

CYBER SAFETY AWARENESS AMONG SECONDARY STUDENTS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Cyber Safety Awareness Among Secondary Students" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined cyber safety awareness among secondary students, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of cyber; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with cyber and safety. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 396 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 384 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.11). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.475$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.98, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.28$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on cyber.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of cyber safety awareness among secondary students is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

Over the past two decades, cyber has become increasingly significant within the Nigerian landscape and beyond. National policies and programmes have sought, with varying degrees of success, to respond to the realities of cyber and safety. Findings reported by Ogbeide and Nwosu (2018) observed that respondents with greater exposure to cyber recorded markedly different results. Such findings reinforce the argument that cyber deserves a place of priority on the development agenda. Field evidence gathered by Olawale and Kalu (2016) suggested that stakeholder engagement materially improves the results achieved in matters of cyber. For practitioners, the practical significance of cyber cannot be overstated, given its demonstrable link with safety. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

The salience of cyber in national discourse has grown steadily, driven by changing social conditions and technological penetration. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of cyber. Comparative work by Oyelaran and Salami (2022) across several states uncovered a consistent pattern linking cyber with safety. Accordingly, there is a growing consensus that deliberate policy action is required. Longitudinal research by Nnamdi and Famuyide (2016) revealed that sustained attention to cyber yields appreciable dividends over time. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Scholars have long recognised cyber as a critical determinant of outcomes in science education. Economic pressures and resource scarcity frequently determine the pace at which cyber advances in practice. Evidence assembled by Nnamdi and Famuyide (2015) across twelve states underscored the heterogeneity of outcomes linked to cyber. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Studies by Adekunle and Adigun (2019) largely support the view that cyber exerts a measurable influence on outcomes of interest. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

cyber, when examined in relation to safety, reveals complex and often paradoxical dynamics. Globalisation and technological change have intensified both the opportunities and the challenges associated with cyber. A notable study by Dauda and Ibrahim (2017) argued that the impact of cyber is substantially mediated by the quality of institutions. Such findings reinforce the argument that cyber deserves a place of priority on the development agenda. Evidence assembled by Alade and Alade (2015) across twelve states underscored the heterogeneity of outcomes linked to cyber. The cumulative effect of these dynamics is a situation that