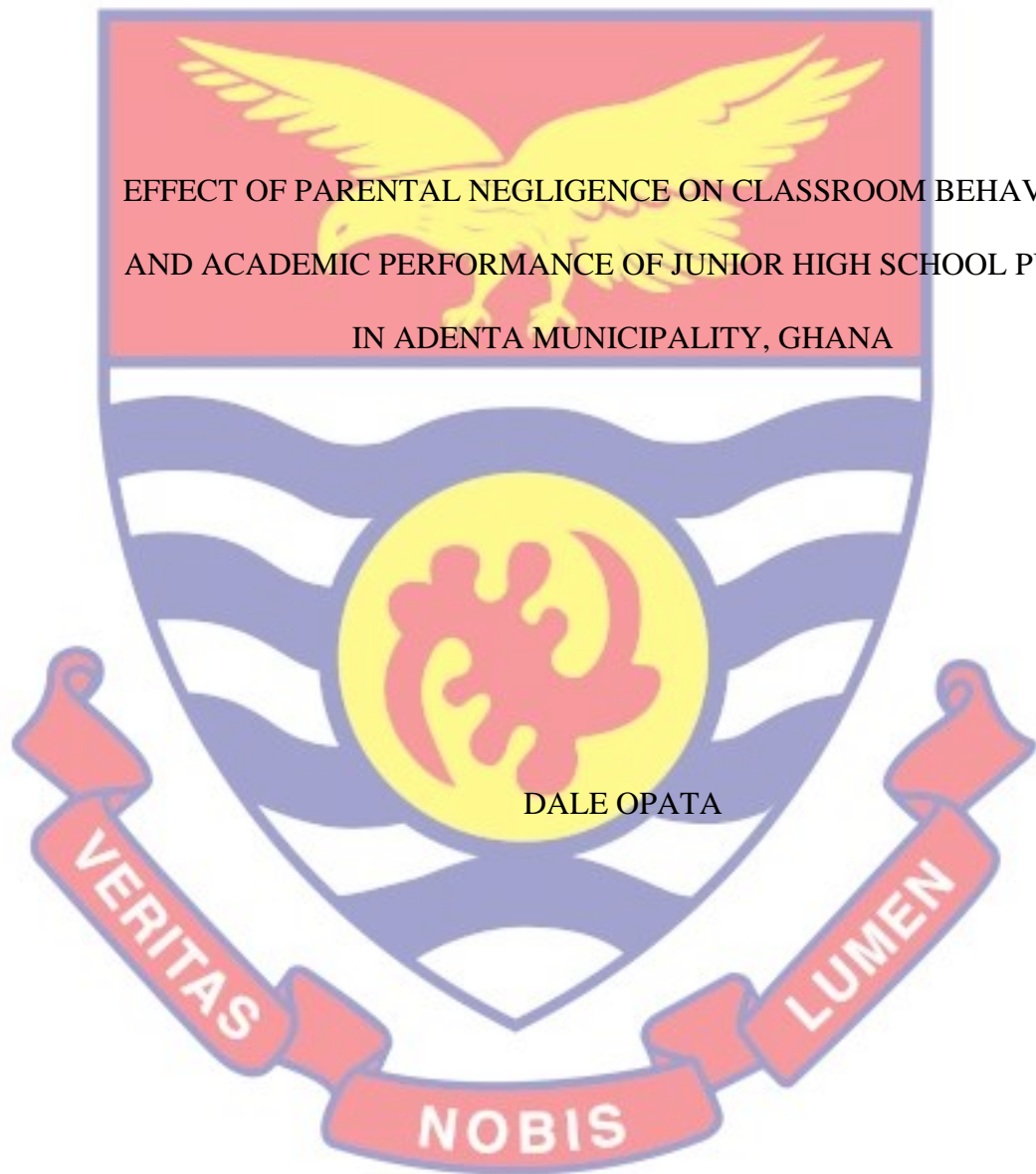


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EFFECT OF PARENTAL NEGLIGENCE ON CLASSROOM BEHAVIOUR
AND ACADEMIC PERFORMANCE OF JUNIOR HIGH SCHOOL PUPILS
IN ADENTA MUNICIPALITY, GHANA

BY

DALE OPATA

This thesis submitted to the Department of Guidance and Counselling of the Faculty of Educational Foundations, College of Education Studies, University of Cape Coast, in partial fulfilment of the requirements for the award of Master of Philosophy degree in Guidance and Counselling

JUNE 2022

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: Date:

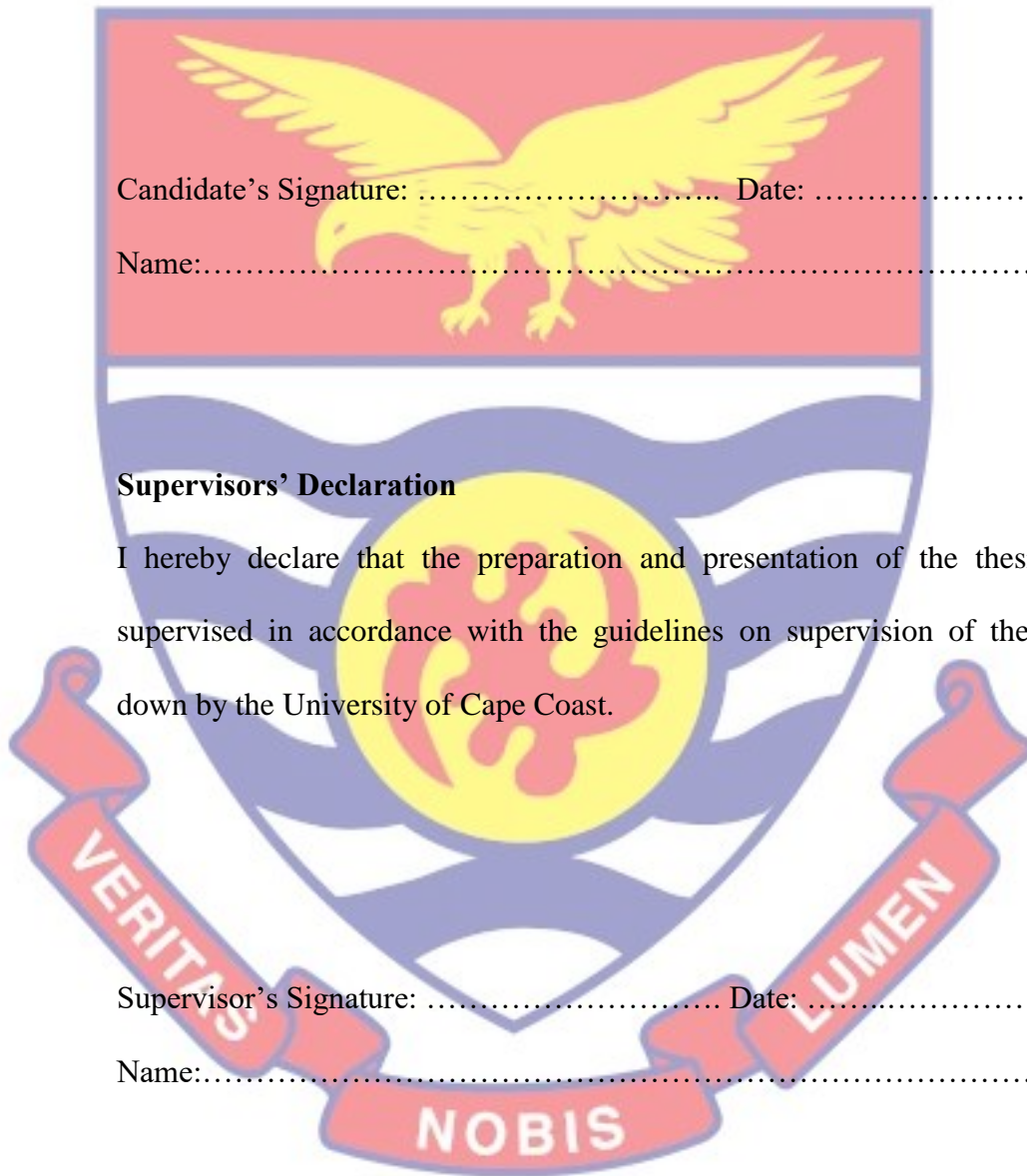
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Supervisors' Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature: Date:

Name:.....



ABSTRACT

This study investigated the impact of parental carelessness on the classroom behaviour and academic performance of Adenta Municipality Junior High School students. The embedded mixed method approach was applied in the study. The study targeted pupils, teachers, as well as parents within the Adenta Municipality. Through a multi-stage sampling technique, 226 pupils, 16 parents and 8 teachers within the Adenta Municipality were engaged in the study. While data from pupils and teachers were gathered using a standardised questionnaire, data from parents were gathered using an interview guide. Quantitative and qualitative analytic approaches were used to analyse data collected. Means and standard deviation, multivariate regression analysis, and multiple linear regression analysis were used to analyse the quantitative data, while thematic analysis was used to analyse the qualitative data. Parental neglect was discovered to be a strong predictor of classroom behaviour. The study also discovered that parental negligence (neglect of supervisory needs) was a significant negative predictor of students' academic performance. It was concluded that students who suffer from parental negligence are likely to perform poorly in school. Parents, guardians and caregivers are therefore encouraged to avoid neglecting the supervisory needs of their children, since negligence of parents on pupils' supervisory needs promotes poor academic performance.

ACKNOWLEDGEMENTS

My profound gratitude goes to my supervisor, Dr. Stephen Doh Fia, who encouraged me to believe in myself and guided me through the entire thesis writing process. I am confident that this thesis would not have been accomplished without his guidance, understanding, and encouragement during the research process.

Above all, would like to convey my gratitude to my mother, brothers, and daughters, who, as always, provided unwavering support, for which my mere statement of gratitude is insufficient. I also appreciate Mr. Samuel Tetteh Narh's technical assistance.



DEDICATION

To my mother, brothers and daughters for their endless love, support and encouragement



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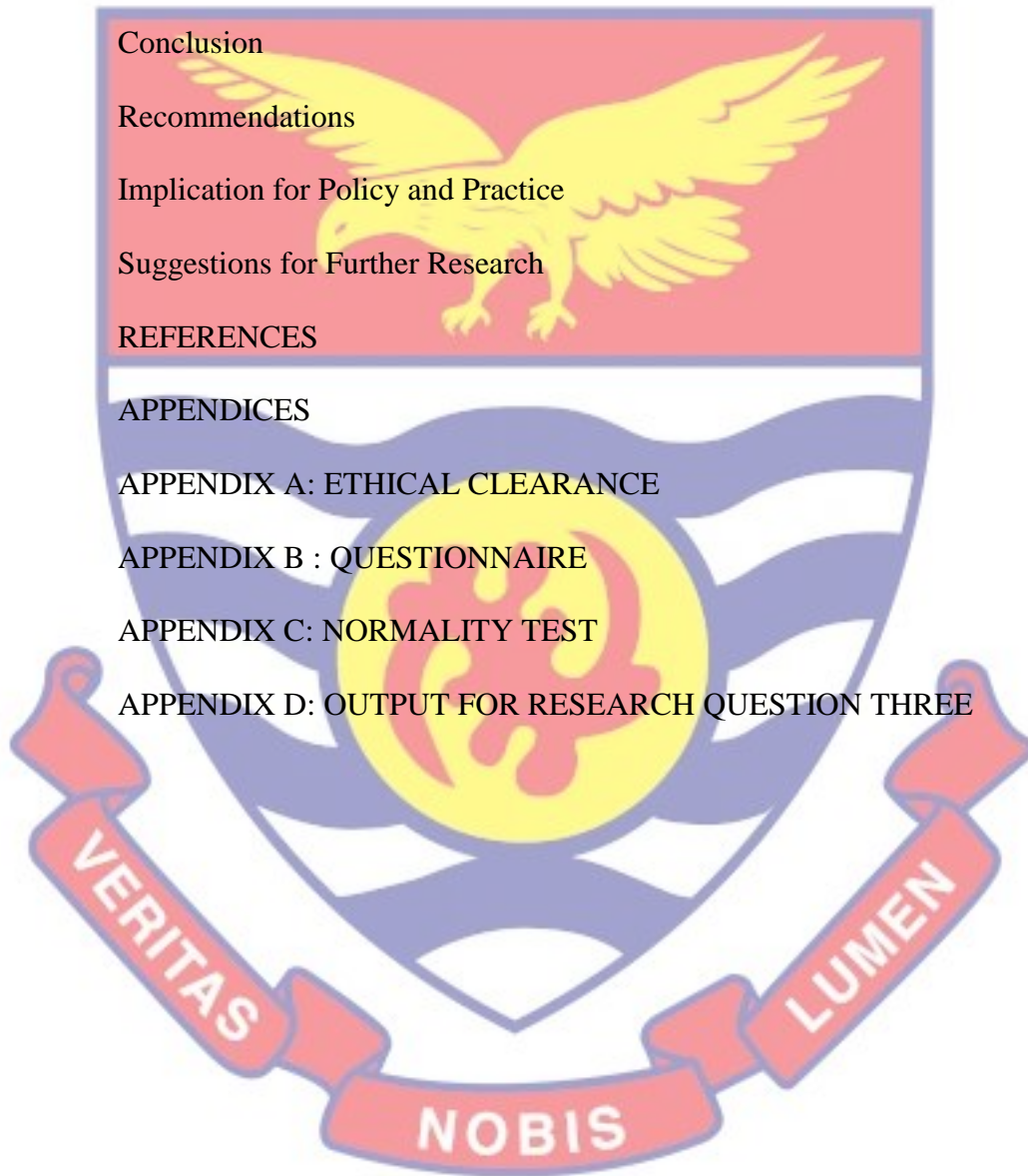
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CHAPTER ONE

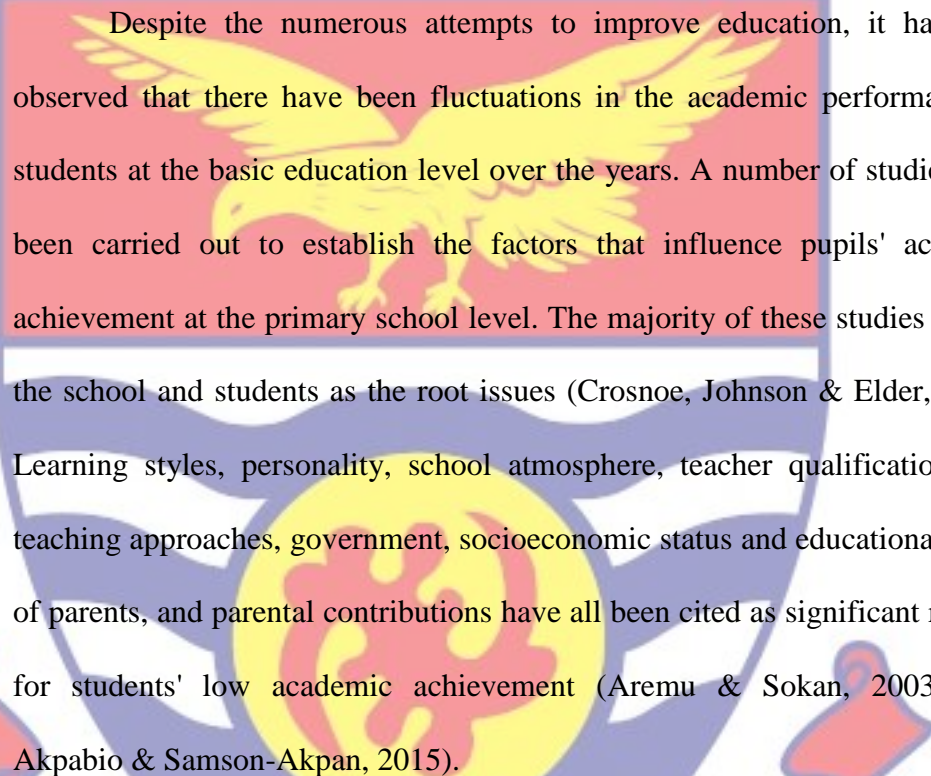
INTRODUCTION

Education has become the most important factor in achieving long-term development. It improves people's abilities to turn their societal visions into reality. For long-term development, all countries aim for high-quality education. In Ghana, just like any other African country, views education as a basic human right and a critical tool for ensuring that all Ghanaians reach their full potential. According to Babagario (2019), education encompasses all of an individual's experiences that lead to the acquisition of knowledge and the enlightenment of the mind. When it comes to education, students' academic performance cannot be overlooked. For learners to perform as expected, parents must assume full responsibility over their wards education. However, many parents are becoming irresponsible thereby neglecting their responsibility in given proper education. A lot of studies have focused on parental negligence and its effect on the academic performance of school children. However, this study focused on parental negligence and classroom behaviour, and how they affect the academic performance of junior high school students.

