abusing them. Therefore, knowledge and skills that learners get from civic education lessons equip them with the correct information and skills needed to understand the risks associated with substance abuse, and hence, resist peer pressure, and instead promote responsibility.”

Further, participant (P4) interviewed from school B added his voice by saying;

“Civic education makes learners be well equipped with knowledge and, both critical thinking skills and decision making skills that can help them analyze information about substances, understand the risks involved and make informed choices to stay away from substance abuse by resisting peer pressure.”

Another participant (P11) from school D said;

“Civic education helps learners develop the decision making skills essential in resisting peer pressure, and also in making choices which are aligned with their values, even in the face of substance abuse situations.”

Participants further mentioned that civic education makes learners acquire knowledge and skills that encourage them to assess and analyze critically the risks and consequences associated with abusing substances. They further said that skills and knowledge offered in civic education make learners stay away from illegal drug trade and associated criminal activities such as violence and formation of criminal gangs in the school premises and the community.

Another teacher (P1) interviewed from school A said confidently,

“Civic education empowers learners by providing them with comprehensive knowledge about drugs and substance abuse which aims at countering misconceptions and myths surrounding substance abuse (like the way people say that it helps to make a person pass an examination, it makes the body warm, and many others) by providing learners with accurate and evidence based information. It teaches learners about the different types of substances, their effects on the body and mind, addiction mechanisms and their use, and

this information is very vital for them to make informed decisions and stay away from abusing substances.

Participant (P1) from school A further said,

Civic education sensitizes learners that abuse of substances can impair learners' memory and disturb their concentration at school, making it difficult for them to focus on their studies. It is an obstacle to their academic progress and limits their career opportunities, therefore, if they want to achieve academic progress they should choose to stay away from substance abuse and concentrate on school."

Teachers further explained that by offering reliable civic education knowledge and skills, learners become well equipped and make informed choices. They also said that knowledge is important because learners get well equipped to differentiate reliable from unreliable sources of information, and also they question misleading information about substances, and hence, resist peer pressure to engage in substance abuse. In addition, participants further said that civic education make learners acquire knowledge and skills to help them recognize the misinformation about substance abuse, weigh it and then make the right choice.

An official from DEBS added her voice that;

"Civic education has rich content about substance abuse, and when learners are well equipped with knowledge and skills, they can be able to resist falling into the trap of abusing substances due to misinformation."

DEBS official further emphasized that;

"Civic education knowledge helps learners find other ways of dealing with stress other than turning to abusing substances every time. What is offered in civic education (knowledge, skills and values) is influential and good because it helps learners build mindset that is needed to resist peer pressure related to abusing substances."

Participants further mentioned that through civic education knowledge learners no longer remain ignorant about substance abuse. They get to know that the effects of substance abuse are always on the negative side, hence the need to make good choices in life.

Participant (P9) from school C stated,

“The direction provided by civic education lessons to learners go a long way in addressing the knowledge gap regarding substance abuse and many other issues affecting the youths in society. “

Further, participants said that the quality of knowledge that learners get about substance abuse in civic education lessons is an important step going forward in strengthening skills, morals and values in handling the problem of substance abuse. They further said that skills and knowledge offered in civic education equip learners with problem solving skills to address substance abuse challenges and many others that they might be facing in their lives. They further stressed that civic education equips learners with the correct and powerful tools to handle stress and peer pressure without resorting to abusing substances as a solution. In addition, they said that it teaches learners alternative healthy coping mechanisms such as co-curricular activities to deal with stress, peer pressure and other challenges without choosing or resorting to substance abuse as a solution.

Also, participant (P7) interviewed from school C explained,

“By learning civic education, learners acquire knowledge and skills needed to help them deal with substance abuse problems amicably”.

In addition to the above, participants mentioned that civic education helps learners understand the consequences of substance abuse on individual level, school and society at large. They also said that when civic education informs learners about the risks, effects and consequences associated with different substances, it also offers strategies for prevention and support resources available to those in need. They further explained that civic education offers knowledge which is a shield that protects learners from drug and substance abuse, and skills which are weapons that learners throw to the enemy in the fight against substance abuse. Additionally, participants said that in this vain, civic education promotes responsible decision making process regarding substance abuse among learners and encourages them to make informed choices concerning their health and their well-being. Learners become knowledgeable and well informed, and this makes them choose wisely make them stay away from abusing substances.

Headteacher from school A echoed that,

“Once learners are informed and sensitized, they can be able to become aware of the existence and potential dangers of substances and this can help them make informed decisions and choices so as to avoid being engaged in the vice, and instead choose to become better future leaders”.

Participants further stressed that through civic education learners are encouraged to build in them responsible decision making process about substance abuse and also be empowered to resist peer pressure. In addition, they added that civic education makes learners grasp the concept of addiction and realize that it is a complex issue which requires support and treatment to come out, and as such, learners become empowered with skills and strategies to avoid and prevent further spread of substance abuse in their personal lives, schools and communities.

Another participant (P2) interviewed from school A said;

“Civic education sensitizes learners with accurate information about different substances and their effects on physical and mental health, as well as potential consequences of abusing them. It helps learners understand the social implications of substance abuse, as well as the legal and ethical aspects related to it. Therefore, by raising such awareness, civic education empowers learners with the knowledge and skills needed to make sound and informed choices and resist peer pressure to engage in abusing substances. “

Participant (P12) from school E added the voice;

“The content about substance abuse is wide and very educative because it talks about causes of drug abuse, effects, and how to stay away from substance abuse. Therefore, once learners become sensitized and well equipped with knowledge about substance abuse, they realize that what they have been doing all along is very wrong and they make informed decisions by stopping immediately.

Another participant (P10) from school D said confidently that;

“Civic Education has opened the minds of learners and they have come to realize that there is nothing good in abusing substances apart from violence, crimes, bad results at school

and many other bad effects hence the need to make informed decisions and stop abusing them.”

In this vein, participants underlined that civic education teaches learners that substance abuse is an interference to their academic development. Thus, civic education sensitizes learners on the importance of staying away from substance abuse because engaging in substance abuse can have an extensive and damaging impact on their educational achievement and success. Additionally, they further said that civic education teaches learners that substance abuse contribute immensely to increased crime rates in society and thus, disturbs the stability and development of families and communities. In this vein, civic education aims at producing responsible learners by raising awareness about the importance of fighting substance abuse for the common good and security of communities.

Participant (P3) from school A admitted that,

“Substance abuse cases are there at the school, especially beer drinking. Learners mix beer with other drinks in their juice bottles and carry to school, but this eventually can come to an end because learners are now being informed and enlightened in civic education about the effects and consequences of substance abuse”.

Additionally, all participants from schools echoed that through civic education, learners are sensitized about the legal consequences and framework surrounding substance abuse, possession and trafficking of substances, and the role of substances in crime and violence, as well as the led down policies and programs that have been put in place to combat substance abuse related issues. They continued to say that once learners become sensitized, they can know their limit, make wise choices and avoid being visited by law, and thus, stay away from engaging in substance abuse related issues. They make informed decisions and choices. Teachers further said that civic education teaches learners about the consequences of engaging in criminal activities that are related with substance abuse, that is, both legal penalties and negative impact on themselves, families, communities as well as society at large, therefore civic education gives learners a warning that can make them choose to stay away from substance abuse.

Participant (P13) from school E pointed out that;

“Once learners are enlightened about legal institutions and their roles in the fight against substance abuse, they can stay away from abusing substances for fear of being punished by the law.”

DEC official also supported this by saying,

“By equipping and sensitizing learners with important information and knowledge about laws, policies and institutions addressing substance abuse issues, civic education allows learners to know their limits and make them stay away from engaging in abusing substances. Civic education knowledge can serve as a deterrent factor because learners understand the importance of abiding by the law. Instead of abusing substances, learners can choose to support effective strategies to fight substance abuse. Consequently, civic education can make learners develop a strong sense of moral compass for fear of being visited by the law, thus, making them less likely to engage in criminal activities of abusing substances.”

Participants further said that civic education make learners communicate effectively, stand up against peer pressure and make informed decisions to avoid and address substance abuse related issues. Civic education makes learners develop skills to advocate for a healthy and responsible lifestyle away from abusing substances while respecting their own boundaries and the boundaries of others. They further said that civic education equips learners with the knowledge and tools needed to effectively communicate well with other people through discussions about substance abuse issues.

4.2.2 Civic education instils and strengthens values and good morals in learners needed in the fight against substance abuse.

In this vain, participants mentioned that civic education builds and promotes values and strengthens morals in learners so as to make them become responsible in society by making good decisions and choices, and by not associating themselves with substance abuse related issues. Participants also said that civic education helps learners to develop a strong sense of ethical compass that makes them less likely to engage in substance abuse.

Participant (P2) from school A said that;

“Civic education helps learners develop a strong moral and ethical value which is a foundation that encourages them to stay away from abusing substances, resisting peer pressure, and make positive decisions.”

Another participant (P12) from school D underlined that;

“Values and morals that learners acquire in civic education encourage learners to reject substance abuse because they have acquired full knowledge and have amended their dispositions and thus be able to recognize the negative impact substance abuse has on themselves and those around them.”

Participant (P1) from school A confidently said;

“Civic education provides ethical and moral values that solidly ground learners in life and guide their behaviors, and bring about responsible learners who stay away from engaging in substance abuse.”

In the same vein, participants from school B and C also echoed the same view that knowledge, skills and values that learners gain in civic education help learners to advance their societal attitudes and values so that they bring about behavioral change and be able to completely stay away from abusing substances. Participants further indicated that civic education brings about attitude change in learners so that they become good and responsible citizens in future far from substance abuse.

In addition, participants from school A, B and E shared with the researcher that Civic education is a powerful and influential subject that makes learners attain constructive attitudes, values and morals deemed useful to society and as such they can make learners stay away from abusing substances. They further added, that civic education empowers learners with relevant knowledge and instils morals and values essential to function effectively and efficiently in their lives away from abusing substances. Additionally, civic education helps in producing reliable and responsible learners who make good choices in life away from substance abuse, by instilling right attitudes and values in them.

Further, participants from school C, D and E hinted that development of values normally takes place over the lifetime of these learners, and that values and morals often shift and change as learners meet new experiences and new friends in secondary schools, thus, after learning civic education, for sure, the character of learners changes for the better because good values and morals have been acquired and strengthened, and learners no longer involve themselves in illegal activities like substance abuse

Participant (P14) from school E said,

“Civic education enable learners develop strong sense of personal values and integrity which can serve as a protective factor against substance abuse among learners in secondary schools.”

Another participant (P13) from school E mentioned,

‘the character of a child who has once learnt civic education should be able to fit nicely anywhere in society when it comes to right attitude and well-disciplined because civic education empowers learners with good morals and values, and thus, makes the learner stay away from illegal activities such as substance abuse and violence. Learners become competent, well-informed and show skills of responsibility and reliability. They further said that civic education makes learners believe in the importance of co-existence and working for common good in the fight against substance abuse. Definitely, civic education is a game changer because it changes learner’s life to good health and drug abuse free lifestyle due to the improvement of moral values and morals.’

Participants interviewed from school A, B, C, D and E said that civic education promotes the concept of responsible citizenship among learners emphasizing that it has a role to play in shaping society away from drug and substance abuse. Civic education make learners learn that their positive actions as good citizens which include staying away from substance abuse can contribute positively to the well- being of their communities and bring about peace and tranquility away from substance related criminal activities.

Participant (P5) from school B specified that;

“Learners develop communication techniques such as active listening and empathy and this make them to create open and supportive dialogue about substance abuse thereby influencing other peers and community positively, thus, encouraging responsible choices and discouraging substance abuse.”

