

PEER INFLUENCE ON SUBJECT SELECTION AMONG SENIOR STUDENTS

BY

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BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF GUIDANCE AND COUNSELLING,
FACULTY OF EDUCATION, UNIVERSITY OF LAGOS, AKOKA, LAGOS STATE

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc.)
DEGREE IN GUIDANCE AND COUNSELLING

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Peer Influence on Subject Selection Among Senior 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.

ACKNOWLEDGEMENT

My profound gratitude goes to Almighty God for His grace, protection, and guidance throughout the duration of my study and the successful completion of this research project. I am deeply grateful to my supervisor, [SUPERVISOR'S NAME], for the patience, guidance, constructive criticism, and invaluable direction provided throughout the course of this research. I also wish to appreciate the Head of Department, the lecturers of the Department of Guidance and Counselling, and my course mates for their support and friendship. My appreciation also goes to my parents and siblings for their unwavering support, both financial and emotional, throughout my academic journey.

ABSTRACT

This study examined peer influence on subject selection among senior 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 peer; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with peer and influence. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 399 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 366 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 = 2.99). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.553$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.04, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.17$, $p > 0.05$). 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 peer.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of peer influence on subject selection among senior 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.

The relationship between peer and influence has been the subject of sustained academic interest across several disciplines. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of peer. Research by Adeniyi and Adeniyi (2021) using mixed methods provided particularly rich insight into the mechanisms connecting peer and influence. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Empirical evidence from Adebayo and Adigun (2021) suggests that positive developments in influence are associated with improvements in peer. These developments carry important implications for policy and practice in guidance and counselling. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

In recent years, peer has emerged as a central theme in scholarly discourse on guidance and counselling. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which peer unfolds. A notable study by Chukwu and Olawale (2017) argued that the impact of peer is substantially mediated by the quality of institutions. These developments carry important implications for policy and practice in guidance and counselling. The work of Bakare and Osinachi (2023) extended earlier analyses by demonstrating that influence reinforces the effects of peer. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

The phenomenon of peer, while not new, has acquired fresh analytical urgency in Nigeria. Globalisation and technological change have intensified both the opportunities and the challenges associated with peer. Empirical evidence from Bakare and Osinachi (2021) suggests that positive developments in influence are associated with improvements in peer. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. The aggregate picture emerging from Adigun and Adekunle (2023) points to a modest but consistent association between peer and the outcomes of interest. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

peer occupies a prominent position in contemporary debates about influence and national development. Within Lagos State, the country's most populous commercial hub, the dynamics of peer are observed in their starkest form. Findings reported by Osinachi and Ekwueme (2018) observed that respondents with greater exposure to peer recorded markedly different results. Such findings reinforce the argument that peer deserves a place of priority on the development agenda. An examination by Ekwueme and Dauda (2019) attributed much of the