Background to the Study

One of the most essential characteristics of African Societies is educational accomplishment. This is because academic accomplishment is one of the cornerstones for individual and societal development and growth in developing countries (Engle & Black 2008). Countries all over the world had

implemented varieties of policies to ensure that their citizens perform better in school. Several countries have realised that students form the core of education and without good performance the objectives of education might not be attained. These had led to the issue of students' performance a key concern to researchers in current times.



Despite the numerous attempts to improve education, it has been observed that there have been fluctuations in the academic performance of students at the basic education level over the years. A number of studies have been carried out to establish the factors that influence pupils' academic achievement at the primary school level. The majority of these studies look at the school and students as the root issues (Crosnoe, Johnson & Elder, 2004). Learning styles, personality, school atmosphere, teacher qualifications and teaching approaches, government, socioeconomic status and educational status of parents, and parental contributions have all been cited as significant reasons for students' low academic achievement (Aremu & Sokan, 2003; Ella, Akpabio & Samson-Akpan, 2015).

Characteristics such as family history and parental participation, according to Amukowa and Karue (2013), are among the key elements determining academic achievement in education and have a significant impact on a student's academic growth. Most studies have also identified finances and inadequate facilities on the part of parents as major contributors to poor academic achievement among students. Parents' contribution to their children's learning is conventionally restricted to financial support. Most parents do not feel obligated to take any more action in terms of their children's education once the fee has been paid. Others are unconcerned about

how their children's school fees are paid, and they are uninterested in the education of their children. However, responsibility for their children's education is placed on the shoulders of teachers, whom they consider are well compensated. According to Okeke (2009), the initial experience that shapes a child's values, ambitions, emotions, interests, and attitudes is provided by the parents or family. Academic achievement is influenced by what children learn at home, and by the extent to which they are also encouraged to learn by their family (Essien, 2002). Obasi (1999) discovered that getting children ready for school in the morning had a significant impact on their academic achievement. When conducting predictors of academic performance, it is impossible to disregard the contribution of the family because parents' contribution in their children's education are vital in ensuring that youngsters focus on their studies and obtain outstanding academic outcomes. Parents' or guardians' opinions toward their children's education in Ghana, for example, are linked to their children's academic accomplishment (Osei-Akoto, Chowa, & Ansong, 2012). According to Olayinka (2009), the family forms the foundation of society, and a steady family may ensure that children grow up to be stable and well-developed.

The extent to which parents are involved in educating their children has been established to have a significant influence on a wide spectrum of positive consequences. High expectations for children, improved academic performance, and admirable behaviour are examples of such outcomes. According to Epstein and Connors (1992), when parents are active participants of their children's schooling, it leads to improved attendance, lower suspension rates, substance use, and less hostile behaviour. Despite the many

benefits accruing from parent-school cooperation, an empirical research has yet to be conducted to determine how different elements of parenting or family dynamics affect student performance in Ghana's quest for excellent basic education. Parental care is proven to have a progressive effect on personality development of children. Fathers who are actively involved in their children's lives are more likely to protect their children from abuse and neglect. Compassionate fathers' children had less behavioural, emotional, and psychological issues (Hinshaw, 2005). Furthermore, these children have excellent academic performance, high self-esteem, and high life satisfaction (Garbarino, Sebes, & Schellenbach, 1984; Howarth, 2007). Parental qualities are believed to impact children's academic performance, as their traits, such as their familial histories, may help shape or derail their performance.

Pinantoan (2013) found that students who have two supporting parents have a 52% chance of appreciating school, and get high grades than students who have uninterested parents. This is particularly true in the early years of education, because children whose parents are involved are almost twice as likely to succeed as likened to those whose parents are not. The impact declines slightly as children reach middle school, and this can be associated with the fact that children have attained some form of maturity; however it is still a 22 percent difference.

Many parents in Ghana and other parts of Africa are unaware of their duties in the education of their children, despite the obligations and advantages that families and parents have on their children's educational development (LeVine & LeVine, 1981). As a result, a number of children who are not supported by their parents have been neglected. Child neglect, according to

Eisenberg et al. (2001), is described as a parent's unwillingness or delay in providing a child with basic needs like food, clothing, housing, and education. Furthermore, educational neglect includes every form of physical, ethical, economic, and intellectual deficiency that a child may face as a result of their schooling or school requirements. Educational neglect refers to victimisation, marginalisation, or alienation children could experience from family, instructors, mates, relatives, or other significant individuals in his immediate environment, whereas social neglect refers to all forms of victimisation, marginalisation, or alienation a child may experience from his parents, teachers, peers, siblings, or significant others who are close (Akoloh, L., Okenjom & Obiahu, 2016).

Child neglect, according to Hildyard and Wolfe (2002), is the most common type of childhood abuse, and there are many parental indications implicated in child neglect. Weak parenting abilities, inability to identify his or her child's situation, a lack of financial means, and parental poor attachment and familiarity with their children are also indications. Children who have been neglected in school, according to Olusi (2013), seem to cause more difficulties in the classroom. This is because, as compared to their peers who are not physically, educationally, or socially ignored, they perform the worst in cognitive activities. Olusi (2013) further states that these children are also more afraid, inattentive, pitiful, insecure, maladjusted, and unable to compete intellectually with their classmates. They act inappropriately in social situations and are not welcomed by their peers.

Whatever the reason for the poor student performance, it should be a cause for concern because student academic performance is crucial in

producing high-quality graduates who will serve as great leaders and manpower for the country, and thus be responsible for the country's economic and social development. As a result, considering the numerous advantages of parental involvement in education, it is vital that this study on the influence of parental neglect on the behaviour and academic performance of elementary school students be done.

Statement of the Problem

Education contributes immensely to the development and improvement of human capital which is a necessary driver for national economic growth. Sound education also helps a nation to make informed decisions that promote good health, nutrition, population control etc. Following these important benefits, it will be disheartening should Ghana fail to realize these goals or benefits of education. Due to the benefits derived from education the government of Ghana has made it his priority to improve education at the basic level by implementing many interventions to ensure that students perform better while in school (Aminarh, 2017). Ghana is determined to applying greater part of her available resources to educate or enlighten her citizens. The total government spending on education increased from 0.53 million Ghana cedis in 2003 to 11.2 billion Ghana cedis in 2019 (Donkor, 2019).

An estimated 6% of GDP is spent on education alone, according to the Forum for Education Reforms (FFER), whereas the worldwide average is just around 5%. Notwithstanding this investment and various interventions made by the government of Ghana, performance of the pupils at the basic level of education is still low and this appears not to correlate with the interventions

and investments made into the sector. This has called for researchers attention to find out the cause of this poor performance of pupils at the basic level (Nyarko, Kugbey, Kofi, Cole, & Adentwi, 2018; Okyerefo, Fiaveh, & Lamptey, 2011). Amukowa and Karue (2013) argued that parental related factors affect students most at the basic level of education. In their views, students who come from families where their parents take keen interest in their studies perform better than those whose parents are negligent about their education/studies.

In order to find out how parental involvement and traits affect students' behaviour and academic achievement, researchers have carried out many studies. Child neglect was investigated as a predictor of academic achievement among Nigerian senior secondary school students by Onolemhenmhen and Osunde (2018). From their findings, educational neglect was shown to be a predictor of academic performance in students, while social neglect was not. Since the study concentrated on high school students from the Nigerian context, there is the need further research to be conducted in the Ghanaian setting.

Azi and Saluhu (2016) conducted another study on the impact of child maltreatment on schoolchildren's academic performance: implications for Nigeria's economy. They discovered that abused children suffer academically and act out in class, making it harder for them to concentrate. There was no mention of which students were involved in the study. From a developmental standpoint, Kendall and Eckenrode (1996) investigated the impact of neglect on academic attainment and behavioural issues. Even after controlling for gender, Kendall and Eckenrode (1996) discovered that neglected children

performed worse in school than their well-behaved peers, with worse grades, more suspensions, disciplinary referrals, and grade repeats.

It could be realised that majority of the studies conducted on parental negligence were carried out outside Ghana and most of them were done using secondary school students which cannot be generalise for basic school pupils.

Furthermore, these studies concentrated on only students' academic performance without looking at the students' behaviour and attitude. As a result, the purpose of this study is to consider the effect of parental neglect on the classroom behaviour and academic performance of Junior High School pupils in Adenta Municipality.

Purpose of the Study

The purpose of the study was to examine the impact of parental negligence on the classroom behaviour and academic performance of Junior High School pupils in Adenta Municipality. The objectives of the study were to:

1. determine the nature of parental negligence prevalent among junior high school pupils in the Adenta Municipality,
2. determine the classroom behaviours prevalent among junior high school pupils in the Adenta Municipality,
3. assess the effect of parental negligence on the classroom behaviours of junior high school pupils in the Adenta Municipality,
4. determine the effect of parental negligence on the academic performance of junior high school students in the Adenta Municipality,
5. find out ways of improving parental care among junior high school pupils in the Adenta Municipality.

Research Questions

The study was guided by the following research questions:

1. What is the extent of parental negligence among junior high school pupils in the Adenta Municipality?
2. What are the classroom behaviours of junior high school pupils in the Adenta Municipality?
3. What is the effect of parental negligence on the classroom behaviour junior high school pupils in the Adenta Municipality?
4. What is the effect of parental negligence on the academic performance of junior high school pupils in the Adenta Municipality?
5. What are the ways of improving parental care among junior high school pupils in the Adenta Municipality?

Significance of the Study

The realities which the study has revealed would serve utmost importance to the stakeholders of education, that is, heads and administrators of schools, educational planners, the policy makers and curriculum developers and the general public. Policymakers, educational planners and curriculum developers in Ghana acknowledge that the quality of the teaching workforce is the most focal educational factor contributing to students' learning. This research would help raise awareness about child abuse and how it affects students.

Educators may utilise the results of the research to help create intervention and preventive programmes for abused children. These findings would assist parents and instructors make the distinction between appropriate punishment and abuse of children, which would allow them to better care for

the children in their charge. Additionally, the study's findings will serve as a valuable source of information for future researchers.

Delimitations

The study is delimited to the Adenta Municipality. Junior high school students served as the sole respondents of this study. The study was also restricted to four JHS schools within the Adenta Municipal in the Greater Accra Region. The selected schools include Adenta Community JHS, Bethel Presbyterian JHS, Christ Faith Mission JHS, and Sowa Din JHS. In terms of the content the study focused on parental negligence, academic performance, and classroom behaviour of students.

Limitations

A study of this nature uncovered difficulties that could jeopardise the responses' validity. First, the design's nature raised concerns about validity and reliability. Like taking a photograph of an ongoing activity, survey designs recorded small points in time. This shows that the validity of survey findings is time-limited, and that the validity of such investigations decreases as time passes. Again, the self-report nature of the questionnaire prone the results to some biases as the validity and reliability of the results obtained are dependent on the accuracy of the responses provided by the respondents. Since the validity and reliability of the results obtained are contingent on the accuracy of the responses supplied by the respondents, the self-report nature of the questionnaire exposes the results to some biases.

Definition of Terms

Parental Negligence: Lack of action on the part of the parents, such as refusing to provide or delaying the supply of necessities like food, clothes, housing, and education for the child.

Classroom Behaviour: A stimulus driven response that occurs specifically in the classroom. This also connotes how pupils respond to the things or a happening that goes on around them in the classroom environment.

Academic Performance: This refers to the assessment of pupils' performance in a variety of academic subjects. Students' academic performance was gathered using students' score in on a general examination written in the Municipality. The subject areas that were considered for students' academic performance were the major core subjects (English Language, Mathematics, Integrated Science and Social Studies).

Organisations of the Study

The study entails five related chapters. The first chapter, which is the introduction, focuses on the background, problem statement, research goals, research questions, study relevance, delimitations, limits, and term definitions. In Chapter two, information on particular and relevant literature in the area of parental negligence was provided. The literature review covered the study's theoretical underpinnings, conceptual foundations, and empirical examination. In Chapter three, the research methods that were utilised to perform the study were outlined. It include the design for the research, study region, the study population and sampling procedures, tools and procedure for collection data

and process of data analyses were all included. The fourth chapter looked at how the data was analysed and how the results were interpreted. The findings were also addressed in this light. The last chapter of the thesis concluded with summaries, findings, and recommendations, as well as suggestions for further research.



CHAPTER TWO

LITERATURE REVIEW

Introduction

In this chapter, the concentration was on reviewing of the literature applicable to this research. This chapter discusses theoretical framework, conceptual framework, and empirical perspective of researchers. The theories directed the research and provided a feeling of direction for the research. The conceptual review addressed researchers' notions, ideas, and perspectives related to the subject. Finally, an empirical review was done in line with the objectives that guided to study in order to compare and contrast the perspectives of researchers in the area.

Theoretical Framework

Fisher (2007) indicated that theories in general terms, are the ideas about how phenomena relate to each other. Also, he perceived that, theories are an attempt to draw generalized findings from specific instances. He holds the idea that, theorizing does not necessarily mean coming out with a new theory but adapting and developing existing theories. This study was intent on finding the perceived effect of parental negligence on academic performance and behaviour of basic school students. The following theories guided the study.

The Social Learning Theory

In Bandura's (1977) view, people learn behaviours from their respective surroundings through the observational learning process. In contrast

to Skinner's view, Bandura argues that people process information actively, and ponder the consequence of their actions. Children observe people in their environment acting in a variety of ways and want to copy that behaviour. Children learn a lot from their parents, teachers, classmates, and community models through observation and imitation, according to the social learning

theory. As a result, the surroundings in which children live become increasingly important, and children are more likely to develop harmful habits. The social learning theory explains how individuals acquire new skills and develop new behaviours through observing others, particularly important ones.

The model is applicable in this research because it is believed that parental carelessness, which is termed parental abuse in certain parts of the Greater Accra area, is culturally transmitted. Neglecting children is a taught behaviour, and neglected youngsters are more likely to mistreat children as adults (Bandura, 1977). Maladaptive behaviour is a consequence of faulty learning, according to this hypothesis. Maladaptive reactions may be learnt as a consequence of a child's direct exposure to insufficient or "sick" models in the environment. Whatever kind of child neglect they are exposed to, teach them that violence is a legitimate means of resolving issues and an acceptable way of life.

Maslow's Hierarchy of Needs

According to Maslow (1943), human needs are many and diverse. Individuals are confronted with a plethora of requirements at any given moment. Maslow divided individual needs into five categories: physiological needs, which are the most basic, such as food, water, shelter, sex, rest, and

sleep; psychological needs, which are the secondary needs. The human body will not be able to operate if these necessities are not fulfilled.