4.2.3 Civic education helps learners develop virtues necessary for them to become agents of change in the fight against substance abuse.

Participants mentioned that civic education helps learners develop virtues that play an important role in helping them become agents of change in the fight against substance abuse. Virtues make learners learn to advocate for healthy choices and promote substance prevention initiatives within their school communities and those around them. Further, qualities which learners develop guide their behaviors and decisions in a morally upright and admirable manner. These qualities are essential for addressing substance abuse issue effectively, and they also help in the promotion of a substance free and healthy lifestyle among learners.

Participants further said that Civic education helps learners develop virtues necessary for them to engage in peer sensitization process which brings about positive change in learners away from substance abuse. Consequently, they said that this brings about unity and development of positive social relationships and peer support networks necessary in the fight against substance abuse in secondary schools.

Participant (P15) from school E narrated that,

“Civic education helps learners to stand firm when faced with peer pressure or personal struggles in the fight against substance abuse and in their commitment to a substance free lifestyle, which serves as a positive example to other peers in school and out there in the community. Learners serve as role models for their peers in the fight against substance abuse and their actions and behaviors inspire others to adopt similar values and behaviors thereby creating a ripple effect of positive change in the fight against substance abuse.”

Another participant (P2) from school A indicated that,

“When learners see other peers struggling with substance abuse they offer support and non-judgmental listening to them rather than giving up or ignoring the issue at hand so that they become agents of change and transform society into a substance free nation.”

Participant (P6) from school B mentioned that,

“Civic education makes learners become leaders in the fight against substance abuse in secondary schools. They take up an active role in promoting drug prevention programs and awareness campaigns within their schools. They also organize events and discussion initiatives about substance abuse, and inspire and influence their peers to make informed choices. Through peer education learners and other peers recognize the importance of leading a drug free lifestyle and the importance of contributing positively to society and transform it into a better society free from substance abuse. This information becomes a deterrent for learners who want to engage in substance abuse, and as such, they bring about transformation and positive change in society.”

Participants also mentioned that civic education make learners uphold principles of honesty and integrity in the fight against substance abuse by resisting peer influence or the temptation of engaging in drug and substance abuse activities. Learners become committed to their own moral values, and as such, they become an example to others in creating a culture of honesty and accountability in the fight against substance abuse. Learners make responsible choices and resist peer pressure and maintain a strong focus on their education and personal development which reduces the likelihood of succumbing to substance abuse, they become role models to others and hence bring about transformation.

In addition, they said that civic education make learners become empathetic and active listeners in the fight against substance abuse, and this enable them have open and supportive dialogues with their peers about the dangers of substance abuse. Learners engage in meaningful conversation needed to raise awareness about substance abuse, and thus, encourage peers to seek help immediately when needed. In their peer education, they analyze the root causes of substance abuse in their communities and develop innovative strategies to combat it. Learners work together as a

team in the implementation of prevention programs and support initiatives against substance abuse, thereby, fostering positive mind-sets that can resist the attraction of substance abuse.

In this vein, participant (P1) from school A echoed;

“Civic education trains learners as peer educators who can then in turn educate other fellow learners or peers about the dangers and risks of substance abuse. This brings about triple effect in the fight against substance abuse and the message is far reaching in the community. Peer education brings about reduced violence and other criminal activities due to less abuse of substances by the youths in the community because they have now been sensitized.”

Another participant (P14) from school E explained that;

“Peer education creates a supportive school environment where learners discourage each other from engaging in substance abuse through campaigns and many other activities.”

Participants interviewed said that peer education makes learners to work towards achieving one common goal of eradicating substance abuse among themselves. Further, it brings about a sense of belonging, thereby addressing learners’ concerns about substance abuse, and provide guidance to at risk learners.

Participants further explained that through peer education, civic education can keep learners busy with positive minds that can in turn help other learners to live a positive life away from abusing substances both in secondary schools and out there in their communities.

Participant (P7) from school C said;

“Through peer education, civic education brings about diverse inclusiveness which has the potential of fostering unity and collaboration among learners in the fight against substance abuse.”

Participant (P5) at school B explained,

“Civic education is a very enjoyable subject and through peer education it has opened the eyes of some learners to notice those other learners who abuse substances in school. In

this way peer education helps in the fight against substance abuse among learners in secondary schools”.

Further, participants clarified that Civic education is a subject that catches the attention of all learners, it is a very interactive subject. Sometimes during interaction learners are able to identify substance abusers, and at times they get tips from friends of these substance abusers. Their friends are able to identify drug abusers because they have been sensitized in civic education and through peer education about the signs and symptoms of someone who is abusing substances. Participants also said that civic education become better experts in identifying those other learners who abuse substances in secondary schools and step forward to help them lead a health drug free lifestyle.

Participant (P4) from school B said,

“Since substances are mostly abused by senior classes especially in the ablution block, and because of enough sensitization given to learners, they become each other’s keeper without fear. If they see a friend or anyone abusing substances in the ablution block or anywhere else, instead of joining in abusing drugs learners report to the relevant people or administration. They become courageous and report any instances of substance abuse or peer pressure to teachers or authorities thereby helping in the transformation of their mindsets and thus, contribute positively in the fight against substance abuse.”

Also, participants interviewed from schools said that through sensitization civic education helps learners create a supportive environment where they are more likely to look out for each other and discourage harmful and bad behaviors of abusing substances.

Participant (P2) from school A said,

“Civic education brings about a wind of change among learners by creating a supportive environment and a sense of belonging and thus, empowers learners to work together towards a common goal of preventing substance abuse.”

Participants went on to say that through peer education civic education encourages learners to go for substance abuse prevention initiatives by getting involved in the community based efforts to help curb the problem of substance abuse out there. This civic education led active engagement

raises awareness and also helps to create a supportive community and environment that discourages substance abuse thereby bringing positive change to the community.

Another participant (P9) from school C analyzed,

‘Civic education is a game changer. Through peer education civic education empowers learners to become active agents of change in their communities by fostering peer led activities such as community service projects related to substance abuse campaigns. When civic education empowers learners with knowledge, skills and values, it teaches them about their responsibilities as good citizens of the country who must contribute positively to the development of the nation by sensitizing others in the community and by staying away from abusing substances.

Participants from schools explained that through peer education, civic education can play a very important role in preventing substance abuse while at the same time contributing positively to the protection and preservation of the environment by leading a healthy and substance free life style.

Participant (P10) from school D explained;

“Once learners are sensitized through peer education they can start valuing the environment and no longer continue destroying the environment by polluting the air through smoking and abusing substances such as cigarette smoking which is harmful both to the environment and to the people around them.”

Participants interviewed agreed with the above sentiments by saying that civic education being a subject that assists learners to acquire and dominate skills of responsibility and reliability make learners become excellent at helping the country to develop by not destroying the environment through smoking of substances.

Participant (P3) from school A exclaimed,

“Civic Education boosts learners’ opportunities to change the world around them by continuously influencing them to stay away from abusing substances and thus, keep the environment safe from being polluted”.

Participants emphasized that civic education can empower learners to make responsible choices, advocate for policies that protect the environment, and engage in community initiatives to prevent

substance related pollution and damage. By fostering a sense of responsibility and active participation, civic education helps create a society that values and safeguards the environment from the negative and harmful consequences of substance abuse thereby bringing change in the community.

4.3 Classroom practices

In order to respond to the second research objective which describes current classroom practices that teachers employ to develop civic knowledge, dispositions, skills and values in the fight against substance abuse among learners in secondary schools, participants from various schools explained with confidence that civic education is an information subject and not a practical subject unless one makes a trip to learn from outside the school premises, hence, lecture method, question and answer method, textbook reading, as well as discussion method are appropriate for teaching civic education in secondary schools. In this vain, they said that learners are used to rote learning where they only learn and study for the sake of passing examinations. They continued to say that other teaching approaches though very much rarely used in class due to various challenges (such as dearth of teaching and learning materials, inadequate contact time on the time table, low literacy levels of learners, among others) are role play and debate.

4.3.1 Lecture Method

According to the participants interviewed in the five secondary schools selected, they agreed that lecture method is the best, most popular and appropriate way of teaching civic education to learners in secondary schools about substance abuse. They said that lecture method allows the teacher to present knowledge and information about substance abuse to a large group of learners in secondary schools through spoken communication. They said that in lecture method, the teacher conveys knowledge, explanations and insights on substance abuse topic while learners listen attentively and take important points or notes. Participants added further that lecture method saves time and allows more work to be covered in a short period of time. In addition, they said that lecture method is easy and effective because it is easily mixed with other methods like question and answer method. It also encourages stimulating questions.

One teacher (P2) from school A added his voice that,

“Lecture method is the best method to teach the topic about substance abuse in civic education in secondary schools because there are no enough reference books to use”.

Participant (10) from school D brought out his view by saying,

“Lecture method is sometimes complemented with interactive and hands on learning experiences so as to engage learners, promote active participation and encourage critical thinking in the learning process because a balanced approach to teaching that incorporates variety of approaches often yields the best results.”

Another participant (P8) from school C justified the frequent use of lecture method that,

“Lecture method is effective for informational subjects like civic education that require foundational knowledge and where the teacher’s guidance is essential to learners. The topic about substance abuse requires teacher’s exposition and explanations for a learner to grasp the content.”

Participant (P15) from school E supported this and said,

“Lecture method allows efficient transfer of large amount of information or knowledge about substance abuse to a large group of learners in a relatively short period of time. There is no time wasted because the teacher is the one talking and in control while learners are listening attentively and taking important points.”

4.3.2 Question and answer method

Participants from all the five secondary schools said that question and answer method is also widely used in schools to teach civic education about substance abuse. They further said that question and answer method involves a dynamic and interactive approach where the teacher asks learners questions related to substance abuse and learners actively participate by providing answers to the questions. They said that this method is very effective because it focuses on engaging learners in thoughtful discussions and critical thinking and analysis rather than relying solely on one way lectures.

Participants further mentioned that question and answer method facilitates the transfer of knowledge about substance abuse, thereby helping learners to understand the risks and

consequences better. It also encourages critical thinking skills as learners analyze questions asked by the teacher and formulate responses, promoting a deeper understanding of the topic.

Participant (P6) from school B said,

“Question and answer method involves the teacher posing thought-provoking questions to learners about substance abuse, encouraging them to actively engage, discuss and critically think about the subject matter.”

Participant (P13) from school E said that

“Question and answer method is effective because it prompts critical thinking skills by helping learners to analyze the knowledge about substance abuse from various angles.”

Participant (P7) from school C said,

“Question and answer method is used to assess learners’ knowledge, skills and abilities on the topic substance abuse. It also enhances comprehension and retention of information in learners. It also prompt learners to seek information about substance abuse, and answers found help to consolidate that knowledge.”

Another participant (10) from school D said,

“Question and answer method is an effective way to teach learners about substance abuse because it encourages active participation and promotes a deeper understanding of the subject matter. It also fosters an open dialogue about substance abuse which is a sensitive topic, thereby, reducing stigma and instead, create a safe environment for discussion.”

Another participant (P3) from school A mentioned that,

“Question and answer method provides opportunities for peer to peer learning process because it allows learners to learn from each other’s questions and answers. In addition, it allows teachers to address specific concerns and misconceptions that learners may have, thus, offering guidance and clarification.”

Participant (P15) from school E said,

“Question and answer method allows and promotes interactive learning by creating a dynamic classroom environment where learners share their thoughts and experiences. It

also allows for real word application of knowledge thereby helping learners to make informed decisions about substance abuse.”

