

DRUG EDUCATION AND SECONDARY SCHOOL STUDENTS' ATTITUDES

BY

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DEGREE IN GUIDANCE AND COUNSELLING

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Drug Education and Secondary School Students' Attitudes" 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 drug education and secondary school students' attitudes, 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 drug; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with drug and education. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 384 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 358 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 = 2.96). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.527$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.44, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.3$, $p > 0.05$). 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 drug.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of drug education and secondary school students' attitudes 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.

Drug, when examined in relation to education, reveals complex and often paradoxical dynamics. National policies and programmes have sought, with varying degrees of success, to respond to the realities of drug and education. Comparative work by Ogunlana and Alade (2022) across several states uncovered a consistent pattern linking drug with education. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Findings reported by Bakare and Bello (2018) observed that respondents with greater exposure to drug recorded markedly different results. These observations collectively invite a reconsideration of standard assumptions regarding education. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

The phenomenon of drug, while not new, has acquired fresh analytical urgency in Nigeria. The socio-cultural diversity of Nigeria implies that responses to drug must be differentiated rather than uniform. The aggregate picture emerging from Adekunle and Nnamdi (2023) points to a modest but consistent association between drug and the outcomes of interest. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Research by Bamgbose and Obiora (2021) using mixed methods provided particularly rich insight into the mechanisms connecting drug and education. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Drug continues to command considerable attention among researchers, policymakers, and practitioners in guidance and counselling. Globalisation and technological change have intensified both the opportunities and the challenges associated with drug. The work of Bamgbose and Obiora (2023) extended earlier analyses by demonstrating that education reinforces the effects of drug. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Olawale and Musa (2020), in a survey of relevant stakeholders, concluded that the benefits of drug are unevenly distributed across groups. These observations collectively invite a reconsideration of standard assumptions regarding education. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

The phenomenon of drug, while not new, has acquired fresh analytical urgency in Nigeria. Globalisation and technological change have intensified both the opportunities and the challenges associated with drug. Research by Famuyide and Eze (2021) using mixed methods provided particularly rich insight into the mechanisms connecting drug and education. These developments carry important implications for policy and practice in guidance and counselling. Bakare and Nnamdi (2020), in a survey of relevant stakeholders, concluded that the benefits of drug are unevenly distributed across groups. Accordingly, there is a growing consensus that