Children's attention would suffer as a result of a poor diet and little sleep, and their thoughts will be preoccupied with other issues such as hunger. The consequence is that children would lack the energy needed to fully engage in academic activities throughout the day, which may negatively impact their classroom performance. Security, dependability, structure, confidence, and long-term stability are all safety needs. Students are more concerned with security than with learning if the classroom is a stressful, dangerous environment where they do not even know where they stand. Children need protection, but a child who is apprehensive of being mistreated is more likely to feel insecure.

Maslow theory is based on the belief that human needs are met in a hierarchical sequence of priority, starting with physiological needs and ending with need for self-actualisation. It is also essential to recognise that all children have a set of needs that, if fulfilled with the assistance of parents, friends, and instructors, may help shape a child and provide a solid foundation for maturity and academic success. If a child's basic needs are not met or are ignored, it may affect his or her performance and behaviour at school. Again, a well-fed and well-protected child will pay attention in class, resulting in improved academic performance.

Attachment Theory

Bowlby (1958) formulated the attachment theory with the goal of determining the nature, importance, and role of a child's attachment to his or her parent. The model has been utilised as a model for normal and abnormal

development, despite the fact that it is based on clinical data of children whose caregiving arrangements have been considerably disrupted, interrupted, or deprived. Attachment theory covers the basic safety and protection concerns; in psychological terms, it emphasizes on how successfully the relationship shields the child from danger and provides an emotional sense of stability.

Attachment is a powerful and long-lasting emotional bond that unites two people in space and time (Ainsworth, 1973; Bowlby, 1969).

Also, reacting sensitively and properly to the child's demands is part of adult attachment behaviour toward the child. Such behaviour seems to be culturally ubiquitous. Attachment theory describes how the parent-child connection develops and how it affects later development. Furthermore, according to the idea, the quality of the child's care, especially sensitivity and responsiveness, determines whether the child has a "secure" (optimal) or "insecure" (non-optimal) attachment. Attachment does not have to be reciprocal in order to exist. It is also possible that one individual has an unspoken relationship with another. Attachment is linked to specific behaviours in children, such as a need for proximity to the attachment figure when disturbed or threatened (Bowlby, 1969).

Furthermore, attachment theorists use the term "pathway" to emphasise that early attachment experiences do not deterministically influence future development (Bowlby, 1969). Insecure attachment does not imply disturbance, and secure attachment does not imply absence of disturbance. However, it is well understood that a type of insecure attachment known as "insecure-disorganized" in babies and young children is strongly associated to psychopathology risk and is a marker of specific danger in the caring

environment (Lyons-Ruth, 1996; Greenberg, 1999). Attachment relationships are internalised and carried over into other important relationships, affecting expectations. The child is expected to develop a picture of themselves and others as loveable and loving/helpful as a result of the parent's constant and sympathetic care.

Conceptual Framework

The concept of child neglect, the causes of child neglect, the repercussions of child neglect, and the influence of child neglect on a child's behaviour and scholastic ability are all covered in this portion of the review.

Concept of Child Negligence

Child neglect is defined as any act or inaction by a parent or other caregiver that deprives a child of basic age-appropriate needs, causes physical or psychological injury, or has the considerable potential to cause bodily or psychological harm (Finkelhor & Hotaling, 1984). Females are more likely than males to be neglected, and younger children are more prone than older children to be neglected. Child neglect and abuse is defined as any act or omission by a parent or other caregiver that causes harm, the fear of harm, or the potential for injury to a child aged 0 to 18 years (Gilbert, Spatz, Widom, Braone, Fergusson, Webb & Janson, 2009).

Child neglect includes such things as abandonment, lack of proper supervision, inability to address required emotional or psychological requirements, and failure to provide necessary education, medical treatment, sustenance, shelter, and/or clothing. According to Obasi (1999), child neglect is viewed as a violation of a child's rights. Child negligence, according to Onolemhenmhen and Osunde (2018), is a major component of child

maltreatment. Neglect is generally defined by a pattern of poor care that can be seen by anybody who comes into touch with a child on a regular basis. School staff, for example, may observe indicators of neglect such as poor hygiene, weight loss, inadequate medical treatment, or frequent absences (Hildyard & Wolfe, 2002).

Per the information compiled by the US Department of Health and Human Services, child neglect is more widespread in the US than other forms of child maltreatment. According to Odey (1999), children from low-income families are more prone to neglect and abuse. In addition, Todd and Marois (2004) stated that Nigeria, a notoriously corrupt African country, is on the verge of falling into a dangerous state of poverty in which the majority of the people lacks access to sufficient food for a healthy living.

The most common form of abuse children suffer is neglect, and it can be associated with other factors. Child abandonment is distinct all forms of maltreatment since it relates to failures meeting a child's fundamental needs. If these problems are frequent, they could result in severe health difficulties, including death. Child neglect is prevalent and is estimated to range from 16.3% for material neglect and 18.4% for emotional neglect (Stoltenborg, Bakermans-Kranenburg & IJzendoorn, 2013) to 20.6% and 29.4%, respectively, based on age (Stoltenborg, Bakermans-Kranenburg & IJzendoorn, 2013; Clement, Berube & Chamberland, 2016). There is no agreement on what encompasses "child neglect" (Barron & Jenny, 2011). The vast majority of legal definitions focused on mistakes made by parents or caregivers that cause actual or potential harm. When a parent is able to do so, the World Health Organization (1999) describes neglect as parents' inability to

safeguard a children's growth in health, emotional development, safe living conditions education, shelter, nutrition as well as education. As a result, only when the family or guardian is unable to offer adequate resources does neglect arise. According to (Dubowitz, Black, Starr, & Zuravin, 1993), neglect ensues when the parents' intentions and behaviour do not focus on meeting the basic needs of children. Child neglect includes failing to follow health rules, failure to seek medical treatment, denial of food, child abandonment, poor hygiene, denial of education, insufficient supervision, child drug exposure, and harmful settings. Educational, environmental, physical, emotional, health, and no parental supervision negligence, are all examples of child neglect (Allnock 2016, Blumenthal 2015, Dubowitz, 2013).

As per estimates, over half a million children in the America were maltreated within the year 2016, with 7 children per 1,000 suffering from neglect, compared to 1.7, 0.8 and 0.5 for physical abuse, sexual assault, emotional or psychological abuse respectively. Meanwhile as other forms of childhood abuse declined significantly in recent years, incidence of neglect have remain constant. Confirmed physical abuse and established sexual abuse rates plummeted by 40% and 62%, respectively, between 1990 and 2016, but confirmed neglect rates reduced by only 8%.

Percentage of children who supper maltreatment and neglect increased to 75% from 49% in 2016, whereas the percentage of maltreated children reporting sexual abuse declined from 17% to 9% and the percentage of children reporting physical abuse reduced from 27% to 18%. Advocates believe that academics, policymakers, and doctors should pay more attention

to neglect for these reasons. One issue is that because neglect is an act of omission, it is often difficult to detect.

Causes of Child Neglect

Neglecting a child can occur for a variety of reasons. There is no one-size-fits-all explanation for this phenomenon. Various theoretical formulations and models that explain child neglect and abuse may be found in the literature (Blumenthal, 2015) organises all of the theoretical models into three categories: parental deficiency, environmental deficit, and ecological-transactional neglect. The parental deficit paradigm's core argument is that people (parents, guardians) are responsible for guaranteeing children's welfare, rather than communities, and that inadequate parenting is the cause of child maltreatment (Cameron, Freymond, Cornfield & Palmer, 2007). The main causes of child neglect are parental traits (psychopathology, cognitive distortions, or improper caring experience). This approach ignores the social and economic factors that might influence parenting, as well as the awareness and persistence of neglect.

Material deprivation is the major cause of child neglect, according to the environmental deficit model. Sociological theories seeking to explain the origins and consequences of intergenerational poverty inspired the concept. Poverty, according to this notion, causes stress in parents, preventing them from meeting their children's material and emotional requirements. In an ecological-transactional model, neglect is caused by a combination of familial characteristics and environmental circumstances. This model focused on stress levels as well as coping mechanisms of stress. Neglect can occur when family stress surpasses coping mechanisms (Daniel, Taylor & Scott, 2011). The risk

variables and protective factors linked to a child's development can be used to figure out what causes neglect. Children are more likely to be abused or neglected if he or she is exposed to risk factors and has few protective factors (Lamont & Price-Robertson, 2013). The causes of child neglect are discussed in this part, which includes child-related risk factors, parent-related risk factors, family-related risk factors, and the family's living environment.

Child-related risk factors

A number of review studies have identified the risk factors that are directly linked to the child (Govindshenoy & Spencer 2007; Akehurst 2015; Schumacher, Slep & Heyman, 2001). The researchers took into account a child's age, gender, behaviour, and handicap (incapacity). Knowing the characteristics of children who are more likely to be neglected might help identify children who are in danger of being neglected. The presence of child-related risk factors does not suggest that the child is in any way responsible for its mistreatment. Parents' or guardians' reactions to their children's behaviour or impairment influence whether the child is neglected or abused in other ways. In theory, a child's age could be a risk factor. On the other hand, infants and small children rely on their parents or guardians to meet their basic needs. Early infancy is also a crucial time for the formation of a strong attachment. Infants and younger children are more prone to be neglected as a result of the aforementioned.

According to some studies, when a child's age is paired with other factors, the likelihood of neglect increases (Schumacher, Slep, & Heyman, 2001). The gender and age of the child do not appear to be factors in the risk of neglect, according to Parkinson, Bromfiels, McDougally, and Salveron

(2017), but they do point out that the effects of neglect vary depending on developmental stages, and that the risk of greater damage is higher if the neglect occurs at a younger age. A child's behaviour may also suggest that he or she has been neglected. Neglected people are more prone to have behavioural disorders, poor social skills, and internalised or externalised behaviour (Schumacher et al. 2001). Neglect can be a cause as well as an outcome of behavioural issues.

In addition, certain types of disabilities in children may increase the likelihood of neglect. If a child has a disability that is linked to complicated medical demands, they may be more exposed to health neglect. Children with disabilities (physical, intellectual, cognitive, or a combination of impairments) are 4.6 times more likely than children without disabilities to be neglected (Jones, et al. 2012). The risk varies based on the type of impairment and the additional demands placed on the child. Neglect can also be a risk factor for the development of disability because impairment might increase the likelihood of neglect (Parkinson et al. 2017).

Parent-related factors

A higher risk of child neglect is associated with a number of parental or caregiver problems. Child neglect can be caused by a variety of circumstances, including social isolation, childhood hardship, a lack of parental awareness and experience, the use of psychoactive substances, criminal activities, and a gambling addiction. These traits can make it difficult for parents to understand their children's needs and form a deep and solid bond with them, sometimes leading to neglect. Due to a lack of life skills and experience, financial constraints, and a secure home structure, as well as

developmental conditioned inferior judgement and affective control in adolescents, children with younger parents (for example, teenagers) are more likely to be ignored (Parkinson et al. 2017). Stress among parents, low self-esteem, emotional control disorders, joblessness and a social isolation, traumatic childhood experiences among parents, and a strained relationship with their parents have all been recognised as significant risk factors for child neglect (Schumacher et al. 2001, Stith et al. 2009).

Parental insensitivity to a children's physical and emotional needs, as well as unreasonable expectations from the child and parental preoccupation for their own personal needs, can all contribute to child neglect (Akehurst, 2015). Parental mental health issues, alcohol and psychotropic substance addiction, as well as antisocial and criminal behaviour, have all been linked to child neglect in several studies. The rest are associated with parental somatic disorders, and childhood trauma is linked to child neglect (Schumacher et al. 2001, Stith et al. 2009, Bromfield, Lamont, Parker & Horsfall, 2010; Staton-Tindall, Sprang, Clark, Walker & Craig, 2013; Akehurst, 2015, Parkinson et al. 2017; Austin, 2016; Mulder, Kuiper, Van Der Put & Assink, 2018). Although there are many factors that influence child neglect, the bulk of them are linked to parents, and these risk factors are very important.

Family-related factors

The family's structure and number of members, family ties, domestic violence, and socioeconomic status are all factors that influence the family. There are limited studies on the link between domestic violence and child maltreatment, according to Parkinson et al. (2017). When battered women are unable to cope with the consequences of violence, are obsessed with a violent

spouse, and are unable to meet their children's basic needs, domestic violence is a risk factor. (Bromfield et al. 2010, Akehurst 2015). In over 40% of instances, domestic violence and child neglect coexist, and most victims of domestic abuse ignore their children. When it comes to emotional neglect, the quality of the parent-child interaction is crucial. A number of family-related characteristics have an impact on this relationship. Neglect is associated with a poor parent-child relationship as well as a parent's perception of their child as a problem child (Stith et al. 2009). There has been insufficient research on the relationship between single-parent families and child neglect, and the results are mixed (Parkinson et al. 2017, Freisthler, Merritt & Lascala, 2006). Neglect has a complicated link with a family's socioeconomic standing (money, education, and occupation). Poor socioeconomic status is consistently linked to a higher risk of neglect, according to the literature (Parkinson et al. 2017). Poverty is frequently cited as a major contributor to child maltreatment (Austin, 2015).

The family living environment

Family members' behaviour is influenced by the environment in which they live. A bad environment and low socioeconomic level in the neighbourhood, a lack of community support, underdeveloped or inaccessible social support systems, and the availability and widespread use of alcohol are all factors that can lead to child neglect (Akehurst, 2015, Freisthler et al. 2006, Parkinson et al. 2017). Religious beliefs, as well as cultural and societal norms, can have an impact on parents' behaviour, upbringing, and opinions of their children, potentially raising the likelihood of child neglect (Parkinson et al. 2017).

Consequences of neglect

One of the most detrimental things that may happen to a child's development and well-being is neglect. Neglect study is uncommon, and it is often overshadowed by studies on other types of child maltreatment (Watson, 2005). A person's physical, psychological, cognitive, and social growth all accelerate from childhood to maturity. Basic requirements for a child's growth and development include proper nourishment, emotional support, child cleanliness, health care, mental health care, cognitive stimulation, family structure, and safe living conditions. The brain of a youngster develops in lockstep with his or her bodily growth and development. During a child's early years of life, significant brain growth occurs in a sequential and hierarchical manner, with the development of brain processes organised from the simplest to the most advanced. The brain evolves through the structure and creation of pathways that connect different parts of the brain, as well as the differentiation of purposes. One of the most experientially sensitive components of brain development is the formation of these connections.

It is the activity or “use dependent” process, or the “use it or lose it” process, according to Perry (2002). The environment in which the child grows up and the relationships that the child has with his or her environment will determine how this area develops. Axons, dendrites, and synapses are produced in excess in several brain regions throughout the first two years of life (Stien & Kendall, 2004). Unused connections are pruned away, but synapses that are repeatedly triggered are kept (Cicchetti 2002). All of the brains operations are reliant on the existence of a properly planned and programmed repetitive character that stimulates the neural system up to a

degree (Perry, 2006). Changes in intellectual, affective, and motor function, as well as changes in regulatory capacity state, might come from these dependent changes in the brain (Perry, 2006).

Neglect can cause normal development to be disrupted, resulting in brain system dysregulation and cognitive deficits (Lee & Hoaken, 2007).