4.3.3 Discussion

Participants said that discussion method of teaching civic education about substance abuse encourages learners to actively participate in exchanging ideas, sharing opinions and critically analyzing the knowledge thereby building and improving their knowledge, skills and values. They also said that discussion method provides learners with essential information about the risks associated with substance abuse and thus, help learners make informed decisions. They said that discussion method in teaching civic education about substance abuse provides a platform for learners to engage critically, share their thoughts and explore the complexities of the topic. It also promotes active learning, encourages respectful discourse and empowers learners to become informed and responsible citizens.

Participant (14) from school E said,

“Discussion method empowers learners with skills and courage to resist peer pressure and instead make healthier choices when faced with situations involving substance abuse. Further, discussion method make learners acquire stress management skills and decision making skills which are critical in avoiding substance abuse.”

Participant (P11) from school D said,

“Through discussions, learners collaborate with their peers and learn from each other’s experiences and viewpoints fostering a sense of empathy and understanding in the fight against substance abuse, and this brings about a sense of unity within the classroom”.

Participant (P1) from school A said

“Discussion method encourages learners to think critically about the ethical, social and personal implications of substance abuse because they listen to their friends’ experiences and learn to analyze the information presented, evaluate its credibility and form informed opinions.”

Participant (P7) from school C indicated that,

“Discussion method equips learners with knowledge, skills and strategies to avoid substance abuse and this can have a long term positive impact on learners’ lives, and society at large”.

4.3.4 Textbook Reading

Some teachers interviewed explained that textbook approach of teaching civic education about substance abuse is also used in some secondary schools. However, they quickly indicated that most secondary schools do not have enough civic education text books both for teachers and for learners and hence, very rarely used method in schools. However, they continued to say that when textbooks are available, it involves learners using recommended, well-structured and informative textbooks as primary resource for imparting knowledge to them on substance abuse. They said that this method which typically follows a structured curriculum, presents essential information, facts and real life examples to educate learners about the dangers of substance abuse. In addition, teachers said that textbooks if used serve as reliable resource of information for learners about substance abuse, and also ensure readily available accurate and up to date information.

Participant (P13) from school E said,

“Textbook method of teaching civic education offers long term knowledge about substance abuse to learners because information from textbooks is more likely to be retained in the long term, as learners can always refer back to them even after completing school.”

Participant (P2) from school A underlined,

“Textbook method of teaching civic education about substance abuse among learners provide learners with solid foundation of knowledge and a variety of valuable skills, such as critical thinking and decision making skills essential for navigating complex issues relating to substance abuse.”

Participant (P9) from school C said,

“Textbook method provides learners with a structured and consistent approach to delivering information about substance abuse, allowing learners to learn at their own pace and review information when needed at any time.”

Another participant (P6) from school B said,

“Textbook method is good because it provides comprehensive and in depth information, thereby helping learners gain a thorough understanding of the topic about substance abuse.”

Teachers further said that while the textbook method provides a solid foundation to learners, it can also be supplemented with other interactive methods like discussion and question and answer methods so as to engage learners more effectively in the learning process, and promote a deeper understanding of the subject matter about substance abuse.

4.3.5 Debate

Participant from DEC office mentioned that when they identify a zone in need of their services through DEBS office, they pick different secondary schools in that zone and give them a topic about substance abuse and compete with each other through debate. However, the officer added that as learners research for the points they will have access to a lot of information about drug and substance abuse which they spread to others during the activity. Those who come to listen to debate can also have access to important information about substance abuse. Debate make learners to eventually become pioneers to others in the fight against substance abuse.

Participant (P10) from school D said,

“Debate process can encourage learners to think critically before forming opinions, which is a skill essential for making informed decisions about substance abuse, and thus, attain acceptable behaviors in society.”

Participants indicated that though rarely used in class, debate is an effective method for teaching civic education about substance abuse in secondary schools because it encourages critical thinking skills, research skills and ensures active engagement of learners in the learning process. Teachers further said that by participating in debate, learners research the topic about substance abuse thoroughly to form well informed arguments, thereby, helping them to understand the complexities of substance abuse related issues better.

Participant (P9) from school C said,

“Debate encourages learners to think critically about the topic, weigh the pros and cons and develop well-reasoned arguments. This promotes analytical skills and helps learners make informed decisions about substance abuse.”

One teacher (P3) interviewed from school A said,

‘Debate fosters public speaking skills in learners and boosts their confidence in expressing their viewpoints, ask questions, challenge misconceptions, fosters peer education and communication skills. Learners feel more empowered to express their concerns, share personal experiences about substance abuse issues and seek help when needed.’

Another teacher (P7) from school B said,

“When learners engage in debate they develop the value of empathy which encourages a sense of responsibility towards themselves and others, thereby promoting a healthier and more supportive school environment as they explore different perspectives. Learners learn to respect diverse opinions.”

Therefore, teachers further said that debate method promotes a deeper understanding of the consequences of substance abuse and also encourages learners to become responsible and informed citizens. They also said that incorporating debate method into civic education about substance abuse make learning experience more engaging and impactful, by equipping learners with valuable skills and knowledge to address real world issues like substance abuse.

Participant (P11) from school D said,

“Debate method equips learners with both practical skills and important values for active and responsible citizen who make informed decisions about substance abuse.”

4.3.6 Role Play

Most teachers interviewed indicated that despite role play being a very effective method of teaching civic education in secondary schools about substance abuse, it is very rarely used by teachers in class. This is due to insufficient time allocated to civic education periods on the time table. However, if this method is used, it engages learners in role playing scenarios where they

actively participate in simulated situations that reflect real life challenges related to substance abuse thereby boosting their confidence and public speaking abilities.

Participant (P8) from school C said,

“Role play method of teaching civic education can leave a lasting effect on learners’ attitudes and behaviors towards substance abuse, potentially reducing risky behaviors. It also connects learning to the real world situations, helping learners to see the significance of civic education knowledge about substance abuse in their lives.”

Participant (P12) from school D said,

“Role play helps learners to develop skills such as decision making, critical thinking, negotiation and problem solving skills as learners are actively engaged in learning about substance abuse. In addition, learners also develop effective communication skills because they need to express their thoughts, opinions and concerns in character.”

Participants further said that learners take on roles and make choices about drug and substance abuse and this helps them understand the consequences of substance abuse. Further, teachers said that role play also allows learners to develop the value of empathy with various characters in the scenario and make them understand different perspectives related to substance abuse.

Another teacher (P15) from school E interviewed said,

“Role play mirrors real life situations and enables learners to apply theoretical knowledge gained about substance abuse to practical scenarios simulated and this can help them develop skills to handle substance related issues in their own lives.”

Participants interviewed indicated that civic education allows learners to learn from mistakes and make better decisions in future. They said that role play also promotes peer interaction thereby promoting group discussions and collaborative problem solving and this creates a dynamic learning environment where learners learn from each other’s experience.

One teacher (P4) from school B said that,

“Role play is a very valuable tool for teaching civic education about substance abuse in secondary schools because it actively involves learners, improves their understanding, and

equips them with practical skills to navigate issues related to substance abuse responsibly.”

4.4 Best Approaches needed when teaching Civic Education.

In response to the research question three which seeks to find out the best teaching approaches that teachers of civic education need to employ in order to attain acceptable attitudes and behaviors among learners in civic education lessons in secondary schools, participants gave the following insight.

4.4.1 Experts and role models

Participants stated that one way of improving on the teaching approaches is to call a role model or an expert in the field of substance abuse to come and explain to the learners about consequences and effects of abusing substances, because learners become more receptive to the advice from someone they respect and view as a role model thereby, making the message to be more impactful. Such people can be called to talk to the learners about their experiences and how they managed to come out of such situations, and this motivates learners to vow never to use substances again. Participants further said that incorporating role models into teaching learners about drug and substance abuse in secondary schools help learners internalize the importance of making responsible choices, promoting acceptable behaviors in society and finally contribute to the development of well-rounded and well informed learners who will fight against substance abuse in society. Participants also said that interaction with role models and experts allow learners to ask questions thereby promoting a deeper understanding of the topic about substance abuse and encouraging critical thinking among them.

Participant (P13) from school E said,

“Using role models who have successfully navigated substance abuse can inspire learners to make positive choices and overcome challenges related to substance abuse such as peer pressure”.

Participant (P2) from school A said,

“Role models provide relevant examples for learners to understand the consequences of substance abuse. Therefore, by presenting role models to learners who have overcome such

challenges related to substance abuse and have made positive life choices, learners can learn from them and can easily connect and foresee their own paths in society. This can make them avoid engaging in substance abuse and instead portray acceptable behaviors in society.”

Participant (P5) from school B said,

“Role models inspire learners to aspire to a higher standard of behavior because seeing someone who has achieved success without succumbing to substance abuse motivates learners to make better choices for their own lives.”

Participant (P11) from school D said,

“The lessons learned about substance abuse from these role models stay with learners well beyond their school years and continue influencing their behaviors and choices as they transition into adulthood.”

Participant (P9) from school C said,

“Incorporating role models into teaching of civic education about substance abuse can make the learning experiences more relatable and effective, as it connects abstract concepts with real life situations.”

4.4.2 Project based method

Participants suggested that project method is very efficient. Learners can go out in their communities and observe the activities of the people in that area in relation to substance abuse and write a report which they can present in class. They further said that project based method helps in the generation of good values and morals as interaction is going on. Project based method shapes civic responsibility in learners, thereby giving them the chances to be aware of problems in their localities, especially substance abuse. They can brainstorm and reflect on it and then make a research based project so that their communities can benefit from the findings. Learners become game changers in their communities.

Participants further indicated that incorporating project based learning in teaching civic education about substance abuse also equips learners with practical skills, a strong understanding of the topic

and motivation to adopt acceptable behaviors thereby, helping to create a more informed and responsible generation. Project based approach facilitates retention of knowledge about substances as learners actively participate in hands on learning experiences.

Participant (P15) from school E said,

“In project based method, as learners deeply engage with the topic about substance abuse, they are more likely to internalize the lessons and bring about behavioral change by making informed decisions about avoiding substance abuse.”

Another participant (P7) from school C said,

“By taking ownership of their projects about substance abuse lessons, learners feel empowered to make positive impact on their community about substance abuse, thereby fostering a sense of responsibility and accountability.”

Participant (P5) from school B said,

“Project method on substance abuse help learners develop critical thinking skills as they analyze information and make informed decisions as they evaluate consequences and solutions of substance abuse.”

Participant (P8) from school C said,

“Project method encourages lifelong interest in civic issues related to drug and substance abuse as learners continue to research and advocate for positive change beyond the classroom environment.”

4.4.3 Co-curricular activities

Other teachers said that learners need constant counselling. Learners are allowed and encouraged to form clubs in schools and teachers of civic education who are their patrons continuously teach them about the negative effects of substance abuse and its impacts in society. Forming clubs in schools help learners to share and discuss substance abuse issues affecting them in society. Sometimes they dramatize these issues to the public so that they bring out the bad effects of substance abuse to them. Learners become pioneers and educate others in society about the effects of substance abuse.

Participant (P4) from school B said,

“Co-curricular activities help bring about peer interaction thereby encouraging learners to share their perspective and experiences which can be valuable in addressing substance related issues. It can also raise awareness about the dangers of substance abuse empowering learners to make informed decisions and hence, support their peers in making healthy choices.”

Participant (P7) from school C said,

“Through co-curricular activities, learners acquire values such as discipline, perseverance, teamwork and empathy which contribute to the development of a well behaved and responsible learner who is less likely to succumb to peer influences of substance abuse.’

Another participant (P13) from school E said,

“Active participation in curricular activities can lead to a deeper understanding of civic responsibilities that influence learners to become advocates for substance abuse prevention in adulthood.”

