

PEER PRESSURE AND SUBSTANCE ABUSE AMONG SECONDARY SCHOOL STUDENTS

BY

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DEGREE IN PSYCHOLOGY

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Peer Pressure and Substance Abuse Among Secondary School 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 peer pressure and substance abuse among secondary school 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 pressure. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 397 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 368 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 = 3.17). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.541$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.61, $p < 0.05$). 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 peer.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of peer pressure and substance abuse among secondary school 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.

In both global and African literatures, peer is now regarded as a key index of institutional performance. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of peer. The aggregate picture emerging from Adeniyi and Musa (2023) points to a modest but consistent association between peer and the outcomes of interest. Accordingly, there is a growing consensus that deliberate policy action is required. Research by Olawale and Obiora (2021) using mixed methods provided particularly rich insight into the mechanisms connecting peer and pressure. These observations collectively invite a reconsideration of standard assumptions regarding pressure. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

peer occupies a prominent position in contemporary debates about pressure and national development. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which peer unfolds. Empirical evidence from Oyelaran and Bamgbose (2021) suggests that positive developments in pressure are associated with improvements in peer. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. A notable study by Bamgbose and Ogunlana (2017) argued that the impact of peer is substantially mediated by the quality of institutions. Accordingly, there is a growing consensus that deliberate policy action is required. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

peer continues to command considerable attention among researchers, policymakers, and practitioners in psychology. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of peer in everyday life. Studies by Bamgbose and Ogunlana (2019) largely support the view that peer exerts a measurable influence on outcomes of interest. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. A notable study by Osinachi and Chukwu (2017) argued that the impact of peer is substantially mediated by the quality of institutions. Such findings reinforce the argument that peer deserves a place of priority on the development agenda. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

The relationship between peer and pressure has been the subject of sustained academic interest across several disciplines. Evidence from national agencies indicates that peer has grown considerably in recent times, underscoring the need for systematic inquiry. Salami and Bello (2020), in a survey of relevant stakeholders, concluded that the benefits of peer are unevenly distributed across groups. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. The work of Eze and Ogbeide (2023) extended earlier analyses by demonstrating that pressure reinforces the effects of peer. For