Children who are neglected usually have brain areas that control cognition and emotions that are undeveloped. When a child is exposed to a combination of neglect as well as other types of maltreatment, the brain's survival areas overdevelop, resulting in anxiety, impulsivity, poor emotional control, and hyperactivity, while limbic and cortical processes remain immature, weakening empathy and cognitive skills. Neglect affects the capacity and volume of the brain in early life, particularly during the neonatal period. People who were neglected as children have difficulties with cognition, language, and behaviour (Spratt, Frienberg, Swenson, La Rose, De Bellis, 2012). Their academic achievement may be jeopardised as a result of this. Neglect has been associated to delays in expressive, receptive, and total language development, all of which can lead to behavioural issues later in life. Children who experience neglect display more internalised symptoms than children who are subjected to other forms of abuse. When children are stressed, they become more docile, disengaged, indifferent, and less interested in the social and physical environment, displaying helplessness and exhibiting substantial developmental delays that may hinder learning. It is thought that the child internalises the message of his worthlessness and concludes that he will not be able to make friends, prosper in school, or be noticed (Egeland, Yates, Appleyard & Van Dulmen, 2002). Childhood neglect has long-term

implications throughout childhood, adolescence, and adulthood (Stein, 2012; Rees, Stein & Gorin, 2011). Children who experienced neglected early in life can develop both internalised (lack of confidence, withdrawal, depression), and externalised (aggressive, impulsive, acting-out) behavioural issues later in life (English, Upadhyaya, Litrownik, Marshall, Runyan, 2005). This may have an impact on their schooling, particularly their academic achievement.

Neglecting children within their first two years of life may result in subsequent violent behaviour (Kotch et al. 2008). Neglected children suffer anxiety attachment, whereas neglected pre-schoolers become more reliant on others, have poorer self-esteem, and exhibit more behavioural issues (tics, outbursts of rage, theft, accidents, physical complaints, self-harm). Physical neglect is associated to poor peer interaction, social isolation, noncompliance, and violence among pre-schoolers, as well as apathy, laziness, a lack of flexibility, tenacity, and excitement (Watson, 2005). Emotional control, communicating emotions to others, recognising emotional states, and having a negative perception of oneself and others are all issues (Peterson, 2014). Neglecting children leads to poor self-esteem, negative interpersonal expectations, and difficulties resolving interpersonal issues as well as academic difficulties (Shields, Ryan & Cicchetti, 2001). Child abuse is commonly thought to have a negative impact on children's academic ability, according to Rew (1999). Students who have been abused in the classroom have a reduced attention span.

In the Nigerian state of Etiki, Alokun and Olatunji (2014) investigated the impact of child abuse on classroom behaviour and academic performance among primary and secondary school students. The vote comprised all

elementary and secondary school instructors in both public and private institutions in the Ado local government area of Ekiti State, Nigeria. According to the study, there is a link between children's active involvement in their parents' business and their attitude toward schoolwork. From the findings, it was recommended that policymakers should address the impacts of child maltreatment on classroom behaviour and subsequent academic achievement, and parents should always relate to their children with love and affection while also providing for their needs. These symptoms in schools include students' failure to concentrate, complete schoolwork on time, or comprehend courses; fear, frustration, folly, or self-doubt; low grades; and/or being told they are sluggish or slow (Larkin, 2009).

Child Neglect and Classroom Participation

The willingness of a youngster to participate in class has been connected to academic success (Ladd, Bush & Seid, 2000; Finn, 1993). Children in the elementary grades may miss class events due to abuse, a lack of interest, inattentiveness, or a variety of learning difficulties. Students who have difficulty studying, memorising, responding to teacher questions, or participating in other ways are more likely to receive poor grades in a number of subjects. According to Shonk and Cicchetti (2001), child abuse can impact a child's competency (e.g., engagement in academic tasks and paying attention in the classroom). Childhood neglect has been connected to the development of personality disorders, anxiety, and depressive symptoms in adolescence, as well as suicide and self-harm.

The death of a child is the most devastating result of neglect. According to Berkowitz (2001), 30 to 40 percent of fatal abuse cases are

caused by neglect. The majority of neglect victims do not die until they are two years old, and 41% of those who die are under one year old (Scannapieco & ConnellCarrick, 2002). Children who have been physically abused have a greater mortality rate than those who have been ignored (Smith & Fong, 2004). Neglected children are more likely to have emotional, behavioural, and interpersonal problems as adults, as well as mental health problems, learning challenges, and academic achievement, as well as juvenile delinquency, criminal participation, and violence (Daniel et al. 2011, DePanfilis, 2006). Childhood neglect has been connected to adult mental health issues such as depression, post-traumatic stress disorder, anxiety disorders, suicide attempts, psychoactive substance addiction, and other harmful behaviours (Widom, DuMont & Czaja, 2007; Gil, Gama, de Jesus, Lobato, Zimmer & Belmonte-de-Abreu, 2009; Norman, Byambaa, De, Butchart, Scott & Vos, 2012).

High blood pressure and chronic pain syndrome are two long-term somatic consequences of neglect (Anda et al., 2006). Parents who neglected their children were also frequently neglected, demonstrating that parenting habits are passed down through generations. Adults who were mistreated as children find it difficult to form long-term intimate relationships (Colman & Widom 2004). Despite the fact that child neglect is a regular occurrence, the causes and consequences of neglect have received little attention. According to prior study, child neglect is caused by a variety of interrelated variables spanning from the individual and family level to the community and society level. The effects of neglect can range from death to long-term ramifications affecting a child's, adolescents, and later adult's health and functioning, depending on the type of neglect, duration, and age of occurrence.

Parental Involvement in the Child's Academic Achievement

Many educators believe that parental involvement is crucial to students' academic performance; nevertheless, there are many meanings of parental involvement. Parental involvement at school and at home can take many forms, including volunteering, communicating with teachers, assisting with schoolwork, and attending open houses, back-to-school activities, and parent-teacher conferences (Bower & Griffin, 2011; Hill & Taylor, 2004). Martinez, Simzar, Rutherford, Domina and Conley (2015) also stated that parents are usually utilised as scapegoats when it comes to attributing responsibility for student accomplishment.

For example, some educators blame parents for their children's academic failures (e.g., “If only the parents helped at home” or “Parents just don't care about school”). Parents play a critical influence in their children's academic achievement, according to the No Child Left Behind (NCLB) Act of 2001 (US Department of Education). Schools authorities should encourage parents to participate in their children's education in new and inventive ways, regardless of the laws.

Parental involvement in a child's education is known to contribute considerably to a number of positive outcomes for the child, according to Gyamfi and Pobbi (2016). Such consequences include high aspirations for youngsters, improved academic performance, and pleasant behaviour. Epstein and Connors (1992) claims that parents who are involved in their children's education have higher attendance, lower suspension rates, reduced drug and alcohol use, and less violent incidents. Despite the multiple advantages of parent-school partnership, no empirical research on how various aspects of

parenting or family dynamics affect pupil growth in the pursuit of high-quality basic education has been undertaken in Ghana.

Martinez et al. (2015) connects parental involvement to a number of school constructs, including engagement, which encompasses things like attending parent-teacher conferences, participating in extracurricular activities, monitoring student grades, instilling parental values, assisting with homework, and providing intrinsic and extrinsic motivation. Parental involvement in their children's schools, according to Gonzalez-DeHass, Willems, and Holbein (2005), improves academic motivation and achievement. Students' enthusiasm for learning, skill, and understanding of a subject area all contribute to and support student success.

Bower and Griffin (2011) also discovered that despite the school's efforts to incorporate parents in activities, parent attendance is low. The study discovered little evidence of parental and teacher participation, as well as a lack of communication. The researchers revealed that schools and teachers were failing to establish positive parent-teacher relationships.

According to Epstein and Connors (1992), there are six different types of parental participation. Parenting, communication, volunteering, at-home learning, decision-making, and community involvement are among the topics explored. Epstein and Connors (1992) defines parents' actions and behaviours that assist their children's learning and cognitive development, as well as good nutrition and health. Communicating encompasses all academically significant information on children's academic growth from home to school. Volunteering refers to parental involvement in school programmes and events, which can range from classroom activities to school government. Learning at home can

take many forms, including assisting with homework, applauding hard work at school, and emotionally supporting the child through academic challenges. Decision-making refers to parents' advocacy for their children's interests and how they influence the educational environment. Parents and the community's usage of community resources to support children's learning is investigated.

The study, on the other hand, was unable to identify the elements of parental monitoring and how these interact.

Impact of Child Neglect

The most significant issues regarding child neglect is the long-term and short-term consequences. Child neglect has a negative impact on cognitive, socio-emotional, and behavioural development in the short term. Furthermore, students who have been neglected at home have performed less academically than their peers (Chapple & Vaske, 2010; Hildyard & Wolfe, 2002). Neglect has been linked to increased psychological suffering, low self-esteem, and a lack of social competence.

Child maltreatment has exacerbated the problem of street children in various countries, delaying their development (Tuwangye, 2003). Continuing neglect, according to Greene and Semanchin Jones (2015), contributed to eventual hostility toward peers and delinquency. The failure of the guardian to satisfy basic needs best predicted an outcome of hostility, which was especially high in males. A guardian's continuous refusal to give has an impact on a child's brain development, emotional regulation, and future healthy attachments and stable relationships (Logan-Greene & Semanchin Jones, 2015).

Emotional abuse differs from other types of abuse in that victims may be unaware of the abuse while the abuser may be unaware of his or her own damaging behaviour (Oates, 1982; Tomison, 1995). Emotionally abused children are more likely to develop personality and behavioural problems, as well as psychological diseases. Nonetheless, only a little amount of research on these effects has been done. Emotionally abused children have been described as hostile, sceptical, prone to avoid eye contact, difficult to establish friends, extremely cooperative, and prone to developing inappropriate interpersonal interactions (Iverson & Segal, 1990).

These students also struggle with social withdrawal, restricted peer relations, and a variety of other internalising issues (Hildyard & Wolfe, 2002). Even when the abuse has stopped, children who have survived abuse and neglect confront numerous obstacles. They may be behind their peers in terms of development, and they will require additional assistance to keep up. Academics, behaviour, emotional well-being, and social development are all influenced by child abuse (Stirling & Amaya-Jackson, 2008).

Impact of Child Neglect on Academic Performance

Shonk and Cicchetti (2001) found that maltreated children had lower cognitive performance and were more likely to have academic and behavioural disorders than their classmates from the same low socioeconomic (SES) level. Their teachers reported they lacked self-control in the classroom as well. Academic involvement was discovered to be associated with academic success. Academically, the more engaged a student was, the higher their grades. Students who were judged by their teachers to have poor levels of

academic engagement also had low levels of academic achievement and were on the point of dropping out (Stirling & Amaya-Jackson, 2008).

Academic failure can be traced all the way back to a student's childhood. Students who do not receive adequate language and attention from a young age are at danger of missing critical developmental milestones. The brain must be introduced to a skill during a critical time of development; else, it will not be able to acquire it. Students who are mistreated or whose parents do not devote enough time to them miss out on important linguistic and cognitive abilities (Stirling & Amaya-Jackson, 2008).

Crozier and Barth (2005) evaluated the cognitive and academic functioning of maltreated students to a standardised norm. When compared to the normative group, students in the maltreated sample group are more likely to score below average. Age, gender, kind of abuse, race, and socioeconomic position were all factored into the analysis (Stirling and Amaya-Jackson, 2008).

Impact of Child Neglect on Child's Behaviour

As early as infancy, differences in behaviour between maltreated and non-maltreated infants can be observed. Children that have been abused do not bond in the same way that other children do. When a child is molested, they may lose their sense of security and become overly reliant. The baby becomes more demanding and yells and cries more as the parent becomes harsher or inconsistent, aggravating the parent even more, and so on (Stirling, Amaya-Jackson, 2008). If such behavioural concerns are not addressed, they have been shown to follow children into the school environment. Early intervention can help students overcome their poor habits.

Supporting maltreated children acquire stronger inhibitory control skills before kindergarten can help them have less difficulties with their behaviour and improve their academic and social abilities (Pears et al., 2010). Maltreated youngsters have less control over their behaviour and attention, according to Pears, Fisher, Bruce, Kim, and Yoerger (2010), both of which might affect school performance (Pears and colleagues, 2010). These children may have a better chance of learning pragmatic behaviours if they receive early assistance.

Children who had been physically abused exhibited more violent and disruptive behaviour than children who had not been mistreated or had been abused in a different fashion (sexually, emotionally, or neglected), according to Teisl and Cicchetti (2007). Children who have been physically abused have been found to mistake words and acts as threatening, which is one explanation for the aggression. When a child can't make sense of a situation, their defences go up, and they engage in disruptive and violent behaviour (Teisl & Cicchetti, 2007).

According to Orpinas and Frankowski (2001), 69 percent of teachers reported occurrences of poor behaviour in their classrooms at least once a week. The prevalence of disruptive behaviours in the classroom is indicated by these findings by teachers. Hyperactivity, inattentiveness, and talking (general conduct) as well as disobeying instructions and aggressive behaviour, are all common the classroom (Orpinas & Frankowski, 2001). Similarly, Feil, Severson, and Walker (2002) discovered evidence that headteachers go to great lengths to conceal the worst of their students' behaviour from supervisors, and also evidence that nearly 40% of teachers had dealt with a

violent incident in their classrooms the previous year, and that 92% of teachers reported that classroom behaviour had worsened.

Prevention and Support of Child Neglect

According to Barth (2009), the most important goal of child abuse prevention is competent parenting. Barth (2009) examined parental substance misuse, mental illness, domestic violence, and child behaviour disorders as risk factors for child maltreatment in his research. Nurse-Family Partnership, Focus on Families, Arkansas Center for Addictions Research, Education, and Services, Coalition on Addiction, Pregnancy, and Parenting, The Incredible Years, and Triple-P–Positive Parenting Programme were among the parenting programmes assessed by Barth. Barth compared parenting initiatives aimed at reducing specific risk factors, which are thought to reduce child maltreatment, to parenting programmes that focused on parenting skills, which are thought to reduce specific risk factors, to parenting programmes that focused on parenting skills, which are thought to reduce specific risk factors, to parenting programmes that focused on parenting skills, which are thought to reduce specific risk factors.

To increase parental effectiveness and competence, practitioners should start with basic parent training programmes, according to Barth's (2009) findings. The parents' and family's progress in eliminating risk factors and improving their structural foundation can then be tracked. If there is little or no progress, the practitioner may concentrate on a specific familial risk factor that is raising concern (p. 109).

Parents Anonymous is a programme that helps parents avoid child abuse and prevent it from happening again. Parents Anonymous is a non-profit

organisation that helps parents who have caused harm to their children. Parents Anonymous' effectiveness was investigated by Polinsky, Pion-Berlin, Williams, Long, and Wolf (2010), who discovered that parents who participated in the six-month study improved. Parenting distress, parenting rigidity, psychological aggression toward children, life stress, intimate relationship violence, alcohol use, and drug use all improved significantly for parents who attended sessions for six months. Those who dropped out of the programme only showed a decrease in life stress. This demonstrates that parents profited from the six-month lectures.

The conversations were most beneficial to parents who took part in the research and were assessed to be "at high risk for child maltreatment at baseline" (Polinsky et al. 2010, p. 56). All of the individuals showed a decrease in child maltreatment risk variables and an increase in positive and protective qualities by the end of the study. Furthermore, parents with a poor level of social support at the outset of the programme experienced significant changes. Parents with special needs children in the home demonstrated significant gains in emotional and instrumental social assistance (Polinsky et al. 2010).