Other teachers interviewed said that incorporating well designed activities about substance abuse in secondary schools create a holistic approach to the fight against substance abuse, thereby nurturing learners academically, emotionally, socially and morally. Participants said that this character building in learners significantly reduce the likelihood of learners falling into the trap of drug and substance abuse and instead equips them with the skills and values needed to become responsible and acceptable members of society free from abusing substances.

4.5 Chapter Summary

The interviews conducted in response to research question one which sought to establish the contribution of civic education in the fight against substance abuse among learners in secondary schools in Kitwe district, disclosed that Civic education contributes well to the fight against substance abuse among learners in secondary schools. It was also revealed that it is one subject that empowers learners with knowledge, skills and values needed to stay away from substance abuse and sensitizes learners about substance abuse related issues, thus, gives learners courage and

confidence to make good choices and stay away from substance abuse. It was also established that there are many good and practical teaching strategies in civic education and if used well and effectively can help learners acquire the needed skills, to help them stay away from abusing substances. The following chapter discusses the findings of the research.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Overview

This chapter contains the discussion of the findings on the contributions of Civic Education to the fight against Substance abuse among learners in Secondary Schools of Copperbelt province of Zambia. The discussion in this chapter was done in line with themes that emerged in chapter four under each of the three research objectives. The discussion incorporated the literature in support and inconsistent. The insights on the extent to which the theoretical framework informed the findings is also elaborated.

5.2 Contributions of Civic Education to the Fight against Drug and Substance Abuse among Learners in Secondary Schools.

This section is based on the first research objective which was focusing on establishing the contribution of Civic Education to the fight against substance abuse among learners in secondary schools. The study revealed that there are many contributions, mainly evolved around: Civic education empowers learners with knowledge and skills necessary for them to make informed decisions regarding the effects of substance abuse and how to resist peer pressure; Civic education helps to instill good morals and values in learners needed in the fight against substance abuse; Through civic education learners are able to develop virtues necessary for them to become agents of change in the fight against substance abuse.

5.2.1 Civic education empowers learners with relevant knowledge and skills necessary for them to make informed decisions regarding the effects of drug and substance abuse and how to resist peer pressure.

From the findings, it has been established that civic education can contribute to the fight against substance abuse among learners in secondary schools. UNESCO (2018), emphasizes the integration of substance abuse within civic education so as to empower learners with skills, civic knowledge and responsibilities and help them make informed choices. Therefore, civic education serves as a conduit for transmitting knowledge and skills necessary for learners to make informed and responsible decisions, resist peer pressure and actively participate in combating substance abuse within their school environment as well as the broader community.

Civic education provides learners with skills, knowledge and essential information about the risks and consequences of substance abuse which includes health risks, societal impacts and legal considerations. Johnson et.al (2013) gives a hint that as children grow, they experience a lot of risks and dangers, such as the use of substances like alcohol, marijuana, tobacco and others. Magidson, et al (2016) mention that substance abuse is strongly associated with violence, crime and sexual activity for both males and females. Therefore, through skills and knowledge, civic education provides a comprehensive defense mechanism against the negative impact of substance abuse on secondary school learners' lives. Civic education knowledge and skills form a powerful arsenal that equips learners to defend themselves against the risks, consequences and threats of substance abuse, and in the end promote healthier choices and good behaviors. Further, civic education provides vital information, raises awareness and understanding of dangers and risks of substance abuse among learners, and hence, fosters a responsible and informed learner in the fight against substance abuse. When learners are well informed, through civic education knowledge, they become aware of consequences and risks of substance abuse, and avoid falling into the trap by resisting peer pressure and making better decisions and safe choices. Through civic education learners understand clearly the risks and consequences associated with such behavior of abusing substances and choose wisely. Well informed learners become better equipped to resist peer pressure and are less likely to engage in substance abuse.

Consequently, it was also established that when civic education equips learners with knowledge and skills they make responsible choices, support prevention efforts and contribute to a safer and healthier community, just as Pingul, (2015) supports that civic education is a foundation for the formation of civic knowledge, skills and dispositions so that learners can become well informed, active and effective participants in dealing with issues affecting them in society, such as substance abuse. Civic education knowledge continues to protect learners from the evils of substance abuse by arming them with facts about the dangers of abusing substances, addiction and the impact it has on their health, relationships, society and their future progress. Gatesi (2018) hints that the effects of substance abuse on learners form the basis of its increasing effects on society. Therefore, civic education comes in as a defense mechanism for learners against falling into harmful habits and effects of abusing substances, and instead it helps them make informed decisions, make safe choices and resist peer pressure. Owen (2015) supports when he says that a strong knowledge base brings about learners' progress, that is, in the fight against substance abuse context. Wide

knowledge base make learners understand facts, concepts and basics related to substance abuse and comprehend all issues surrounding it and this helps them make informed choices and decisions and stay away from abusing substances. Branson and Quigley, (1998) are in agreement to this when they explained clearly that knowledge is the rich content that learners should know about substance abuse. Through civic education, learners grasp every content about substances and, hence choose wisely to stay away from this practice.

It was also brought out that civic education knowledge and skills make learners weigh options and critically analyse each one of them before settling for the best option that can help them stay away from abusing substances. Berkowitz (2005) narrates that learners need knowledge, values and skills that they learnt in civic education to make good and safe choices and also understand why certain choices are right or wrong. In other words, through civic education, learners evaluate information about substance abuse from various sources carefully and consider the dependability and reliability of the information received seriously and then choose wisely.

Through civic education learners acquire skills which are practical abilities and weapons in the fight against substance abuses. Learners use these civic skills to cope with the challenges and temptations of abusing substances that they may encounter. They need civic skills in order to put their good knowledge about substance abuse to good use by strongly rejecting peer pressure and substance abuse practice. Muleya (2015) argues that civic education is a subject that supplies skills and knowledge to secondary school learners in order for them to be active, well informed as well as become critical participants in their communities. Thus, the combination of civic knowledge and civic skills make learners stay away from abusing substances and also bring about behavioral change in learners. Therefore, in civic education, as much as factual information is important, it should be attached with skills so as to increase the possibility for learners to translate their knowledge into behavioral change of leading a substance free life style. Kochoska (2015) argues that civic education has a major role in the development of skills in learners such as critical thinking skills, communication skills, problem solving skills, information analysis, and conflict resolution skill. Further, Mainde and Katongo (2020) explain that skills are the abilities of learners to analyze and evaluate knowledge. Therefore, civic education knowledge and skills make learners become aware, think critically, analyze critically and evaluate information about substance abuse before making the final decision. Through civic education, learners can find alternative solutions

to challenges that they may be facing in their lives instead of turning to substance abuse. Civic education can help learners identify and address root causes or underlying issues that may be causing them to consider engaging in substance abuse, like peer pressure and stress, and solve them amicably without resorting to abusing substances. Civic education can make learners navigate difficult situations about substance abuse.

In addition, it was also established that civic education equips learners with effective communication skills allowing them to express their views on substance abuse, resist peer pressure and engage in open discussions about prevention strategies. It also fosters an understanding that responsible choices regarding substance abuse positively contribute to the well-being of the entire community. Further, civic education skills and knowledge adequately prepare learners to respond to crisis and situations related to substance abuse amicably. By imparting knowledge and skills civic education empowers learners to actively engage in shaping their environment into substance free, making responsible decisions and safe choices, resist peer pressure and influencing positive change in the fight against substance abuse. This tallies with Berkowitz (2005) who argues that learners need knowledge and skills learnt in civic education to make good and safe choices. Thus, it is through civic education lessons that learners can be armed with accurate information and skills needed to make right decisions and choices about substance abuse and hence, avoid becoming tools of violence due to the vice. Civic education makes learners resist peer pressure and instead become active participants in the fight against substance abuse.

Accordingly, civic education can be described as the vehicle used to impart knowledge and skills needed in the fight against substance abuse among learners in secondary schools. It helps learners become active, well-informed and committed members of society. Knowledge and skills help in shaping the lives of learners because they are able to understand the concepts well and use skills to resist peer pressure and hence, make informed choices. The more knowledge learners have about substance abuse, the better equipped they become to make sound decisions. When faced with a drug related problem, learners can be able to refer to their knowledge and apply skills learnt to find a better solution. Watson and Brazier (2000) explains that if only learners could be reached with civic education knowledge and skills about substance abuse before they become initiated, the advent of substance abuse free generation would be in sight. Therefore, Lickona (1991) agrees that

knowledge and skills are important because they help learners make good choices even in the face of peer pressure and temptations. Learners resist peer pressure and make better choices in life.

5.2.2 Civic education instills and strengthens values and good morals in learners needed in the fight against substance abuse.

In the findings, it was established that civic education instills and strengthens values and morals in learners very much needed to combat substance abuse. Values which are moral compass and ethical framework guide learners' actions and decisions towards substance abuse. They protect learners from succumbing to the temptations of substance abuse.

Values help learners understand the importance of avoiding substances, not just from legal and health perspective, but also in terms of their personal and social responsibilities. Berkowitz (2005) argues that learners need values which they learn in civic education to make good and safe choices and understand why certain choices are right or wrong. Therefore, when civic education injects values and morals in learners they become responsible and develop strong values that make them evaluate options about substance abuse wisely thereby, making it easier to choose the right path to stay away from substance abuse. Values instill a sense of responsibility, empathy and commitment to the well-being of learners and communities, and this is indispensable in fighting substance abuse effectively. This is in agreement with Muntengwa (2020), Halstead and Pike (2006) who support responsibility among others to be one of the values that can help learners be trustworthy citizens in society by staying away from abusing substances. Therefore, instilling a sense of responsibility in learners can empower them to make positive decisions and choices and hence, resist the temptation of substance abuse. Through civic education, teaching learners about the importance of personal accountability and the impact of one's actions both on learners themselves and others can contribute significantly to a healthier and drug-free lifestyle. This is so because emphasizing on personal accountability helps learners understand the consequences of their actions, thereby fostering a sense of responsibility not only for their own well-being but also for the well-being of those around them. This awareness is a powerful tool in the fight against substance abuse among learners in secondary schools because it promotes a healthier and drug free lifestyle.

It was also established in the findings that civic values that become instilled in learners turn to be essential for constructing a strong, safe, peaceful, developed and inclusive society away from substance abuse, and where learners can be able to work constructively together for the common good. Muleya (2016) describes civic education as a living subject that involves active participation of all citizens in handling themselves in society in matters affecting them and making sure everyone else is also supported and protected. Civic education plays a crucial role in empowering learners with skills, values and morals to actively engage in societal matters such as substance abuse. Therefore, addressing drug and substance abuse among learners in secondary schools is vital for creating a supportive and protective environment, fostering a healthier community for everyone. Civic values make learners be inclusive and work for the common good in their fight against substance abuse. Therefore, civic education instils good values and morals that guide and control the behavior of learners, and as such fosters security in the community. Magidson, et.al (2016) argues that substance abuse is strongly associated with violence in the community. The peace in the community is disturbed by the learners who abuse substances and terrorize people everywhere. On the contrary, values play a crucial role in combating substance abuse among learners and the community because they promote a culture of peace, respect, empathy and non-violence. Therefore, by instilling positive values, learners and communities can create an environment that discourages both substance abuse and the associated violence, and hence, fostering healthier relationships and overall well-being. Values help learners make informed decisions when faced with choices related to substance abuse issues thereby removing violence and instead bring peace and security to the communities. Civic education make learners stay focused, committed and engaged in the fight against substance abuse and help maintain peace in the community.

