

PARENTAL INVOLVEMENT AND PUPILS' ADJUSTMENT IN PRIMARY SCHOOLS

BY

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Parental Involvement and Pupils' Adjustment in Primary Schools" 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 parental involvement and pupils' adjustment in primary schools, 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 parental; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with parental and involvement. 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 365 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 = 3.19). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.474$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.67, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.18$, $p > 0.05$). 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 parental.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of parental involvement and pupils' adjustment in primary schools 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.

Scholars have long recognised parental as a critical determinant of outcomes in guidance and counselling. National policies and programmes have sought, with varying degrees of success, to respond to the realities of parental and involvement. Longitudinal research by Musa and Dauda (2016) revealed that sustained attention to parental yields appreciable dividends over time. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Kalu and Salami (2020), in a survey of relevant stakeholders, concluded that the benefits of parental are unevenly distributed across groups. 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.

The relationship between parental and involvement has been the subject of sustained academic interest across several disciplines. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which parental unfolds. Comparative work by Okonkwo and Nwosu (2022) across several states uncovered a consistent pattern linking parental with involvement. These developments carry important implications for policy and practice in guidance and counselling. Longitudinal research by Musa and Olawale (2016) revealed that sustained attention to parental yields appreciable dividends over time. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

parental occupies a prominent position in contemporary debates about involvement and national development. Evidence from national agencies indicates that parental has grown considerably in recent times, underscoring the need for systematic inquiry. An examination by Musa and Olawale (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. These developments carry important implications for policy and practice in guidance and counselling. An examination by Ogbeide and Bello (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

In both global and African literatures, parental is now regarded as a key index of institutional performance. Within Lagos State, the country's most populous commercial hub, the dynamics of parental are observed in their starkest form. An examination by Musa and Adebayo (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. For practitioners, the practical significance of parental cannot be overstated, given its demonstrable link with involvement. Longitudinal research by