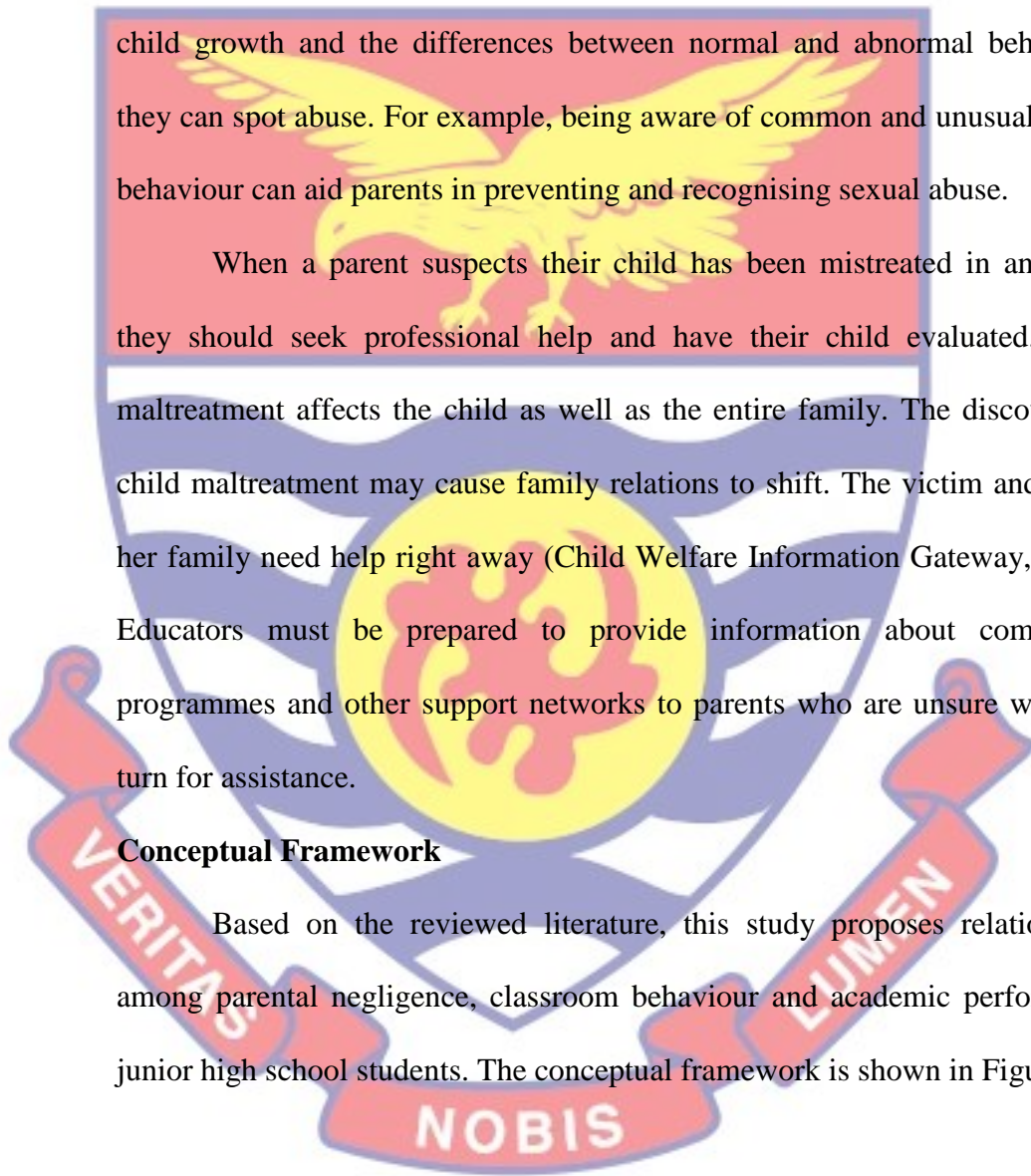
Mothers who have been abused are more likely to fail to build strong and healthy bonds with their children, according to Berlin, Appleyard, and Dodge (2011), putting their children at risk of maltreatment (p. 171). Participating in parent programmes can increase social support for parents who have a limited or non-existent social network, potentially lowering the risk of their children being mistreated.

Parents should be aware of the signs and symptoms of child abuse, according to the Child Welfare Information Gateway (2008). Parents can play a vital role in their child's healing if their child has been mistreated. Children who have an open and honest relationship with their parents are more likely to inform them of any abuse they have experienced. If parents are familiar with child growth and the differences between normal and abnormal behaviour, they can spot abuse. For example, being aware of common and unusual sexual behaviour can aid parents in preventing and recognising sexual abuse.

When a parent suspects their child has been mistreated in any way, they should seek professional help and have their child evaluated. Child maltreatment affects the child as well as the entire family. The discovery of child maltreatment may cause family relations to shift. The victim and his or her family need help right away (Child Welfare Information Gateway, 2008). Educators must be prepared to provide information about community programmes and other support networks to parents who are unsure where to turn for assistance.

Conceptual Framework

Based on the reviewed literature, this study proposes relationships among parental negligence, classroom behaviour and academic performance junior high school students. The conceptual framework is shown in Figure 1.



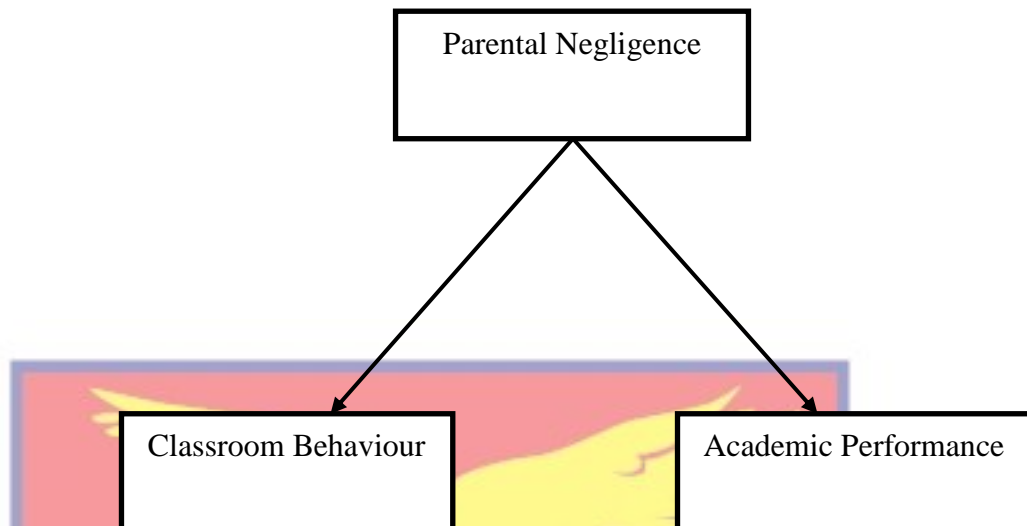


Figure 1- Effect of parental negligence on classroom behaviour and academic performance

As shown in Figure 1, the study proposed a direct relationship between parental negligence and classroom behaviour. That is, students who experience parental negligence are likely to exhibit bizarre behaviours in the classroom. Similarly, Junior High School students who are given proper parental care exhibit descent behaviours in the classroom. The study further proposed that parental negligence has a direct influence on students' academic performance in the Junior High School. This is to say, students who are denied parental care are likely to perform abysmally in their academic. The vice versa is also true, in that pupils who receive adequate parental care are likely to perform excellently in their academic work.

Empirical Review

This section of the review examines the work of previous researchers on the subject critically. The empirical review compares the findings of the earlier research and how they relate to the variable, concepts and the objectives of this study.

Parental Negligence and Students' Behaviour

Hussain and Warr (2019) conducted research on how parental neglect, ineffective parenting, and parental enforcement contribute to child aggression. The study employed an intensive case study approach and a sample size of 200 respondents. The study concluded that physical care, love, and concern are critical for a child's healthy development. Parents exercise control over their children in order to socialise them; in other words, children adopt the behavioural patterns, personal preferences, and socially desirable behaviours. The age, experience, and self-confidence of the parents, the parents' stability and marriage, and the child's distinctive characteristic in comparison to the parents all influence the quality of the child-parent interaction. Unfavourable parental attitudes have an effect on a child's personality development in such a way that as children grow older, anti-social behaviour such as aggression, lying, stealing, and swearing becomes more prevalent. Parental neglect, ineffective parenting, and parental enforcement all contribute to aggressive behaviour among children.

Bower and Griffin (2011) investigated the association between parental participation and elementary school children's academic and social development. A total of 1364 children were enrolled in the study, which used a variety of techniques. Within- and between-child relationships between maternal and teacher reports of parental participation and children's standardised achievement scores, social skills, and problem behaviours were investigated using hierarchical linear modelling. According to the study, increases in parental involvement in a child's life predict declines in problem behaviours and gains in social skills, but not changes in achievement.

According to between-child examinations, children with more involved parents had higher social functioning and fewer behavioural issues. For teacher- and parent-reported parental involvement, similar patterns of findings were discovered.

In a related study, Anaya and Pérez-Edgar (2019) looked at the impact of inadequate parenting on children's personality development and behavioural changes, collecting data from 201 respondents using a cross-sectional design and a multistage sampling technique. The t-test was used to analyse the data collected. According to the findings, child neglect leads to poor academic performance, frequent absences from school, low self-esteem, and personality distortion. Neglected children's behaviour is also characterised by social isolation, drug usage, antisocial behaviour, and recurrent depression. The key cures that can assist in overcoming the issue include increasing parental involvement and knowledge, as well as building various family networks and support projects.

Effects of Parental Negligence on Children's Academic Performance

The consequences of parental neglect on children's academic achievement have been studied in a number of studies. Ifeyinwa and Ncheta (2015), for example, looked into the impact of child abuse and neglect on the academic achievement of primary school pupils. In this study, an ex-post facto design was adopted. The investigation was directed by four research questions. Furthermore, the study used simple random sampling techniques to choose a sample of 312 primary five (5) children. The data was analysed using the mean and standard deviation. Physical abuse and neglect have an impact on adolescents' academic achievement, according to the findings of the study.

Furthermore, it was observed that physical abuse had a substantial effect on students' academic achievement, favouring male students, whereas child neglect has no significant effect on students' academic achievement.

Bunten (2011) also did research on the educational effects of childhood trauma and neglect. Child maltreatment has academic, behavioural, emotional, and social impacts, according to the study. According to the findings, adolescents who have experienced abuse or neglect are more likely to perform badly academically, have behavioural issues, feel emotional distress, and, in some cases, develop suicidal ideation than their peers.

In Edo State, Nigeria, Onolemhenmhen and Osunde (2018) explored how child neglect affects academic performance among senior secondary school students. A multistage sampling procedure was utilised to choose a total sample of 1,505 senior secondary schools using an ex-post facto research design. The researchers came to the conclusion that child neglect (both educational and social neglect) has a significant impact on students' academic achievement. Only educational neglect, not social neglect, predicted kids' academic achievement on an individual basis.

The work of Gyamfi and Pobbi (2016) which used a sequential explanatory mixed design strategy also examined the relationship between parental monitoring and child performance in Ghana. Primary data were collected via questionnaire from 810 randomly selected parents of elementary school students in five regions of Ghana, using a multi-stage sampling technique. Parental monitoring was assessed through seven monitoring activities: establishing a child's television viewing time, limiting playtime, supervising homework, selecting a child's television programme, establishing

a child's return from school time, establishing a child's study time, and selecting subjects for children. The survey found that parents' involvement in their children's academic work was modest in all areas. In addition, the study identifies six essential components of parental supervision in which parents must actively participate in order to increase performance.

Effect of Parental Negligence and Gender Differences

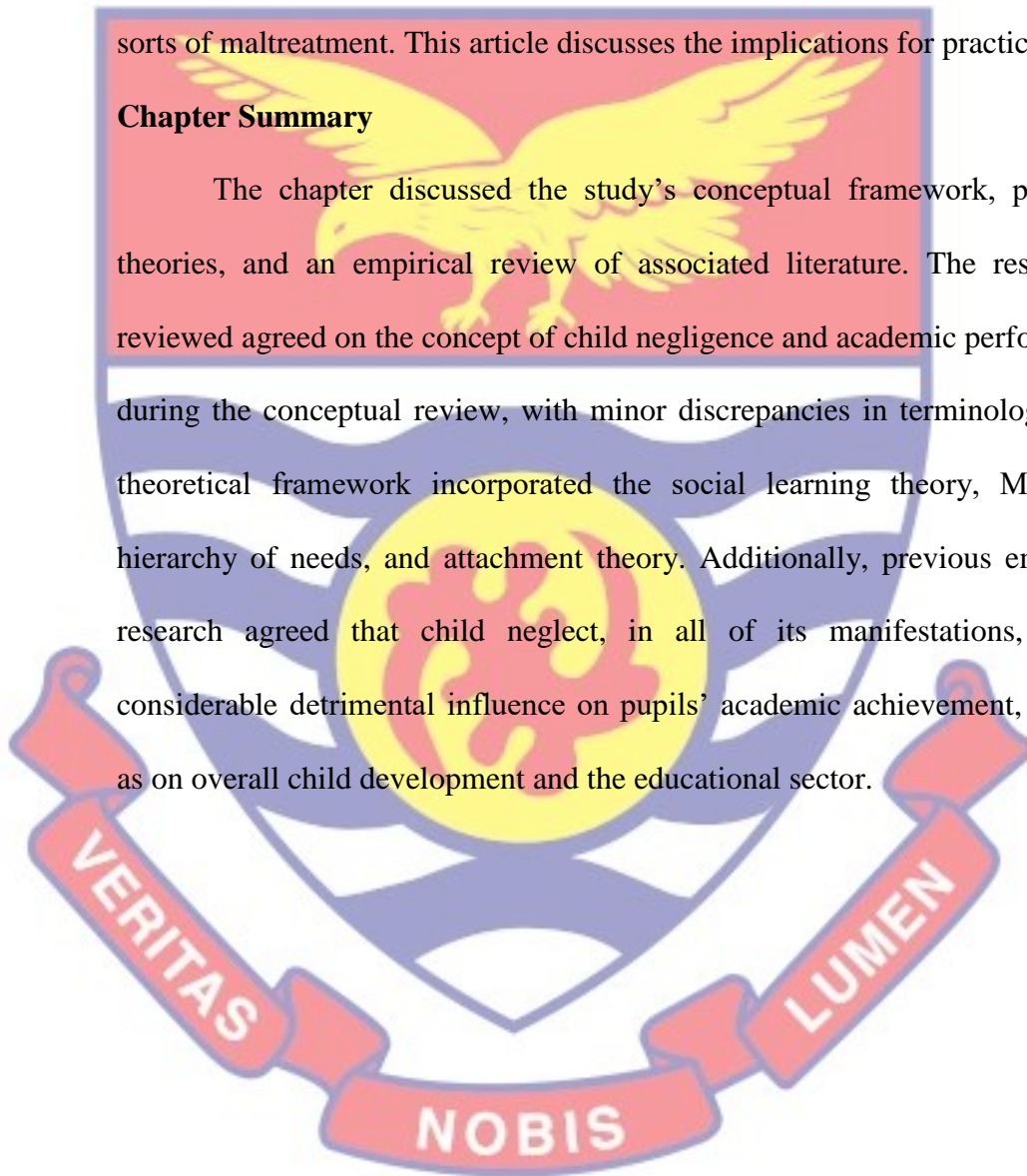
Asscher, Van der Put, and Stams looked into the effects of maltreatment and neglect on adolescent offensive behaviour (2015). Female juvenile criminals have been found to be more likely than male juvenile criminals to have experienced sexual and physical abuse, as well as a history of neglect and maltreatment. Male juvenile offenders were more likely than female juvenile offenders to commit sexual offences and criminal crimes against individuals. Female adolescent offenders admitted to committing more misdemeanour offences and acts of violence against persons they did not even know. Sexual abuse was associated to sexual offences, whereas physical abuse was linked to violent offences. Male juvenile offenders had a stronger relationship between victimisation and offending than female juvenile offenders.