It was also established in the findings that values are important in the way learners behave towards substance abuse and peer pressure. They provide direction and purpose by guiding learners towards healthier choices and decisions to stay away from abusing substances. Civic values and morals ground learners firmly and solidly in life to stay away from abusing substances by continuously guiding their decisions, behaviors and attitudes towards substance abuse. Albert Bandura's theory (1977) explains that values and morals influence learners' behavior. Thus, values serve as a guiding force in shaping learners' behaviour, helping them to make informed decisions when faced with substance abuse issues and peer pressure. Therefore, by promoting values such

as self-respect, integrity and responsibility, civic education empowers learners to resist negative influences and help them make choices that contribute to their well-being and a substance free life style.

Bandura (1977) also states that learners learn through observation, imitation and modeling, and their behavior about substance abuse is shaped by their beliefs, values and social interactions and new experiences in secondary schools. Gatesi (2018) also argues by saying that youths engage in substance abuse because of peer pressure, imitation and observation among others. Therefore, although values and morals often shift and change as learners meet new experiences and new friends in secondary schools and exposing them to diverse experiences, new social circles and peer pressure, civic education plays a crucial role in providing ongoing guidance and open communication thereby fostering a supportive foundation that helps learners navigate through these changes while maintaining positive values in the face of substance abuse. Thus, as learners come from different families and backgrounds into secondary schools, civic education takes up the role of transforming such learners from their old bad habits or morals and values to acceptable behaviors in school environment away from substance abuse. In this vain, civic education values and morals play a crucial role in shaping and helping learners in secondary schools to stay away from substance abuse. However, it is important to note that although morals and values are not tangible, they shape learners' attitudes and behaviors in society in the fight against substance abuse.

In the findings, it was also brought out that good morals and values acquired in civic education make learners build confidence in themselves, raise their self-esteem and make commitments to engage in the fight against substance abuse and forever stay away from the vice thereby, becoming responsible citizens in society. The principles instilled through civic education contribute significantly to learners' self-confidence and self-esteem. When learners internalize good morals and values, they are more likely to make commitments to positive choices, which includes resisting substance abuse. In this way, civic education plays a crucial role in shaping responsible and confident learners who actively contribute to the fight against substance abuse. It makes learners promise to work willingly towards building a drug free nation and in the process bring about positive social change. This tallies with Muleya (2015) who concludes that civic education can be seen as having the potential to drive social change and transformation in society. Civic education

acts as a catalyst for social change by equipping learners with knowledge, skills, values and morals needed to engage actively in their communities. Civic education fosters responsibility and encourages critical thinking and empowers learners to contribute positively to the fight against substance abuse thereby promoting a positive transformation in society. It has the task of producing a responsible citizen out of a learner. Therefore, civic education can be described as a remedy towards nurturing learners with good morals, values and attitudes in society, and hence, it also qualifies as a therapy for fighting the rising crime of substance abuse among learners in secondary schools and out there in society because it makes learners become well equipped with the correct weapons and powerful tools to fight the vice amicably and thus, transform society. As learners continue learning civic education in secondary schools, they gain more knowledge, improve on their skills to resist peer pressure and develop a deeper understanding of values and morals needed in the fight against substance abuse. Kocoska (2015) argues that civic education lessons help in linking knowledge to a number of relevant life skills, good morals and values in forming good attitudes. Hence, it is through values, morals and attitudes that learners show responsibility and commitment in reciprocity, in the fight against substance abuse. The effects and importance of learning civic education is reflected in how learners handle substance abuse related issues. It brings about holistic development among learners in the fight against substance abuse by not only imparting knowledge about substance abuse but also nurturing critical thinking, ethical reasoning and a sense of responsibility. Therefore, this comprehensive approach equips learners with the tools that they need to make informed decisions, resist negative influences and actively participate in efforts against substance abuse. Learners develop morally, spiritually, socially and intellectually in the fight against substance abuse.

5.2.3 Civic education helps learners develop civic virtues necessary for them to become agents of change in the fight against substance abuse.

In the findings, it was established that virtues play a central role in empowering learners become agents of change in the fight against substance abuse. Civic education instills essential civic virtues such as empathy, responsibility, social awareness and commitment for the common good which serve as a foundation for learners to actively contribute to creating a healthier and more responsible community. When civic education inserts virtues in learners it plays a crucial role in shaping them into effective agents of change in the battle against substance abuse. By inculcation civic virtues,

civic education equips learners with the mindset and skills needed to actively engage in combating substance abuse in the community. This in turn, empowers learners to contribute meaningfully to the prevention and reduction of drug abuse, thereby, fostering a sense of duty towards the well-being of society away from substance abuse. When learners develop these qualities, they become better equipped as effective agents of change in the fight against substance abuse. By cultivating a sense of responsibility, learners understand the impact of their actions on substance abuse on the community where as empathy fosters a compassionate understanding of those affected by substance abuse, thereby encouraging a supportive environment.

Through civic virtues, civic education empowers learners to engage in civic initiatives, thereby contributing to a collective effort against substance abuse by addressing it in a positive and impactful manner. This tallies with Gutmann (1987) who argues that civic education, known as the cultivation of virtues, knowledge and skills is necessary for reproducing a socially and economically developed society. With necessary tools and weapons, learners become active participants in the fight against substance abuse. Kidwell (2005) also argues that high implementation of civic education provides a philosophical and structural framework on which to base the application of civic virtue and an in depth understanding of citizenship responsibility. A robust implementation of civic education not only imparts knowledge but also establishes a philosophical and structural foundation for addressing substance abuse in secondary schools. It instills in learners ethical values, critical thinking and a sense of civic responsibility, creating a framework that guides learners to make informed and responsible choices about substance abuse. This comprehensive approach, rooted in civic education contributes significantly to the prevention and intervention strategies in the ongoing fight against substance abuse among learners in secondary schools.

Hence, virtues do not only shape learners' characters but they also guide their actions, decisions and choices, making learners to be more effective advocates and agents of change and transform society in the fight against substance abuse. Muleya (2015) suggests that civic education can be seen as having the potential to drive social change and transformation in society. Civic education instills in learners virtues important in the fight against substance abuse and empowers them with the knowledge and values needed to challenge substance abuse issues, thereby fostering a culture of responsibility and empathy. Thus, this collective foundation enables learners to become

catalysts for positive change, influencing attitudes and behaviors related to substance abuse within their communities. Therefore, civic education produces well informed, effective and responsible learners ready and capable of bringing positive change to society in the fight against substance abuse. Civic virtues enable learners believe in their ability to make a difference by becoming role models and stay away from abusing substances, and when they see positive changes resulting from their efforts, it reinforces their commitment to continue being agents of change in combating substance abuse.

It was also established in the findings that through civic education lessons, learners develop leadership qualities that can help them become agents of change in their communities. Muleya (2015) argues that civic education is seen as a subject that can enable learners be active and engaged, as well as informed and critical participants in their multiple communities. Through civic virtues such as responsibility, integrity and social awareness, civic education nurtures the leadership skills in learners needed to mobilize and inspire others in the fight against substance abuse. These enable learners to take proactive roles in coming up with initiatives against substance abuse, fostering a community driven approach to address the vice. In addition, through civic virtues, learners become peer educators, organize and coordinate efforts, and inspire their peers to take part in the fight against substance abuse and becoming agents of change in their communities. They become role models by setting an example through their actions of staying away from abusing substance which inspires others to follow suit. Through such positive peer influence, learners become agents of change and promote a substance free lifestyle among their friends encouraging them to make healthy choices and seek help if needed. Civic education make some learners become trained as peer counseling or facilitators for other learners struggling with addiction. In this way, they create a supportive environment within their school environment and communities where other learners struggling with addiction can feel comfortable to share their experiences, seek guidance and thus, change their lifestyles.

It was further found out that civic education sensitizes others and the community through peer education on the risks and consequences of substance abuse, which becomes a deterrent factor among secondary school learners from further experimenting or using substances in the first place. Watson and Brazier (2000) supports that if only young people of school going age could be reached and sensitized with relevant information and skills regarding substance abuse before they become

initiated, the advent of substance abuse free generation would be in sight. Kochoska (2015) also agrees that basic knowledge and awareness about substance abuse are very important to learners. Civic education raises awareness about the causes, consequences and various types of substances and their harmful effects such as violence, formation of criminal gangs, unprotected sex, unwanted pregnancies and also being infected by various sexual diseases. This awareness brings change among learners because learners become well informed and enlightened, and as such, encouraged to make informed and responsible decisions and choices away from abusing substances. Learners are now able to recognize the signs and symptoms of drug and substance abuse in themselves and others, thus, avoid further involvement in the vice. They become responsible and committed to a substance abuse free lifestyle. Kochoska (2015) argued that young people are citizens of today and not citizens in waiting, so they should take up their place in society as responsible, committed, successful, effective and confident citizens both now and in the future. Civic virtues make learners become agents of change and responsible future leaders of tomorrow who are capable of contributing positively to the nation because they are now fully sensitized about the dangers of abusing substances and are now leading a substance abuse free lifestyle.

Additionally, civic education helps learners serve as positive role models by demonstrating how to live a fulfilling life without resorting to substance abuse and thus, inspire others to do the same. Bandura (1977) clarifies that adolescents (learners) can form their beliefs about substance abuse from their role models in the environment. Oketch (1997) also argues that the expectations of peer groups have an important bearing on whether or not a person will try to be lured to taking substances. Therefore, through civic education learners develop integrity and become role models by consistently making ethical choices and refusing to engage in substance abuse and instead promoting it. They withstand peer pressure and other external influences to experiment with substances. Civic education lessons deal positively with peer pressure and other factors related to substance abuse. Thus, learners continue being consistency with their virtues and principles so as to earn trust from other peers affected by substance abuse. Virtues also help learners maintain their credibility as agents of change in the fight against substance abuse.

Further, it was also established that civic education virtues make learners cope with stress and other challenges without turning to substance abuse for relief. It allows learners to bounce back from failures of abusing drugs and substances, adapt to changing circumstances of avoiding

substance abuse and thus, continue their efforts to make a positive impact of living a substance free life style. In this way, learners become role models to others who may admire them and want to be like them. They model healthy ways to deal with substance abuse difficulties to their peers. This makes learners become agents of change in the fight against substance abuse, just like the theory by Bandura (1977) which says that peers learn through observation, imitation and modeling the lifestyle of others.

It was also established that civic education makes learners develop courage which is a virtue that allows them to speak out against substance abuse, even when it is disliked or difficult to talk about. Lickona (1991) argues that values and virtues are necessary to help learners develop courage and make good choices in the face of peer pressure and temptations. Civic education encourages learners to stand up against substance abuse although it may not be a popular choice for others who may wish to continue. Learners report any suspicious activities to authorities even if it involves their friends, confront their peers and, challenge the social norms that promote substance abuse among them thereby transforming society into a substance free nation, just as Muleya (2015) argues that civic education can be seen as having the potential to drive social change and transformation in society. Civic virtues make learners become brave and committed to the greater height. In addition, they become advocates for anti-drug campaigns and for policies that prioritize prevention and treatment of substance abuse victims instead of punishing them so as to achieve a substance abuse free nation. CRRC (2008) explains that well informed and knowledgeable youths should contribute to social cohesion, social justice and for the common good. In this way learners become agents of change in the fight against substance abuse in society.

