Parental Involvement, Sexuality Education and Learning Motivation as Determinants of Psychosocial Adjustment among Early Adolescents in Oyo State, Nigeria

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In Partial Fulfilment of the Requirements for the Award of the Doctor of Philosophy Degree (PhD) in Guidance and Counselling

2025

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Certification

This is to certify that Oyebola Olubunmi IGELEKO with matriculation number LCU/PG/003019 carried out this thesis titled " Parental Involvement, Sexuality Education and Learning Motivation as Determinants of Psychosocial Adjustment among Early Adolescents in Oyo State, Nigeria" in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State for the award of Doctor of Philosophy Degree (PhD) in Guidance and Counselling and that this has not been previously submitted.

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Professor Donald Odeleye Date
(Supervisor)

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(Head of Department)

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Dedication

This work is dedicated to God Almighty for His mercies, love, care, protection, and strength to complete the programme successfully.

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"Even though the above-mentioned institution and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any, found in this work."

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Abstract

Psychosocial adjustment challenges may be inimical to the present and future behaviours of early adolescents. This is because maladjustment issues could be implicated in mental wellness and, quality of school life. The study employs a descriptive survey research design, utilising a structured questionnaire, the Psychosocial Adjustment, Parental Involvement, Sexuality Education, and Learning Motivation Questionnaire (PAPISELM-Q). A total of 1,089 Junior Secondary School 2 (JSS2) students participated, selected using a multi-stage sampling technique across the three senatorial districts of Oyo State. Data were analysed using descriptive and inferential statistical methods, including multiple regression and t-tests at a 0.05 significance level. The findings indicate a high level of psychosocial adjustment (Mean = 3.52) and parental involvement (Mean = 3.25), demonstrating strong parental engagement in students' emotional and social development. Learning motivation also shows a high mean score (Mean = 3.35), indicating that students are driven by both intrinsic and extrinsic factors. However, sexuality education reveals a moderate level of understanding (Mean = 2.47), with common misconceptions about puberty, reproductive health, and gender roles. Regression analysis reveals that parental involvement ($\beta = 0.450$, $t = 16.751$, $p < 0.05$) and learning motivation ($\beta = 0.160$, $t = 5.870$, $p < 0.05$) significantly predict psychosocial adjustment, while sexuality education ($\beta = 0.025$, $p = 0.354$) does not show a significant effect. The model explains 26.4% of the variance in psychosocial adjustment ($R^2 = 0.264$, $F(3, 1085) = 131.285$, $p < 0.05$), suggesting that other unmeasured factors contribute to adjustment. Gender analysis shows a significant difference in psychosocial adjustment (Male: Mean = 3.54, $t = 173.955$, $df = 405$, $p < 0.05$; Female: Mean = 3.47, $t = 223.311$, $df = 682$, $p < 0.05$), with male adolescents slightly better adjusted than females. However, there is no significant gender difference in sexuality education (Male: Mean = 2.47, $t = 354.703$, $df = 405$, $p < 0.05$; Female: Mean = 2.47, $t = 496.005$, $df = 682$, $p < 0.05$). Learning motivation remains high across both genders (Male: Mean = 3.34, $t = 184.988$, $df = 405$, $p < 0.05$; Female: Mean = 3.35, $t = 248.248$, $df = 682$, $p < 0.05$). The study concludes that parental involvement and learning motivation play a crucial role in adolescents' psychosocial adjustment. It is recommended that school counsellors implement early mental health interventions to address emotional distress.

Keywords: Parental Involvement, sexuality education, learning motivation, psychosocial adjustment

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