Van der Put, Lanctot, Ruiters, and Vugt (2015) investigated the impact of child maltreatment on boys and girls on probation, examining if the type of maltreatment had an impact on offending behaviour and psychosocial issues. Physical abuse victims, as well as victims of other forms of abuse, were shown to be more prone than non-victims, both males and females, to perpetrate violent crimes. Boys who had been sexually abused were substantially more likely than boys who had been victims of other or many forms of maltreatment

or non-victims to conduct sexual offences. There were no variations in sexual offending behaviour between girls and boys. Externalising difficulties were encountered by both boys and girls who were victims of physical abuse and neglect, whereas sexual abuse victims suffered internalising problems. Internalising and externalising issues were common among victims of various sorts of maltreatment. This article discusses the implications for practice.

Chapter Summary

The chapter discussed the study's conceptual framework, pertinent theories, and an empirical review of associated literature. The researches reviewed agreed on the concept of child neglect and academic performance during the conceptual review, with minor discrepancies in terminology. The theoretical framework incorporated the social learning theory, Maslow's hierarchy of needs, and attachment theory. Additionally, previous empirical research agreed that child neglect, in all of its manifestations, had a considerable detrimental influence on pupils' academic achievement, as well as on overall child development and the educational sector.



CHAPTER THREE

RESEARCH METHODS

Introduction

The research design, study area, population, sampling procedure, data collection instruments, data collection procedure, reliability and validity, ethical issues, data processing and analysis are all covered in this chapter.

Research Design

The embedded mixed design, which is based on the pragmatists' paradigm, was used in this investigation. Within a traditional quantitative or qualitative research design, this design integrates both quantitative and qualitative data collection and analysis. The goal of the embedded design is to collect quantitative and qualitative data simultaneously or sequentially, but with one type of data serving as a support for the other (Creswell, 2012).

The second type of data, according to Creswell, is acquired to supplement or reinforce the primary type of data. An embedded study captures both quantitative and qualitative data in a single session, which is crucial to emphasise. The two datasets are analysed separately, and each one focuses on a different set of research questions (Creswell, 2012). Since it combines the benefits of quantitative and qualitative data, this design is excellent. Furthermore, it provides a type of mixed methods design in which the researcher can obtain qualitative data while keeping the overall design focused on quantitative procedures. Being specific about the secondary database's function is a fundamental problem in executing this technique. Furthermore,

because the two databases cover different subject topics, it may be difficult to compare them. Collecting quantitative and qualitative data simultaneously, like convergent design, can be time consuming for a researcher.

Study Area

The study area was Adenta Municipality in Ghana's Greater Accra Region. The Adenta Municipality is one of sixteen (16) districts that comprise Ghana's Greater Accra Region with Adenta East serves as its capital. The district is part of the relatively new districts and municipalities established by former President John Agyekum Kufuor in 2008. To the north of Adenta Municipality is the Municipal District of La Nkwantanang Madina, on the east is the Municipal Districts of Kpone Katamanso and Tema Metropolis, on the south by the Municipal District of Ledzokuku-Krowor, and on the west by the Municipal District of Accra. The Municipality covers a total area of 92.84 square kilometres. According to the 2010 census, the district has a population of 78,215 people, with 39,366 males and 38,849 females.

Population

A target population is the entire set of relevant analysis or data pieces (Nachmias & Nachmias, 2009). The target population of the study included all Adenta Municipality junior high school pupils. This is made up of 1,461 students. However, the accessible population was made up of JHS two students of four selected schools within the Adenta Municipality. Since JHS 1 students are new students and the JHS 3 were also be engaged in writing their final exams, JHS 2 served as the accessible population. The accessible population was made of 545 students. Additionally, teachers and parents also served as a unit of analysis for this study. While the population of parents was

1,123, the population of teachers was 56 for the JHS two students. Table 1 presents the population distribution.

Table 1- *Population Distribution*

Schools	Student
Adenta Community JHS	167
Bethel Presby JHS	83
Christ Faith Mission JHS	150
Sowa Din 1 JHS	145
Total	545

Source: Adenta Municipality GES, (2020)

Sampling Procedure

The sample size for this research was established using the sample size table developed by Krejcie and Morgan (1970). According to Krejcie and Morgan (1970), a minimum sample size of 226 respondents was needed for the study, based on a population of 545. A multi-stage sampling strategy was employed to sample the 226 students in order to obtain individual respondents. To begin, the number of students to be sampled from each of the schools was determined using a proportionate stratified sampling approach. The stratification variable in this case was the schools.

Simple random sampling was used to selecting the four schools involved in the study. Therefore, the strata consisted of four schools: Adenta JHS, Presbyterian JHS, Christ Faith Mission JHS and Sowa Din JHS. In each junior high school, the number of students to be selected was taken into consideration. To roll-in the respondents, the simple random sampling technique was then used to sample students; in order to give students equal

chances of participating in the study. Table 2 presents the break downs of the sample.

In furtherance, convenient sampling technique was used to sample 16 parents and 08 teachers who were open to partake in the study. The parents as respondents of the study were granted interviews as far the conduct of the study was concerned.

Table 2- *Sampling Distribution*

Schools	Students
Adenta Community JHS	69
Bethel Presby JHS	35
Christ Faith Mission JHS	62
Sowa Din 1 JHS	60
Total	226

Source: Adenta Municipality GES, (2020)

Data Collection Instruments

This section describes the research instruments that were employed to gather data for the conduct of the study. These are questionnaires for students and teachers, and an interview schedule for parents.

Questionnaire for students

A 20-item questionnaire adapted from Straus, Kinard, and Williams (1995) was used to solicit responses from students on the issue of parental negligence. The student questionnaire was divided into two parts labelled 'A' and 'B'. The first component of the questionnaire (Section A) consisted of three inquiries that sought information on the respondents' demographic characteristics. The demographic information included gender, name of school and age-range. The second part of the questionnaire (Section B) was made up

of 20-items on a 4-point Likert-type scale. These items solicited information on parental negligence.

The parental negligence scale is a multidimensional scale with 5 dimensions namely neglect of emotional needs, neglect of cognitive needs, neglect of supervisory needs, and neglect of physical needs. Each of the aforementioned dimensions was made up of 5-items each. The multidimensional neglectful behaviour scale had the following Cronbach alpha Coefficients: neglect of emotional needs .82, neglect of cognitive needs .82, neglect of supervisory needs .82, and neglect of physical needs .80.

It is important to put on records that information on students' academic performance was gathered using students' score in on a general examination written in the Municipality. The major core subjects were the subject areas that were considered for students' academic performance (English Language, Mathematics, Integrated Science and Social Studies).

Questionnaire for teachers

The questionnaire for teachers had only one section. This section was made up of a 29-item scale adapted from a number of authors to solicit information of classroom behaviour. The scale on classroom behaviour had four dimensions and these dimensions were adopted from the following authors (Barratt, 1994; Cheek, & Melichor, 1985; Orpinas, & Frankowski, 2001; Ustun et al., 2017). The four dimensions of the classroom behavioural scale include: impulsivity (10-items), timidity (5-items), aggressiveness (9-items), and hyperactivity (5-items). The teachers' questionnaire was developed on a four-point Likert-type scale ranging from Strongly Agree (SA), Agree

(A), Disagree (D), and Strongly Disagree (SD). The 29-item on classroom behaviour had an alpha reliability of 0.82.

Interview guide for parents

In order to solicit information from parents on the possible ways of preventing parental neglect, parents who were willing and ready were granted interviews on the possible strategies they adopted in improving parental care.

Validity and reliability of the instruments

When developing a questionnaire, it is easy to overlook errors and ambiguities in question structure and composition. It is possible to create a questionnaire that is reliable because the replies are consistent, yet it may be invalid if it fails to measure the notion it is supposed to test. Because face or content validity can be assessed by expert opinion, the questionnaire was handed to my supervisor for assessment in order to determine its validity (Gay, Mills & Airasian, 2009).

The items were revised based on the expert's recommendations. According to Amedahe (2001), the validity of the interpretations given to the evaluation scores is validated and not the instrument. If the instrument measures what it is supposed to measure and the results are used for the intended purpose, it is considered to be valid. As a result of the pilot test, the research instruments were refined.

The items on questionnaire were modified in response to input obtained during the pilot test. Since face or content validity can be assessed by expert opinion, the interview schedule was given to colleagues and experts (my supervisor) in the field for their examination to determine the legitimacy of the interview (Gay et al., 2009). The items were restructured based on their

ideas. The validity of the interpretations given to the assessment scores, according to Amedahe (2001), is validated, not the instrument. If the instrument measures what it is supposed to measure and the results are used for the intended purpose, it is considered to be valid. As a result of the pilot test, the research instruments were refined. The interview guide items were updated in response to feedback obtained during the pilot testing.

Furthermore, Silverman (2015) proposes that the interviews should have the same format, sequencing of words, and questions for each respondent in order to assure the interviews' dependability. To aid in this, a structured interview schedule was created and implemented. Also, all of the interviewers were given the identical prompts and probes to elicit additional information or clarification. Also, in accordance with Gibbs (2018)'s recommendations for qualitative research reliability, all transcripts were double-checked to ensure that no obvious errors existed. The researcher also made certain that the codes were well-defined and applied consistently. Finally, my supervisors double-checked the codes and data for accuracy.

Pilot testing

The questionnaire was pilot-tested using students, teachers and parents of Ola Junior High School within the Cape Coast Metropolis. Thirty students, ten teachers and five parents were used to pilot test the instrument. This school was chosen because the respondents for the pilot testing have the same characteristics as the population for the main study. The pilot testing was done to determine whether the items on the questionnaire portray the intended meanings by the original researchers in Ghanaian context, since the scale was

adapted from a number of authors. Results and feedback on the pilot test were used to refine the instrument before the final data collection.

Polit and Beck (2010) define reliability as the consistency or dependability of a measurement, or the degree to which an instrument measures the same way every time it is used under the same conditions with the same participants. Cronbach Alpha (α) was used to determine the reliability of the items on the questionnaires by assessing the internal consistency of the sub-sections of the instruments. A 0.70 or higher alpha value was considered acceptable (Karagoz, 2016). Details of the reliability coefficients are presented in Tables 3

Table 3- *Internal Consistency of Scales/Sub-scales*

Construct/dimension	No. items	Alpha
Parental Negligence		
Neglect of Emotional Needs	5	0.81
Neglect of Cognitive Needs	5	0.80
Neglect of Supervisory Needs	5	0.78
Neglect of Physical Needs	5	0.76
Overall	20	0.79
Classroom Behaviour		
Impulsivity	10	0.80
Timidity	5	0.71
Aggressiveness	9	0.79
Hyperactivity	5	0.72
Overall	29	0.89

The results in in Table 3 show that the Cronbach’s alpha coefficients ranged from .71 to .83 Pallant (2010) recommends a reliability coefficient of.70 or higher, hence the coefficients found for the instrument are within the acceptable range.

Data Collection Procedures

The researcher submitted an ethical clearance from the Institutional Review Board to the Municipal Director of Education, Adenta Municipality, in order to obtain authorisation to conduct the study in the schools. After that, the researcher also submitted an introductory letter from the Department of Guidance and Counselling to the Headteachers of the Municipality's selected Senior High Schools for approval prior to the data gathering process. During this visit, the goal of the study was clarified to the schools heads, and approval was sought to collect data in the schools.

One of the most important issues addressed during these familiarisation trips was presenting my planned data collection schedule to the school administrators. This was done so that they could provide feedback on whether the days set aside for data collecting in their schools were appropriate and practicable. The questionnaires were administered to the participants and returned on the same day. The data was collected within one month. After the sample was selected, I introduced the respondents to the questionnaire with a few broad comments about the study's goal and why they would be filling out the instrument on data collection days. As a result, they were advised to answer the questionnaire questions as truthfully as possible. They were also told to read each sentence and double-check their understanding before responding. They were promised of their involvement in the study in an unpleasant and confident manner. The questionnaire was personally administered to the selected respondents in the respective schools with the help of three experienced research assistants.

Ethical considerations

According to Patten and Newhart (2017), the major ethical factors in any research are voluntary participation, right to privacy, anonymity, and information confidentiality. As a result, every attempt was taken to resolve all of these ethical issues. I applied to the University of Cape Coast's Directorate for Research, Innovation, and Consultancy, for example, after receiving ethical approval. Furthermore, all respondents were offered the opportunity to participate in the data gathering exercise on a voluntary basis. Also, possible privacy concerns were addressed by enabling respondents to complete the questionnaires on their own and alerting them that they could leave any questions unanswered in order to get additional information through their preferred channel.

The issue of anonymity was also addressed by removing the option for respondents to provide their names and contact address from the questionnaire. Respondents were assured that their personal information will not be shared with the public or used in any way during the study. Finally, the study secured data confidentiality by promising participants that any information they supplied would be kept private. They were also told that none of their personal data will be used against them or made public. As a result, in terms of the conduct of this study, all key ethical issues/considerations were followed.

Data Processing and Analysis

Data analysis is the process of analysing and rationally evaluating data in order to evaluate each component of the data acquired utilizing research equipment. Responses were reviewed for completeness and mistakes after data

collection, then sorted, coded, and entered into the Statistical Package for Social Science (SPSS) software version (22). Inferential analysis was done using a confidence interval of 95% and an alpha level of .05. For inferential analysis, the researcher checked for the normality assumptions together with other significant assumptions depending on the type of statistical analysis. In testing for the normality, multiple indicators were used since only one test cannot be relied on. The normal Q-Q plot, together with mean and median were used to test for the normality of the data.

Research questions 1 and 2

The data for research questions 1 and 2 were analysed using means and standard deviations. Based on the scale used, a mid-point of 2.5 was used as the baseline for comparison (Strongly Agree-4, Agree-3, Disagree-2, Strongly Disagree-1). A mean score above than 2.5, for example, indicated that the majority of respondents agreed with the argument. On the other hand, a mean score of less than 2.5 showed that the majority of the respondents disagreed with the argument. A mean of 2.5, on the other hand, suggested that the statement was unconcerned by the majority of responders.

Research question 3

Data on research questions 3 was analysed using multivariate regression analysis. The predictor variable was parental negligence which had four dimensions measured on a continuous basis. Similarly, the dependent variable was classroom behaviour which was also multidimensional in nature. The dependent variable was also measured on a continuous basis. The multivariate regression analysis was deemed appropriate because the dependent variable (classroom behaviour) for the aforementioned research

question had four dimensions (impulsivity, timidity, aggressiveness and hyperactivity). For the purpose of an excellent interpretation of the results, it was impossible to put these dimensions together, hence the need for the multivariate regression analysis.

Research question 4

Data on research 4 was analysed using multiple linear regression. This research sought to examine the effect of parental negligence on students' academic performance. The predictors were the four dimensions of parental negligence namely, neglect of emotional needs, neglect of cognitive needs, neglect of supervisory needs, and neglect of physical needs. These predictors were measured on a continuous basis. The criterion variable was students' academic performance, which was also measured on a continuous basis.

Prior to analysing the data on this research question, certain specific assumptions underlying the use of multiple linear regression were explored to ensure that this statistical procedure could be used. These assumptions include multicollinearity, linearity, homoscedasticity, and autocorrelation. Values obtained did not violate the assumption. Results from the normality test (See Table 4) and the Q-Q plot (See Appendix C) revealed that the data did not violate the normality assumption.

Research question 5

Thematic analysis was used to analyse the data for research question 5 based on the unique themes of the interview. Using Braun and Clarke's (2006) suggested thematic analysis approach, the researcher was able to discover, analyse, and find themes in the empirical data. Thematic analysis is a useful

tool for examining empirical qualitative data in terms of participants' views, as well as their similarities and differences (Braun & Clarke, 2006).