Civic education make learners embrace virtues like responsibility and empathy which make them work actively towards prevention of substance abuse within their peer groups and communities at large. This is done through organizing drug abuse awareness campaigns and volunteering in rehabilitation programs, thereby, becoming agents of change in communities. Through civic education, learners recognize the underlying causes of substance abuse such as stress, trauma and peer pressure on their peers, families and communities which motivate them to actively discourage others from engaging in the vice. Muleya (2016) argues that civic education promotes active participation of citizens or learners with the view of managing themselves in society and ensure that everyone who needs help is supported. Thus, civic education makes learners relate well with

their peers who are struggling with the problem of substance abuse and in so doing, they support them with a non-judgmental ear and inspire them with positive change in the fight against substance abuse and they become agents of change in the fight against substance abuse. Therefore, civic virtues can have a lasting impact on learners in the fight against substance abuse, influence their behaviors and choices throughout their lives and make them agents of change in combating substance abuse. They become responsible future leaders of tomorrow, capable of contributing positively to the nation and transforming it.

5.3. Classroom practices that teachers of civic education employ to develop civic knowledge, skills and values.

This section discusses the findings on the second objective which sought to state the classroom practices that teachers of civic education employ to develop civic knowledge, skills and values in the fight against substance abuse among learners.

5.3.1 Lecture method

Findings of the study establishes that lecture method is widely used by teachers of civic education when teaching civic education in secondary schools to introduce learners to fundamental concepts and principles of substance abuse. It was also emphasized that teachers of civic education teach the content of substance abuse through lecture method because it is fast and does not consume a lot of time. According to participants, this method provides learners with a solid foundation of knowledge about substance abuse.

Further, according to the findings of the study, it was revealed that lecture method is the best and most popular method used for information subjects like civic education where the teacher's guidance, exposition and explanation is essential for learners to acquire knowledge that they need most about substance abuse. This is in line with Kochoska (2015) who supports that basic knowledge about substance abuse is very important to learners. Hence, the findings indicate that what is important in lecture method is imparting appropriate civic knowledge into learners. Branson and Quigely (1998) argues that civic knowledge is very much concerned with the correct and appropriate content or what learners ought to know. Teachers further said that, lecture method promotes fairness by ensuring that all learners receive the same information at the same time. It allows for consistent delivery of important content, ensuring that every learner has equal access to essential knowledge about the risks and consequences of substance abuse. However, it was also

found out that despite teachers mentioning that lecture method can bring about active participation from learners if complimented with other interactive methods, learners end up being passive while the teacher is active in the process because teachers always want to cover as much content as possible within the shortest period of time. This is contrary to what Sardoc (2018) says that, civic education should always aim at making learners in schools active so that they acquire knowledge, skills and dispositions. Lecture method does not make learners active and critical thinkers because of being inactive. Teachers do the talking and learners listen attentively

5.3.2 Question and Answer method

According to the findings, another teaching method used by teachers of civic education to teach learners in secondary schools about substance abuse is question and answer method. They said that this method leads learners into discussions and that it also broadens the scope of the topic about substance abuse. Further, question and answer method has the capacity to motivate learners' participation level so that they are actively engaged in the lesson. Learners think critically and analyze the questions before answering them. As the teacher asks thought provoking questions, learners become motivated, think critically and become eager to express themselves.

Therefore, the findings about question and answer method tallies with Muntengwa (2020) who argues that civic education arouses interest in learners if taught through suitable approaches. Chewe (2019) also supports that suitable pedagogical approaches cultivate civic knowledge, skills and values among learners in secondary schools. Thus, question and answer method make learners become critical thinkers and in addition, they acquire active participation skills to help them become well informed and active members in the fight against substance abuse. Depth (2013) argues that for learners to be active, they need to have the necessary knowledge, skills attitudes and values taught in civic education. Therefore, question and answer method make learners acquire skills and become more critical thinkers and eager to answer questions asked by the teacher about substance abuse thereby motivating their participation level. Katongo and Mainde (2020) argue that civic education help learners acquire active participation skills to help them enjoy participating actively. Hence, question and answer method is an effective pedagogical method that encourages active participation among learners. By prompting learners to think critically, articulate responses and engage in discussions, question and answer approach deepens learners' communication skills, critical thinking skills and overall participation in the learning process about substance abuse.

Question and answer method also creates an interactive learning environment, fostering a deeper understanding of the subject matter about substance abuse.

5.3.3 Discussion method

Another method of teaching civic education about substance abuse that was established in the findings was discussion method. It was found out that discussion method builds and improves learners' knowledge, skills and values by encouraging them to actively participate in exchanging ideas, sharing opinions and critically analyzing the knowledge. It also promotes active learning and empowers learners become informed and responsible, and thus, make informed choices.

It was further established that discussion method is an appropriate method to impart knowledge, skills and values in learners. Sardoc (2018) argues that civic education aims at making learners in secondary schools acquire knowledge, skills and dispositions. This is so because knowledge, skills and dispositions shape learners' behaviors positively towards substance abuse in society. It was further mentioned that discussion method used to teach learners civic education about substance abuse arms them with accurate knowledge, values, skills and attitudes and help them make informed decisions. Berkowitz (2005) agrees that learners need values and skills to make good choices in life. In addition, Magasu et al (2020) explain that well taught civic education through discussions exposes learners to real life situations and make them learn from experiences as they share ideas through discussions. Therefore, well taught civic education through discussions provides a platform for learners to explore real life situations, and this exposure allows them to analyze and understand the complexities of issues such as substance abuse, by learning from shared experiences. Engaging in discussions fosters critical thinking skills, preparing learners to actively and positively contribute to the fight against substance abuse based on a nuanced understanding of the challenges involved. Thus, learners need values skills and knowledge to make better choices about substance abuse.

5.3.4 Text book reading

The findings established that textbook approach of teaching civic education about substance abuse is used in some secondary schools. However, they were quick to mention that due to not having enough civic education text books in secondary schools this method is rarely used. They however mentioned that if at all textbook method is used learners become well equipped with knowledge and skills as they read the content, although at times, learners memorize the content word by word.

They also said that as textbooks present essential information to learners about the dangers of substance abuse, they become a reliable resource of information, readily available and learners can refer to the content at any time and at their own pace.

It was established in the findings that although textbook method makes learners to reproduce from rote learning, they make learners develop skills such as critical thinking and analyzing information as they go through the content. Foundation (2013) in Kochoska (2015) agreed that civic education makes learners develop the skill of analyzing information and critical thinking skills. Textbook method provide structured, researched and vetted information. Textbooks are often written by experts, reviewed by educators and updated regularly to reflect current knowledge and societal trends especially about substance abuse. This ensures that learners receive accurate and relevant information about substance abuse, thereby promoting a solid foundation for understanding the complexities of substance abuse. Additionally, textbooks provide a consistent resource that teachers can use to guide their lessons on substance abuse, fostering a standardized approach to education on this important topic. However, Muleya (2018) argues by saying that teachers in secondary schools should use teaching methods that encourage learners reflect, think and practice than rote learning. Hence, while textbook method is reliable and readily available when teaching about substance abuse, offering a structured resource for learners may differ because some learners tend to benefit from the organized content while others do not. Therefore, textbook method might not cater for the diverse learning styles as well as interactive methods such as discussions and practical applications which are often needed to enhance comprehension and retention of knowledge about substance abuse. Balancing textbook learning with interactive approaches can provide a more comprehensive educational experiences about substance abuse.

5.3.5 Debate

According to the findings though rarely used in class due to very little time allocated to civic education periods, debate is an effective method of teaching civic education about substance abuse in secondary schools because it makes learners develop skills and ensures active participation in the learning process. However, without adequate time allocated to civic education learners may lack the knowledge, skills and motivation to engage meaningfully, and this may further result in diminished participation as well as less informed learner. It was further established that debate make learners understand the complexities of substance abuse related issues. It was further

established that as learners are researching and preparing for debate, they acquire different skills such as communication, research, analysis, critical thinking, decision making as well as public speaking which make learners active participants in the fight against substance abuse.

Debate enable learners develop advocacy skill which enable them to champion anti-drug initiatives within their school or community. They become ambassadors for a substance abuse-free lifestyle, fostering a positive influence among their peers. Therefore, according to the findings, Muleya (2015) agrees that civic education is seen as a subject that can supply skills to the learners so as to make them well informed and become active participants, in the fight against substance abuse. Skills also make learners resist peer pressure to abuse substances. It was also established that skills that learners acquire bring about deep learning in civic education. This is in line with Kidwell (2005) who says that high quality implementation of civic education in schools provides skills and an in depth understanding of the content. It was as well mentioned that the deep learning that learners get from civic education through debate method is reflected in their practical lives through skills and dispositions.

Through debates, learners influence their peers positively by presenting compelling arguments against substance abuse. Effective public speaking sway opinions and encourage classmates to make informed decisions regarding their behaviour about substance abuse. Debate provide a platform for learners to articulate their thoughts, share facts and present persuasive arguments, thereby contributing to a more comprehensive understanding of the topic about substance abuse.

5.3.5 Role play and Simulations

Findings of the study were that role play and simulation were other methods used by teachers when teaching learners about substance abuse. However, participants argued that this method was rarely used by teachers when teaching learners about substance abuse in civic education in secondary schools. It was also established that role play and simulations are seldom used because of limited time allocated to civic education periods on the timetable. The implication of this finding is that whenever this method is used, learners become actively involved in the learning process.

Findings on role play and simulation tallies well with Chew (2019) who argued that appropriate pedagogical approaches cultivate civic knowledge, skills and values among learners in secondary schools that help them make informed decisions regarding substance abuse. They suggested that active methods like role play, can encourage learners to have critical thinking minds, problem

solving and decision making skills, thus, enabling learners to analyze substance abuse related situations and make informed choices. Muleya (2018) also argued that teachers in secondary schools should use methods that encourage learners to reflect, think and practice rather than reproducing from rote learning. Equally, Muleya (2016) suggested that as much as civic education has become significant in secondary schools, the method used to deliver knowledge, skills and values to learners is equally very important because it is key component in realizing the kind of change and transformation that society needs to see in the young generation. By using and promoting active engagement, critical thinking and real world application methods such as role play and simulation civic education immensely contribute to a more effective and impactful approach in preparing learners to actively participate in the fight against substance abuse, and hence transform society into substance abuse free nation.

5.4 Best Teaching Strategies

This section discusses last objective which sought to state the best teaching approaches that teachers of Civic Education can employ in order to attain acceptable attitudes and behaviors among the learners in Civic Education lessons in secondary schools.

5.4.1 Experts and role models

Participants established that one way of improving on the teaching approaches in civic education so that learners can attain acceptable behaviors in the fight against substance abuse is by using experts and role models to talk to the learners about their experiences on substance abuse and how they managed to come out of the addiction situation. Incorporating experts and role models in civic education to teach learners about substance abuse provides real-world insights and expertise, thereby enhancing the credibility of the information shared. This can personalize the consequences of substance abuse, making it more relatable to the learners. Personal stories and experiences make the consequences to be more tangible for learners, fosters a deeper understanding of the impact and promotes informed decision making. Hearing personal stories or experiences can create a stronger emotional connection, reinforces the importance of making wise choices and decisions about substance abuse. Using experts or role models method helps to break down the stigma surrounding the topic about substance abuse among learners, fosters open discussions and creates a supportive learning environment. This approach has the capacity to empower learners make informed decisions and resist peer pressure related to substance abuse. By presenting real life

examples and insights, learners understand better the consequences of their decisions about substance abuse and avoid abusing them.

Role models and experts serve as living examples of responsible behaviour, thereby helping to shape learners' perceptions, values and attitudes. The Social Learning theory by Bandura (1977) agrees that learners learn through observation, imitation and modeling, and form their beliefs and behavior about substance abuse from their role models. Therefore, using role models and experts approach does not only educate learners about the dangers of substance abuse but also highlights the positive impact of making responsible choices on both an individual level and societal level. Furthermore, the method also reinforces the idea that responsible behaviour should align with societal norms and values. In addition, seeing role models and experts promoting acceptable behaviors in learners sends a powerful message about the importance of contributing positively to the fight against substance abuse in society and fostering a sense of civic responsibility among learners.