In this study, the researcher followed Braun and Clarke (2006) thematic way of analysing qualitative data. The authors provided six steps of analyzing qualitative data, although, it is argued that the six steps should not be strictly followed according to Nowell, Norris, White and Moules (2017). The first step was to transcribe the interviews and familiarise myself with the information acquired (Braun & Clarke, 2006). The researcher studied the data several times and began looking for patterns in the responses of the respondents (Nowell et al., 2017). Second, I transformed the information into codes, which are defined as information that sticks out and is of interest to the researcher (Braun & Clarke, 2006). According to Nowell et al. (2017), coding allows for the clarification of data and the targeting of specific qualities.

After transforming the data into codes, the researcher organised and merged the codes into overall themes, thus the term "thematic analysis" (Braun & Clarke, 2006). This method aided me in identifying underlying assumptions and trends (Attride-Stirling, 2001). The researcher went over the themes again, evaluated the patterns, and fine-tuned them to capture the perfect blend of wide and specific data sets (Nowell et al., 2017). It is vital to note, however, that the researcher maintained the data's validity and that the themes were compatible with the respondent's reflections (Braun & Clarke, 2006).

The fifth stage involves being convinced with the themes, naming them, and refining them so that their fundamental concepts don't overlap (Braun & Clarke, 2006). The report and write-up are completed in the sixth

and final stage. Clarifying the themes identified in the preceding parts is crucial to provide legitimacy to the study and to explain to the reader how it all ties together. Quotes from respondents are also necessary to give the study more depth; otherwise, it would be excessively descriptive (Braun & Clarke, 2006).

Chapter Summary

The research methods applied in this study was highlighted in this chapter. The study was carried out using an embedded mixed design. Because both quantitative and qualitative data were collected, mixed method research was applicable for the study. The study's target group included students, teachers, and parents from Adenta Municipality elementary schools. Respondents for the study were selected using a multi-stage sampling process. As a result, pupils from the four schools were sampled using a proportionate stratified proportionate sampling technique. The convenient sampling technique was also used to sample teachers and parents who were eager and ready to participate in the study. Data was collected from respondents using a questionnaire and an interview guide. The data was analysed using means and standard deviations, multivariate regression, and multiple regression analysis. According to Braun and Clarke (2006), thematic analysis was employed to analyse the qualitative data from the parents.

CHAPTER FOUR

RESULTS AND DISCUSSION

The study investigated the effects of parental neglect on junior high school students' classroom behaviour and academic performance. This study was conducted using a descriptive cross-sectional design. The data was gathered from the respondents through a questionnaire. Two hundred and twenty-six (226) questionnaires were administered. However, 216 representing 96% were deemed valid for the purpose of analysis. Hence, all the analysis in this chapter was based on 216 respondents. The results and discussion from the analysis have been presented in this chapter. In terms of the results, the respondents' demographic features were presented first, followed by the findings of the research questions, and finally, the hypotheses.

Demographic Characteristics of Respondents

The demographic distribution of the respondents is presented in this section. Gender, schools attended by respondents, and respondents' age range were all included in the demographic data.

As shown in Table 4, there were more male respondents 111 (51.5%) than female respondents 105 (48.6%). Majority of the respondents (N = 64, 29.6%) were students of Adenta Community JHS, 61 (28.2%) of the respondents were students of Christ Faith Mission JHS, 58 (26.9%) of the respondents were students of Sowa Din 1 JHS while 33 (15.3%) of the respondents were students of Bethel Presbyterian JHS.

Table 4– *Demographic Characteristics of Respondents (n = 216)*

Variable	Frequency	Percentage (%)
Gender		
Male	111	51.4
Female	105	48.6
School		
Adenta Community JHS	64	29.6
Bethel Presby JHS	33	15.3
Christ Faith Mission JHS	61	28.2
Sowa Din 1 JHS	58	26.9
Age-range		
Below 12 years	-	-
13-15 years	138	63.9
16-18 years	70	32.4
Above 19 years	8	3.7

Source: Field survey (2020)

Table 4 further shows that the majority of the respondents, 138 (63.9%), were between the ages of 13 and 15, 70 (32.4%) were between the ages of 16 and 18, and 8 (3.7%) were over 19.

Preliminary Analyses

Prior to the analysis of the data gathered on the various research questions, the normality assumption, which is the fundamental of all parametric assumptions was tested. This was tested using mean, median, 5% trimmed mean, and the normal Q-Q plot. Details of the results are presented in Table 5.

Table 5- *Test for Normality*

Parameters	Parental Negligence	Classroom Behaviour	Academic Performance
Mean	48.31	71.28	56.21
Standard deviation	9.58	9.50	10.05
5% Trimmed mean	48.40	71.40	56.50
Median	48.50	71.00	56.25

Source: Field Survey (2020)

As presented in Table 5, the mean, 5% trimmed mean, and median of parental negligence, classroom behaviour, and academic performance were approximately the same. This implies that the distribution of scores of the aforementioned variables were normally distributed (Pallant, 2010). Additionally, the normal Q-Q plots for all the variables were also examined (see Appendix C). From Appendix C, the normal Q-Q plots for all the variables showed that the distribution of all the scores were closer to the straight line.

Research Question 1

What is the extent of parental negligence among junior high school students in the Adenta Municipality?

This research question sought to find out the nature of parental negligence prevalent among Junior High School students. In analysing such information, 20-items were used; these items were divided into four dimensions, which were neglect of emotional needs, neglect of cognitive needs, neglect of supervisory needs, and neglect of physical needs. The items were measured on 4-point scale (Strongly Disagree-1, Disagree-2, Agree-3, and Strongly Agree-4). Items which were negatively worded were reversed and composite scores were computed accordingly. Data for this research

question was analysed using means and standard deviations. A midpoint of 2.5 was used as the basis for judging the responses. Based on this criterion, mean scores below 2.5 denote disagreement to the trait, whereas mean scores above 2.5 denote agreement to the trait. Means of means were also computed for all the dimensions of the scale. The details of the results are presented in

Table 6.

Table 6 – *Extent of Parental Negligence*

Items	Mean	SD
Neglect of Emotional Needs	2.65	.82
Neglect of Cognitive Needs	2.61	.54
Neglect of Supervisory Needs	2.62	.70
Neglect of Physical Needs	1.77	.71
Overall Parental Negligence	2.42	.48

Source: Field Survey (2020)

As shown in Table 6, the overall mean of respondents on parental negligence was found to be generally low among Junior High School students in the Adenta Municipality ($M = 2.42$, $SD = .48$). Although parental negligence was generally low among respondents, some of the sub-dimensions of parental negligence were high among the respondents. For instance, neglect of students' emotional needs was high ($M = 2.65$, $SD = .82$), neglect of cognitive needs was also high ($M = 2.61$, $SD = .54$), neglect of students' supervisory needs was equally high ($M = 2.62$, $SD = .70$), neglect of students' physical needs was however low ($M = 1.77$, $SD = .71$).

Among the four dimensions of parental negligence, it was found that respondents were high on three of the dimensions and low on only one dimension of parental negligence. Thus, respondents were high on neglect of

emotional needs, this was followed by neglect of supervisory needs, as well as neglect of cognitive needs. Respondents were however low on neglect of physical needs.

The results imply that, students in the Adenta Municipality often experienced some form of parental neglects from their parents. Among some of the neglects experienced by such students include: neglect of emotional needs, neglect of supervisory needs, and neglect of cognitive needs. This suggest that, parents of such students rarely provided their wards with emotional, supervisory, and cognitive needs. On the contrary, parents of students in the Adenta Municipality often provided their children with their basic physical needs

Research Question 2

What are the classroom behaviours of junior high school students in the Adenta Municipality?

The intent of this research question was to uncover the classroom behaviours prevalent among Junior High School students. Twenty-nine items were used to measure the classroom behaviours students exhibit in the classroom. The classroom behaviour scale had four dimensions. The dimensions were as follows: impulsivity, timidity, aggressiveness, and hyperactivity. The items were measured on 4-point scale (Strongly Disagree-1, Disagree-2, Agree-3, Strongly Agree-4). A midpoint of 2.5 was used as the basis for judging the responses. Items with mean scores above 2.5 were considered as high level of the trait measured whereas items with mean scores below 2.5 were considered as lower presence of the trait. Means of means

were also computed for all the dimensions of the scale. Table 5 presents details of the results.

Table 7- *Classroom Behaviour of Students*

Statements	Mean	SD
Impulsivity	2.54	.29
Timidity	2.61	.55
Aggressiveness	2.43	.59
Hyperactivity	2.19	.60
Overall Classroom Behaviour	2.46	.33

Source: Field Survey (2020)

From Table 7, the overall mean of respondents on classroom behaviours exhibited in the classroom was generally low ($M = 2.46$, $SD = .33$). Although, classroom behaviour was found to be generally low among respondents, some of the sub-dimensions of classroom behaviour were found to be high. For instance, timidity as a classroom behaviour was high among respondents ($M = 2.61$, $SD = .55$), impulsivity as a classroom behaviour was also high among respondents ($M = 2.54$, $SD = .29$). The results in Table 7 further show that aggressiveness ($M = 2.43$, $SD = .59$) and hyperactivity ($M = 2.19$, $SD = .60$) as classroom behaviours were low among Junior High School students in the Adenta Municipality.

The results of this study imply that, classroom behaviours such as timidity and impulsivity were prevalent among Junior High School students in the Adenta Municipality. On the contrary, classroom behaviours such as aggressiveness and hyperactivity were less prevalent among Junior High School students in the Adenta Municipality. Furthermore, among the four dimensions of classroom behaviours, it was found that respondents were high

on two dimensions; respondents were also found to be low on the other two dimensions of the classroom behaviours prevalent among students in the Adenta Municipality. Thus, respondents were high on timidity, this was followed by impulsivity. In the same vein, respondents were found to be low on aggressiveness and hyperactivity respectively.

Research Question 3

What is the effect of parental negligence on the classroom behaviour of junior high school students in the Adenta Municipality?

The purpose of this research question was to determine the impact of parental carelessness on student behaviour in the classroom. To answer this research question, a multivariate multiple regression analysis was used. Parental negligence with four dimensions (neglect of emotional needs, neglect of cognitive needs, neglect of supervisory needs, and neglect of physical needs) was predictor variable. This variable was measured on a continuous basis. Similarly, the criterion variable was the sub-dimensions of classroom behaviour (impulsivity, timidity, aggressiveness and hyperactivity). The criterion variable was also measured on a scale.

It is also important to emphasise that, certain specific assumptions underlying the use of multivariate regression analysis were explored to ensure that this statistical procedure could be used. From the results in Table 5, Appendix C, and Appendix D, assumptions such as normality, linearity, and homoscedasticity were duly satisfied. This gave the green light to conduct this analysis. Table 8 presents details of the analysis.

Table 8- Effect of Parental Negligence on Classroom Behaviour

Dependent Variable	Parameter	B	Std. Error	t	Sig	95% Confidence Interval	
						Lower	Upper
Impulsivity	Intercept	27.109	1.154	23.497	.000	24.835	29.383
	Neglect of Emotional Needs	.229	.339	.675	.500	-.440	.898
	Neglect of Cognitive Needs	-.636	.422	-1.508	.133	-1.469	.196
	Neglect of Supervisory Needs	.300	.379	.790	.430	-.447	1.047
	Neglect of Physical Needs	-.778*	.283	-2.752	.006	-1.335	-.221
Timidity	Intercept	10.803	1.061	10.180	.000	8.711	12.894
	Neglect of Emotional Needs	.350	.312	1.121	.264	-.265	.965
	Neglect of Cognitive Needs	-.387	.388	-.996	.321	-1.152	.379
	Neglect of Supervisory Needs	.990*	.349	2.840	.005	.303	1.677
	Neglect of Physical Needs	-.151	.260	-.581	.562	-.664	.361
Aggressiveness	Intercept	20.857	2.113	9.869	.000	16.691	25.023
	Neglect of Emotional Needs	.866	.621	1.394	.165	-.359	2.091
	Neglect of Cognitive Needs	-1.009	.773	-1.305	.193	-2.533	.515
	Neglect of Supervisory Needs	.478	.694	.688	.492	-.891	1.846
	Neglect of Physical Needs	.040	.518	.077	.939	-.981	1.061
Hyperactivity	Intercept	11.649	1.191	9.779	.000	9.300	13.997
	Neglect of Emotional Needs	.654*	.350	1.868	.043	-.036	1.345
	Neglect of Cognitive Needs	-.686	.436	-1.574	.117	-1.545	.173
	Neglect of Supervisory Needs	-.283	.391	-.722	.471	-1.054	.489
	Neglect of Physical Needs	.042	.292	.146	.884	-.533	.618

Source: Field Survey (2020); *Significant, $p < .05$.

R^2 of impulsivity = .044, R^2 of timidity = .089, R^2 of aggressiveness=.025, and R^2 of hyperactivity = .021

The results in Table 8 show that neglect of emotional needs, neglect of cognitive needs, neglect of supervisory needs, and neglect of physical needs, all together explained 4.4% of the variances in impulsivity. The results further revealed that neglect of physical needs was the only significant negative predictor of impulsivity among the other dimensions of parental negligence, $B = -.78$, $t = -2.75$, $p < .001$. The results imply that, a unit increase in neglect of physical needs would lead to a unit decrease in impulsivity.

The implication of this results suggests that, students who are often neglected of physical needs are likely to be less impulsive. Individuals who are less impulsive often think carefully about the pros and cons of their actions before in engaging in one negative behaviour or the other. Thus, such students are more likely to pause to carefully think about the financial consequences of engaging in a destructive/negative behaviour. Ultimately, students who are often neglected of physical needs, have a high propensity of becoming less impulsive, which could cumulatively influence their reluctant decision of engaging in a negative/destructive behaviour that may have financial consequences.

Similarly, the results in Table 8 indicate that neglect of emotional needs, neglect of cognitive needs, neglect of supervisory needs, and neglect of physical needs, all together accounted for 8.9% of the variances in timidity. It was further evident in the results that neglect of supervisory needs was the only significant positive predictor of timidity among the other dimensions of parental negligence, $B = .99$, $t = -2.84$, $p < .001$. The implication of this result is that, students who are often neglected of supervisory needs are more likely of exhibiting characteristics of timidity in the classroom. For instance, for the

fear of being rejected or damaging the relationship they have with other students or teachers in the school setting, such students are more likely to avoid expressing their views “being themselves” for the fear of being rejected by other students in the classroom.

In furtherance, from Table 8, neglect of emotional needs, neglect of cognitive needs, neglect of supervisory needs, and neglect of physical needs, all together explained 2.1% of the variances in hyperactivity. The results also revealed that neglect of emotional needs, was the only significant positive predictor of hyperactivity among the other dimensions of parental negligence, $B = .65, t = 1.87, p = .04$. The results suggests that students who are often neglected of emotional needs, are more likely to exhibit hyperactive behaviours in the classroom.

Generally, the result of the study revealed that parental negligence predicts students’ classroom behaviour. Thus, neglect of supervisory needs as well as neglect of emotional needs were respective significant positive predictors of timidity and hyperactivity. On the contrary, neglect of physical needs was a significant negative predictor of impulsivity.

Research Question 4

What is the effect of parental negligence on the academic performance of junior high school students in the Adenta Municipality?

This research question was aimed at determining the effect of parental negligence on students’ academic performance. The simultaneous multiple regression analysis was performed to determine the degree to which parental negligence predicts students’ academic performance. The predictors were the four dimensions of parental negligence namely, neglect of emotional needs,

neglect of cognitive needs, neglect of supervisory needs, and neglect of physical needs. These predictors were measured on a continuous basis. The criterion variable was students' academic performance, which was also measured on a continuous basis.