It was established in the findings that using role models and experts can positively inspire other learners to make positive decisions and overcome peer pressure about substance abuse. The approach has the capacity to help learners gain knowledge, skills and values needed to internalize the importance of making responsible choices of staying away from abusing substances, promoting acceptable behaviors in society and eventually contribute to the development of well-rounded and well informed learners in society. This tallies with Chewe (2019) who states that appropriate pedagogical methods cultivate civic knowledge, skills, values and dispositions in learners. Active learning scenarios such as role models and experts can help learners develop a strong sense of responsibility and the necessary tools needed to make informed and positive choices regarding substance abuse. Well delivered civic education can help bring about fundamental change in the lives of learners. Muleya (2015) in Chewe (2019) continues to argue that through the use of active teaching methods, learners can be able to make themselves relevant to the needs of society as well as transform society in future. This is so because through the befitting method, learners have attained knowledge, skills and values needed to deal with substance abuse challenges. Pingul (2015) reveals that civic education values bring out civic attitudes which refer to dispositions towards learners' behaviors and participation for common good. Integrating role models and experts in civic education helps in the shaping of civic attitudes among learners, encouraging

positive behaviors and active participation for the common good in the fight against substance abuse.

5.4.2 Project based method

According to the findings, it was established that project based method is very effective and efficient way of teaching civic education about substance abuse because it helps in the generation of knowledge, practical skills, good values and morals as interaction is going on. It was also further established that project method shapes learners with civic responsibility, making them be aware of substance abuse related problems in their localities. Learners brainstorm about drug and substance abuse issues and make informed and responsible choices. In addition, participants established that project method makes learners become agents of change in their communities as they go out to conduct their projects.

However, the findings about project method tallies with Mainde and Katongo (2020) who argue that well taught civic education with suitable approaches can manifest itself in its dimensions (knowledge, skills and values) that mutually support each other. In addition, Kocoska (2015) also argues that civic education lessons can help in linking knowledge to a number of relevant life skills, good morals and values in forming good attitudes in learners. These are essential in character transformation among learners. Through hands on projects related to the fight against substance abuse, learners actively engage in real world scenarios and develop practical skills, ethical considerations and positive attitudes towards substance abuse issues. This approach enhances the application of knowledge, fosters a more comprehensive understanding of the substance abuse issues and promotes a sense of responsibility in addressing them. In the same vain, CRRC (2008) also argues that practical or hands on experience make learners develop active skills and dispositions that make them realize their personal responsibility as a good citizen. Engaging learners in practical projects related to the fight against substance abuse helps learners realize their personal responsibility as good citizens. This experiential learning approach encourages a deeper connection to societal issues and empowers learners to actively contribute to the well-being of their community. Through hands on experiences, learners not only gain a practical understanding of the challenges but also develop a sense of agency and responsibility, encouraging them to play an active role in addressing and preventing substance abuse within their communities. Further, Muleya (2015) maintained that with correct pedagogical practices and approaches teaching of civic

education can lead to social change and transformation of society. Employing project method approaches in teaching learners about substance abuse has the potential to catalyze social change and contribute to the transformation of society in the fight against substance abuse. Further, by actively involving learners in meaningful projects about substance abuse, instills a sense of social responsibility and empowers learners to become agents of positive change in the fight against substance abuse. Project method enhances learners' understanding and equips them with the skills and motivation to actively participate in initiatives aimed at combating substance abuse, thereby contributing positively to broader societal transformation.

5.4.3 Co-curricular activities

According to the participants, it was further established that through co-curricular activities, learners can be able to acquire knowledge, skills and values needed in the fight against substance abuse. They said that learners become constantly reminded about the negative effects of substance abuse, and its impacts on society in their clubs and other activities conducted. It was also mentioned that co-curricular activities bring about awareness and peer interaction through drama and campaigns necessary in addressing substance abuse, thus, making learners come up with informed decisions to address the vice. In addition, it was also proven that co-curricular activities enable learners acquire values such as teamwork and empathy necessary in the development of a responsible learner who is less likely to succumb to peer influences of substance abuse. Additionally, co-curricular activities can lead learners into acquiring civic virtues needed to make them become agents of change in their environment. Learners become peer educators and advocates for substance abuse free lifestyle.

However, the findings tally well with Chewe (2019) who argues that appropriate pedagogical approaches cultivate civic knowledge, skills and values among learners in secondary schools. Co-curricular activities provide practical experiences and foster a deeper understanding of civic responsibilities. In addition, co-curricular activities enhances knowledge, develop teamwork, communication and leadership skills while instilling values crucial in promoting a healthy and informed stance against substance abuse. Deeper learning of civic education through co-curricular activities methods can bring about fundamental change in the lives of learners in secondary schools. The active engagement of learners in co-curricular activities instill a sense of personal responsibility, critical thinking and empathy. This holistic approach not only equips learners with

the knowledge and skills needed to combat substance abuse but also contributes to a broader transformation in their attitudes and behaviors, fostering a commitment to a healthier and more responsible lifestyle. Muleya (2015) suggests that through the use of active teaching approaches, learners can be able to make themselves relevant to the needs of society, as well as transforming it. Co-curricular activities provide a platform for learners to apply their skills and knowledge in real world situations and fosters a sense of social responsibility in the fight against substance abuse. Co-curricular activities empowers learners to address societal needs, advocate for change and contribute to creating a healthier and safer community which is free from substance abuse. Further, Pingul (2015) reveals that civic values acquired in civic education bring out civic attitudes or dispositions towards behaviors and participation for common good. Therefore, through co-curricular activities, civic education puts more emphasis on moral values and moral behaviors towards substance abuse among learners in secondary schools because whatever, they learn should manifest itself in their behaviors and character especially in relation to substance abuse. Learners should acquire skills to help avoid drug and substance abuse, as well as become agents of change among their peers and out there in society and establish a substance abuse free nation. Gutmann (1987) argues that civic education, also known as cultivation of virtues, knowledge and skills is necessary for active participation in the establishment of a substance abuse free nation. Therefore, through co-curricular activities civic education provides a platform for learners in the acquisition of relevant information, instill virtues such as responsibility and empathy in the fight against substance abuse. By engaging in co-curricular activities, learners develop a comprehensive understanding and practical skills in the fight against substance abuse, thereby contributing to their role as informed and responsible citizens working towards a drug free society.

5.5 Chapter Summary

Civic education can contribute well to the fight against substance abuse among learners in secondary schools. It can empower learners with the relevant knowledge, skills and values that encourage them to make good choices about substance abuse by saying no to drug abuse. Civic education also sensitizes learners about substances so that they make good choices in life away from substances abuse. It is also important to note that by implementing practical methods of teaching civic education on substance abuse topic, secondary schools can contribute meaningfully to creating a generation of informed and responsible learners who can be well equipped with

knowledge, skills and values to make good choices and resist the allure of substances. Civic education is a remedy towards combating the rising crime of substance abuse among learners in secondary schools.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Overview

This chapter presents research overall conclusion of the findings. Therefore, it must be emphasized that the aim of this study was to establish the contribution of civic education in the fight against substance abuse among learners in secondary schools. This chapter ends with recommendations and suggestions for future research.

6.2 Conclusion

This research has shed light on the contribution of civic education in the fight against substance abuse among learners in secondary schools. In this vain, the following three objectives set in Chapter One anchored this study: to establish the contribution of civic education lessons in the fight against substance abuse among learners in the secondary schools: to describe classroom practices that teachers of civic education employ to develop civic knowledge, dispositions, skills and values in the fight against substance abuse among learners in secondary schools; and to state best teaching approaches that teachers of Civic Education can employ to attain acceptable attitudes and behaviors among the learners in Civic Education lessons.

Therefore, the study has established that civic education significantly contributes positively and effectively in the fight against substance abuse in secondary schools by empowering learners with knowledge, skills and values, and also by sensitizing them well about substance abuse related issues. When this is done, civic education equips learners with tools (civic knowledge, skills and values) to resist the allure of substances and make informed decisions that lead to healthier substance abuse free lives and more productive lives.

Therefore, knowledge, values and skills make learners become active and involved in sensitizing other peers about how to stay away from abusing substances, and hence, live a substance abuse free lifestyle. Civic education makes learners to uphold good values and morals, and as such brings about a learner with a better character formation, and it also safeguards the future of the learners and the nation at large.

The study further concludes that effective and practical teaching methods in civic education are helpful in the fight against substance abuse. They enable learners to become informed, responsible

and proactive learners who contribute positively to preventing and addressing substance abuse in the society. Practical approaches and best teaching methods help learners develop a deeper understanding of the importance of staying away from substance abuse. It is also important to note that by implementing improved and effective methods of teaching civic education on substance abuse topic, secondary schools can contribute meaningfully to creating a generation of informed, reliable and responsible learners who can be well equipped with knowledge, skills and values to make good choices and resist the attraction of substance abuse.

Hence, it is important to note that the goal of civic education is that, at the end of learners' secondary study period, to hand over substance abuse free learners, well mannered, fully responsible and active to their families, communities and the nation at large. These learners can become the windows of hope through which the world sees a substance abuse free nation and the bright future of the nation.

6.3 Recommendations

On the basis of the results of this research, recommendations are hereby made as follows;

- (1) Civic education curriculum should also include detailed topics about substance abuse at junior level so that learners are well equipped upon entry at grade eight.
- (2) Civic education should take a practical approach to substance abuse problem so as to effectively address the vice, and this can even be part of their final examinations.
- (3) Civic education must be taught as a compulsory subject to all senior classes in all secondary schools.

6.4 Suggestion for Future Research

Since this research focused on the contribution of civic education in the fight against substance abuse among learners in secondary schools, there is need in future to establish the causes of substance abuse among learners in the same secondary schools, and to establish the challenges teachers of civic education face in the process of teaching civic education in secondary schools. Such studies would add value to the numerous efforts aimed at fighting substance abuse in secondary schools.

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APPENDICES

Appendix 1: Interview Guide for Teachers of Civic Education

Dear participant, I am a post graduate student at the university of Zambia pursuing a Master’s Degree in Civic Education. I am conducting a study on the contribution of Civic Education lessons in the fight against substance abuse among learners in secondary schools in Kitwe district. I am here to ask questions related to the study. The study is purely for academic purposes and the information given from you shall be kept highly confidential. Please feel free to share your true feelings and opinion.

NAME OF SCHOOL -----

YEARS IN SERVICE -----

GENDER-----

DATE: ----- **TIME**-----

Interview guide for teachers

1. What is your understanding of civic education? Is Civic Education offered as a compulsory subject to all senior secondary learners in your school?
2. In your opinion as a teacher of Civic Education, how can Civic Education contribute to the fight against substance abuse among learners in secondary schools?
3. What makes civic education a powerful tool in fighting substance abuse among learners in secondary schools?
4. What kind of values, skills and knowledge do you expect learners of Civic Education to acquire after learning Civic Education that will help them stay away from substance abuse?
5. How do values, skills and knowledge help learners in the fight against substance abuse?
6. How can the secondary school Civic Education curriculum be improved to help in the fight against substance abuse?
7. What teaching approaches and methods do you use to teach Civic Education effectively in the fight against substance abuse in secondary schools?
8. What improvement do you think can be made on teaching approaches mentioned above to help teach Civic Education effectively in secondary schools?
9. What other comments can you make about Civic Education and substance abuse in secondary schools?

Thank you very much for your participation.

Sample of Transcribed Data for Teachers of Civic Education

Interviewee: Participant (P)

Interviewer: Researcher (R)

Date of Interview: 29/08/22

Location of Interview: Kitwe

R: What is your understanding of civic education?

P: Civic education is a subject that empowers learners with knowledge, skills and Values. It also sensitizes learners about their rights and responsibilities.

R: What social challenges does the school face from their learners?

P: Teenage pregnancies, alcohol and drug abuse among others.

R: How serious is the problem of alcohol and drug abuse in your school?

P: It is a very serious problem because a term does not end without such cases.

R: How can you describe the behaviour of those who abuse substances?

P: Very disturbing and unpleasing. They cause violence in school and insult teachers.

R: What do you think are the causes of substance abuse?

P: Mainly peer pressure and stress.

R: How do you take care of Grade eights at your school in terms of engaging in substance abuse?

P: That is a very big challenge we have as teachers because there is no way of learning about this yet at school because there is no such topic in grade eight.

R: What teaching methods do you use to teach civic education in class?

P: We use role play and debate, but due to huge classes, and insufficient time, it becomes a challenge to use those methods in class. However, we use other methods like question and answer methods, and lecture methods. We do not have enough materials to teach learners effectively.

R: How can civic education help in the fight against substance abuse in secondary schools?

P: Learners are going to have knowledge to help them stay away from abusing substances, because knowledge is power. They will also acquire skills and values. The curriculum should find a way of adding this topic to grade eights.

Appendix 2: Interview Guide for Headteachers/Head Mistresses

Dear participant, I am a post graduate student at the university of Zambia pursuing a Master's Degree in Civic Education. I am conducting a study on the contribution of Civic Education lessons in the fight against substance abuse among learners in secondary schools in Kitwe district. I am here to ask questions related to the study. The study is purely for academic purposes and the information given from you shall be kept highly confidential. Please feel free to share your true feelings and opinion.

NAME OF THE SCHOOL REPRESENTING: -----

GENDER: -----

TIME-----DATE-----

1. Explain what you understand by the term civic education? What is substance abuse?
2. Is civic education offered as a compulsory subject in your school?
3. Are there any cases of substance abuse among learners in your school? If yes, what could be the causes of substance abuse among learners in your school?
4. What measures have you put in place in your school to overcome the problem of substance abuse among learners in your school?
5. Explain the relationship that may be there between civic education and substance abuse in secondary schools.
6. What role do you see for Civic Education lessons in the fight against substance abuse in your school?
7. What measures have you put in place to ensure that new learners are not initiated in substance abuse by old learners in your school?
8. What other comments can you make about the teaching of Civic Education in your school?

Thank you very much for participating.

Sample of Transcribed Data for Headteachers/Headmistress (Kitwe)

Interviewee: H/T (Headteacher)

Interviewer: R (researcher)

Date of Interview: 15/09/2022

Location: Kitwe

R: How do you understand civic education?

H/T: A subject that involves constitution, politics, drug and substance abuse and many more. It is all about attitude change so that they become better citizens in future.

R: Are there any cases of substance abuse at your school

H/T: Yes there are there many cases. The police were called in to arrest the culprits and about 24 learners were arrested for substance abuse. They were taken for rehabilitation for one year.

R: How do you help learners stay away from substance abuse?

H/T: As a school we do not work in isolation, but we involve the Police, DEBS office and DEC to sensitize learners.

R: What role do teachers of civic education have in fighting substance abuse?

H/T: Teachers put more emphasis on the importance of staying away from abusing substances.

R: What measures have you put in place to fight substance abuse?

H/T: We have put up stiff measures in punishing those who abuse substances.

R: How does civic education help in the fight against substance abuse

H/T: By explaining the effects of substance abuse which is always on the negative side. We also give the real life scenarios by inviting role models to talk to them. It is through civic education that they acquire good values, and good morals that they need in society

Appendix 3: Interview Guide for DEBS-Kitwe District

Dear participant, I am a post graduate student at the university of Zambia pursuing a Master’s Degree in Civic Education. I am conducting a study on the contribution of Civic Education lessons in the fight against substance abuse among learners in secondary schools in Kitwe district. I am here to ask questions related to the study. The study is purely for academic purposes and the information given from you shall be kept highly confidential. Please feel free to share your true feelings and opinion.

NAME OF THE INSTITUTION REPRESENTING: -----

GENDER: -----

TIME-----DATE-----

1. Being in charge of all schools in Kitwe, what common problems are there among learners in secondary schools in general?
2. Is civic education offered as a compulsory subject in all secondary schools in Kitwe district?
3. How serious is the problem of substance abuse in secondary schools in Kitwe district?
4. What do you think can be the causes of substance abuse in secondary schools?
5. What measures have you put in place to help curb the problem of substance abuse among learners in secondary schools?
6. How does civic education as a subject help in the fight against substance abuse among learners in secondary schools?
7. Any other comment that you may wish to add?

Thank you very much for your participation.

Sample of Transcribed Data for DEBS (Kitwe)

Interviewee: DEBS

Interviewer: Researcher

Date of Interview: 02/08/2022

Location: Kitwe DEBS office

Researcher: Being the one in charge of schools in Kitwe what social challenges are you facing from schools in Kitwe?

DEBS: We have a lot of challenges especially drug abuse in schools.

Researcher: How serious is the problem of drug abuse in Kitwe schools?

DEBS: It is very serious because we have even engaged DEC to go round schools to talk to learners. And the police are also there to help.

Researcher: what can be the cause of substance abuse?

DEBS: Peer pressure, ignorance, for fun and many others

Researcher: Through your office, what role does the school play in fighting substance abuse?

DEBS: Through co-curricular activities, such as clubs, debates, awareness campaigns.

Researcher; Do you think civic education can help fight substance abuse in schools?

DEBS: Yes civic education can help because it is a very powerful subject. It gives learners powerful knowledge about substance abuse. It is an influential subject because it deals with issues affecting humans and offers solutions to deal with issues. It has rich content.

Appendix 4: Interview Guide for Drug Enforcement Commission (DEC)

Dear participant, I am a post graduate student at the university of Zambia pursuing a Master’s Degree in Civic Education. I am conducting a study on the contribution of Civic Education lessons in the fight against substance abuse among learners in secondary schools in Kitwe district. I am here to ask questions related to the study. The study is purely for academic purposes and the information given from you shall be kept highly confidential. Please feel free to share your true feelings and opinion.

NAME OF THE INSTITUTION REPRESENTING: -----

POSITION HELD: -----

GENDER: -----

TIME -----DATE-----

1. When was DEC established and for what purpose?
2. What is drug abuse, and how does it affect learners especially those in secondary schools?
3. How do your officers conduct sensitization programs about substance abuse among learners in schools, and how often do you visit schools to sensitize learners?
4. What do you think can be the major causes of substance abuse among learners in secondary schools?
5. Explain how DEC works with teachers of civic education and schools in the fight against substance abuse among learners in secondary schools?
6. What measures have you put in place as an institution to control the problem of substance abuse among learners in secondary schools?
7. What other comments can you make about substance abuse in secondary schools?

Thank you very much for your participation.

Sample of Transcribed Data for DEC (Kitwe)

Interviewee: DEC

Interviewer: Researcher

Date of Interview: 31/01/2023

Location: Kitwe DEC offices

Researcher: For what purpose was DEC established?

DEC: To fight drug trafficking/ to sensitize people on information and consequences of abusing substances

Researcher: What is substance abuse?

DEC: Taking a substance for a wrong reason or misusing it or taking in excess. The result is always on the negative.

Researcher: What can be the causes of substance abuse?

DEC: Drugs and substance are easily available, and they are cheap on the market, lack of parental care.

Researcher: How does DEC help in fighting substance abuse?

DEC: By sensitizing them because the major cause is peer pressure. DEC visit schools and work with teachers of civic education and guidance coordinators in schools. Teachers of civic education are encouraged to form anti-drug clubs in schools so that they sensitize others. DEC also conduct debates about substance abuse to make learners be equipped with knowledge about substance abuse as they research for points.

Appendix 5: Permission Letters

The University of Zambia
School of Education
P.O. Box 32379
LUSAKA

The District Education Board Secretary,
P.O. Box 20560,
Kitwe District ,
KITWE



Dear Sir,

Ref: **PERMISSION TO CONDUCT RESEARCH IN KITWE DISTRICT**

I am a student at the University of Zambia pursuing a Master of Education in Civic Education. I am seeking permission to conduct my research in ~~four~~^{five} schools in Kitwe District, namely, Kitwe boys' secondary school, Hellen Kaunda secondary school, Mukuba secondary school, Mindolo secondary school and Chibote secondary school. The topic under research is "The contribution of Civic Education in the fight against drug and substance abuse among learners in secondary schools in Kitwe district".

My research is targeting 15 teachers of Civic Education (3 teachers from each school), and five headmasters (one headmaster from each school) from the five secondary schools mentioned above. This research is purely for academic purposes.

Your consideration in this regard will be highly appreciated.

Yours faithfully,


Christine Chipasha



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

Telephone: 291381
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Telex: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

Date... 08/07/22

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

The bearer of this letter Mr./Ms. CHRISTINE CHIPASHA Computer number 2017014523..... is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/.

Yours faithfully



Bibian Kalinde (Dr)
ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION



cc: Dean-Education
Director-DRGS

Appendix 6: Approval Letter



THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road | P.O. Box 32379 | Lusaka 10101 | Tel: +260-211-290 258/291 777
Fax: +260-1-290 258/253 952 | Email: director@drqs.unza.zm | Website: www.unza.zm

APPROVAL OF STUDY

IORG No. 0005376
HSSREC IRB No. 00006464

12th July, 2022

REF NO. HSSREC-2022-JUL-006

Christine Chipasha
The University of Zambia
School of Education
Department of Language and Social Sciences Education
P.O. Box 32379
LUSAKA

Dear Ms. Chipasha,

RE: "THE CONTRIBUTION OF CIVIC EDUCATION LESSONS IN THE FIGHT AGAINST SUBSTANCE ABUSE AMONG THE LEARNERS IN SELECTED SECONDARY SCHOOLS IN KITWE DISTRICT IN THE COPPERBELT OF ZAMBIA"

Reference is made to your submission of the protocol captioned above. The HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

| REVIEW TYPE | ORDINARY REVIEW | APPROVAL NO. HSSREC-2022-JUL-006 |
|---|--|---|
| Approval and Expiry Date | Approval Date: 12 th July 2022 | Expiry Date: 11 th July, 2023 |
| Protocol Version and Date | Version - Nil. | 11 th July, 2023 |
| Information Sheet, Consent Forms and Dates | <input type="checkbox"/> English. | To be provided |
| Consent form ID and Date | Version - Nil | To be provided |
| Recruitment Materials | Nil | Nil |
| Other Study Documents | Questionnaire. | |
| Number of Participants Approved for Study | | |

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Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

Conditions of Approval

- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.
- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled "late submissions" and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National Health Research Authority (NHRA) when ethics certification is no longer required for a project.
- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or secondary data or have any direct or indirect contact with the research participants or animals for the study.
- Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.

- A reprint of this letter shall be done at a fee.
- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of HSSREC, we would like to wish you all the success as you carry out your study.

Yours faithfully,



Dr. J. I. Ziwa
DR. J. I. Ziwa

**ACTING CHAIRPERSON
THE UNIVERSITY OF ZAMBIA HUMANITIES AND
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE - IRB**

CC: Director, Directorate of Research and Graduate Studies
Assistant Director (Research), Directorate of Research and Graduate Studies
Assistant Registrar (Research), Directorate of Research and Graduate Studies