It is important to emphasise that, certain specific assumptions underlying the use of multiple linear regression were explored to ensure that this statistical procedure could be used. These assumptions include multicollinearity, linearity, homoscedasticity, and autocorrelation. Also, Durbin Watson *d* test was used to check for autocorrelation. Values obtained did not violate the assumption. Results from the normality test (See Table 5) and the Q-Q plot (See Appendix C) revealed that the data did not violate the normality assumption.

Results from Durbin Watson *d* test showed that there was no autocorrelation, Durbin-Watson = 1.53 was greater than 1.4, but less than 2.5 as shown in Table 8. Additionally, from the results in Table 10, multicollinearity was not present since all the Variance Inflation Factors (VIFs) were less than 10. This means the relationships among the predictor variables were not strong. This implies that all the assumptions surrounding multiple regression have not been violated. Further results are shown in Tables 9 and 10.

Table 9- Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.304	.093	.075	9.66635	1.533

a. Predictors: (Constant), Neglect of Emotional Needs, Neglect of Cognitive Needs, Neglect of Supervisory Needs, Neglect of Physical Needs.

b. Dependent Variable: Academic Performance

The results in Table 9 indicate that about 9.3% of the variances in students' academic performance is explained by the various dimensions of parental negligence.

Table 10- Overall Significance of the Model

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2011.250	4	502.813	5.381	.000
Residual	19715.497	211	93.438		
Total	21726.747	215			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Neglect of Emotional Needs, Neglect of Cognitive Needs, Neglect of Supervisory Needs, Neglect of Physical Needs.

As presented in Table 10, the overall model containing the four predictor variables and the criterion variable was statistically significant $F(4, 211) = 5.381, p < .001$. The results implies that neglect of emotional needs, neglect of cognitive needs, neglect of supervisory needs, as well as neglect of physical needs significantly predicted students' academic performance. The predictions of each of the dimensions of parental negligence presented in Table 11.

Table 11- Regression Co-efficient of Predictors

Model	Unstandardized Coefficients		Stand. Coeff.	t	Sig.	Collinearity Statistics	
	B	Std. Error				Beta	T
(Constant)	67.588	3.844		17.582	.000		
Neglect of Emotional Needs	.230	.226	.094	1.016	.311	.505	1.980
Neglect of Cognitive Needs	-.161	.281	-.043	-.574	.567	.755	1.325
Neglect of Supervisory Needs	-.988*	.253	-.343	-3.911	.000	.561	1.783
Neglect of Physical Needs	.073	.188	.026	.387	.699	.978	1.023

a. Dependent Variable: Academic Performance

b. Predictor: Parental Negligence

From Table 11, neglect of emotional needs, neglect of cognitive needs, as well as neglect of physical needs did not independently predict students' academic performance. On the contrary, neglect of supervisory needs was a significant negative predictor of students' academic performance, $B = -.988$, $t = -3.911$, $p < .001$. This implies that a unit increase in neglect of supervisory needs would lead to a unit decrease in students' academic performance. Generally, the results imply that when students are neglected supervisory needs, such students are more likely to perform abysmally in their academic work. Thus, neglect of supervisory needs could have a dire consequence on the academic performance of students.

Research Question 5

What are the ways of improving parental care among junior high school students in the Adenta Municipality?

This research question attempted finding out the ways or strategies parents adopt in improving parental care among junior high school students in the Adenta Municipality. In order to gather data for this research question, parents of students in the Adenta Municipality were granted interviews. The data was analysed thematically under the following themes: (a) Provision of students' basic and educational needs, (b) Supervision, guidance and having time for them (c) Getting a job and working hard to take care of them (d) Providing encouragement, love, and advice (e) Avoidance of parental negligence. Details of the analysis are presented in the subsequent paragraphs.

Provision of students' basic and educational needs

The parents who participated in the study were asked about the ways or strategies they adopted in improving the parental care of their wards. Most of

them positively affirmed that, in order to improve parental care, there is the need for parents to provide the fundamental needs of their child without ignoring the educational needs of their children. Some of the excerpts of the parents' comments are as follows:

Frankly, yes. Regular provision of educational needs as well as food at home (Parent 3).

Yes, by providing the needs of my children (Parent 5).

By providing the needs of the child (Parent 6).

Yes, by providing the needs of the child (Parent 7).

I always sell to provide the needs of my children (Parent 13)

Yes, by providing my children their educational needs (Parent 14).

Yes, by providing them their educational needs. Again, by providing all their needs and advising them often. Always available to attend to any school meetings that will come from the school authorities (Parent 15).

Supervision, guidance and having time for them

The parents who were involved in the study were questioned on the ways or strategies they adopted in improving parental care among their wards. Most of them positively affirmed that parents need to supervise, guide and take care of their children in order to improve parental care. Some of the excerpts of the parents' comments are as follows:

Regular visit to their school to ask their teachers of their performances and proper monitoring of their studies after school.

Again, supervision of their learning at home (Parent 3)

Yes, supervising their bed time and I guide them in doing their assignment. Also spending much time at home and I also set rules for my children at home (Parent 4).

Honestly, yes. Spending time with them after work to educate them (Parent 9).

Supervision from parents and guidance (Parent 10).

Strict monitoring of the child (Parent 11)

Yes. Provision of security: I will put my child under a teacher so that if anything is going on the teacher will let me know (Parent 13).

Parental communication with wards about school (Parent 14)

Yes, parents should make sure that their wards learn after school so that they will be good in every subject (Parent 16).

Getting a job and working hard to take care of them

The parents who took part of the study were further asked about the ways or strategies they adopt in improving parental care among their wards. Most of them positively affirmed that parents need to look for a job and work very hard in order to improve parental care. Some of the excerpts of the parents' comments are as follows:

I will look for a decent job that will earn me good salary in order to provide all the needs of my children (Parent 1).

For my part, I think if I get a job that I can be paid well, I will take care of my children (Parent 2)

By working hard to earn money in order to take care of my children (Parent 5).

Yes. By working hard to earn money in order to take care of the children (Parent 7).

Yes, by working hard to get money to provide for my children (Parent 8).

I sometimes do multiple jobs at the same time to take care of the children (Parent 12).

Providing encouragement, love and advice

The parents who participated in the study were asked about the ways or strategies they adopted in improving parental care among their wards. Most of them positively affirmed that, in order to improve parental care, there is the need for parents to encourage, love, and advice their wards accordingly. Some of the excerpts of the parents' comments are as follows:

I ensure they tell me their personal problems in school and at home. Again, I listen to what they think I do not do right towards them that need changes (Parent 10).

Yes, showing them love (Parent 11).

Encouragement and love (Parent 12)

By giving them, a piece of advice and I sometimes teach them the gospel and pray with them as well (Parent 16).

Avoidance of parental negligence

The parents who participated in the study were asked about the ways or strategies they adopt in improving parental care among their wards. Most of them positively affirmed that parents need to avoid neglecting their duties as parents in order to improve parental care. Some of the excerpts of the parents' comments are as follows:

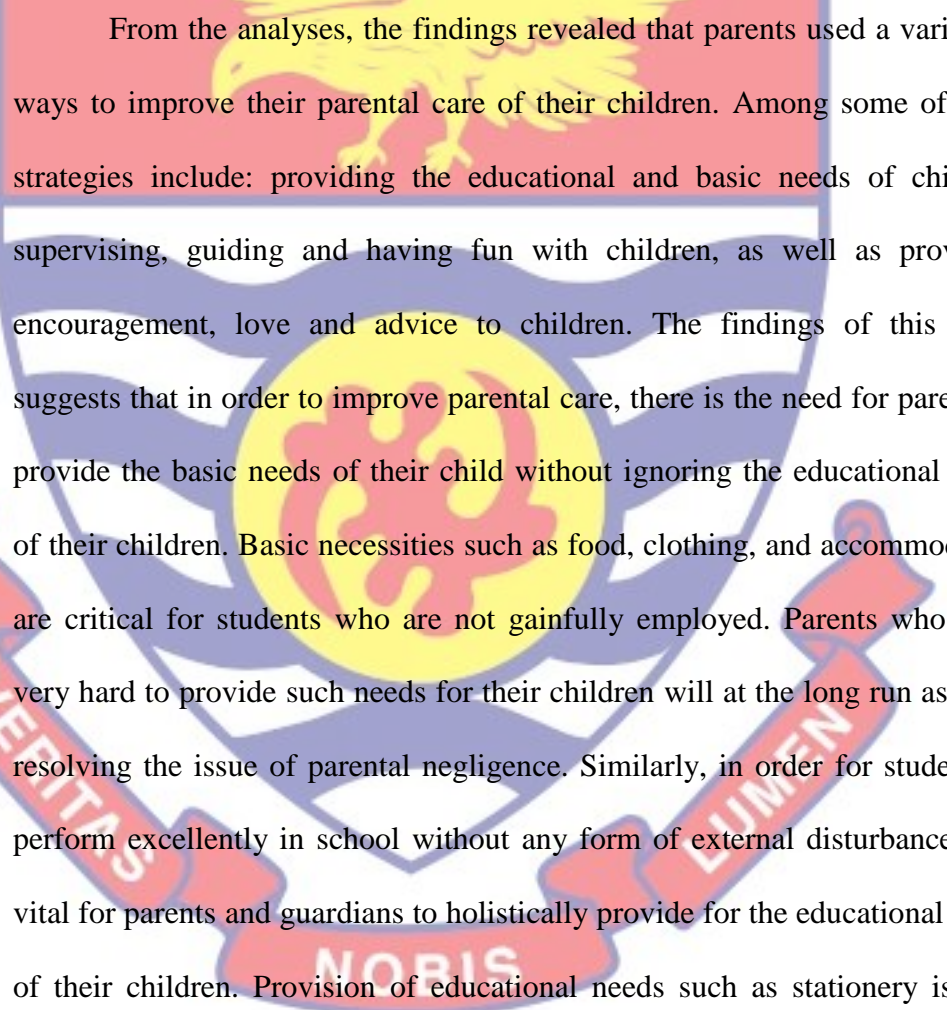
I have no strategy but to borrow money from my neighbours (Parent 2).

Avoidance of parental negligence (Parent 5).

Avoidance of parental negligence (Parent 6).

Avoidance of parental negligence (Parent 8).

Parents must be invited and educated on the effect of parental neglect (Parent 9).



From the analyses, the findings revealed that parents used a variety of ways to improve their parental care of their children. Among some of these strategies include: providing the educational and basic needs of children, supervising, guiding and having fun with children, as well as providing encouragement, love and advice to children. The findings of this study suggests that in order to improve parental care, there is the need for parents to provide the basic needs of their child without ignoring the educational needs of their children. Basic necessities such as food, clothing, and accommodation are critical for students who are not gainfully employed. Parents who work very hard to provide such needs for their children will at the long run assist in resolving the issue of parental negligence. Similarly, in order for students to perform excellently in school without any form of external disturbance, it is vital for parents and guardians to holistically provide for the educational needs of their children. Provision of educational needs such as stationery is very crucial for the success of students in schools.

Discussion

This section discusses the results of the study as presented in the previous paragraphs. The discussion was organised under the following topical issues:

1. Prevalence of Parental Negligence
2. Prevalence of Classroom Behaviours
3. Effect of Parental Negligence on Classroom Behaviour
4. Effect of Parental Negligence on Academic Performance
5. Ways/ Strategies of Improving Parental Care

Extent of Parental Negligence

The study revealed that among the four dimensions of parental negligence, respondents were high on three of the dimensions and low on only one dimension of parental negligence. Thus, respondents were high on neglect of emotional needs, this was followed by neglect of supervisory needs, as well as neglect of cognitive needs. Respondents were however low on neglect of physical needs.

The results imply that, students in the Adenta Municipality often experienced some form of parental neglects from their parents. Among some of the neglects experienced by such students include: neglect of emotional needs, neglect of supervisory needs, and neglect of cognitive needs. This suggests that, parents of such students rarely provided their wards with emotional, supervisory, and cognitive needs. On the contrary, parents of students in the Adenta Municipality often provided their children with their basic physical needs.

According to a survey published by the US Department of Health and Human Services, parental carelessness (i.e., disregard for emotional, supervisory, and cognitive standards) was common among Junior High school students in the Adenta Municipality. According to the report's results, there were at least 672,000 maltreated children in the United States, with 7 children per 1,000 suffering from neglect, compared to 1.7 for physical abuse, 0.8 for sexual assault, and 0.5 for emotional and psychological abuse. While reported rates of other types of child maltreatment have declined drastically in recent years, parental neglect rates have remained steady, according to the study.

The findings this study are also consistent with Odey's (1999) argument that children from poor homes are more susceptible to abuse and parental neglect than children from wealthy homes. Furthermore, Todd and Marois (2004) backed up this claim by stating that Nigeria, a notoriously corrupt African country, is on the verge of falling into a deadly poverty trap in which the majority of the population lacks access to sufficient food for a healthy lifestyle. This line of movement is likely to increase the prevalence rate of parental negligence in such a country if practical steps are not taken by stakeholders to arrest the situation.

Classroom Behaviours of JHS Students in Adenta Municipality

Regarding the prevalence of classroom behaviours, the study discovered classroom behaviours such as timidity and impulsivity were prevalent among Junior High School students in the Adenta Municipality. On the contrary, classroom behaviours such as aggressiveness and hyperactivity were less prevalent among Junior High School students in the Adenta Municipality. Furthermore, among the four dimensions of classroom

behaviours, it was found that respondents were high on two dimensions; respondents were also found to be low on the other two dimensions of the classroom behaviours prevalent among students in the Adenta Municipality. Thus, respondents were high on timidity, this was followed by impulsivity. In the same vein, respondents were found to be low on aggressiveness and hyperactivity respectively.

The outcome of this study suggest that Junior High School students in the Adenta Municipality exhibit timidity in the classroom environment in many ways. For instance, such students are likely to avoid saying what they think for fear of being rejected by other friends, such students are also likely to do things they will not want do rather than offending or upsetting someone.

Students who exhibit characteristics of timidity may also worry about hurting the feelings of other people. Such students on many occasions are less likely to be assertive about their feelings and thoughts in the classroom. Similarly, the findings of the study further suggest that Junior High school students in the classroom have some traits of impulsiveness. This is evident in the fact that such students are less likely to critically think through their decisions before taking a final decision. Since impulsive students are not critical thinkers, such students prefer to participate in activities rather than planning for the activity. Most of such students often act quickly on their impulse as far as decision making is concerned.

The findings of this study are congruent with that of Orpinas and Frankowski (2001), who found that 69% of teachers reported episodes of poor behaviour in their classrooms at least once a week. The prevalence of disruptive behaviours in the classroom is indicated by these findings by

teachers. Hyperactivity, inattention, and chatting (general conduct), as well as disobeying rules and hostility, are all common non the classroom, according to Orpinas and Frankowski (2001).

Similarly, the findings of this study agree with those of Feil, Severson, and Walker (2002), who found evidence that head teachers go to great lengths to hide the worst of children's behaviour from inspectors, as well as evidence that nearly 40% of teachers had dealt with a violent incident in their classrooms over a one-year period, and that 92 percent of teachers had reported that they had dealt with a violent incident in their classrooms.

Effect of Parental Negligence on Classroom Behaviour

Generally, the result of the study revealed that parental negligence predicts students' classroom behaviour. Specifically, the study discovered that, neglect of supervisory needs as well as neglect of emotional needs were the only respective significant positive predictors of timidity and hyperactivity. The implication of this result is that, students who are often neglected of supervisory needs are more likely of exhibiting characteristics of timidity in the classroom. For instance, for the fear of being rejected or damaging the relationship they have with other students or teachers in the school setting, such students are more likely to avoid expressing their views "being themselves" for the fear of being rejected by other students in the classroom. The result of this study further suggests that students who are often neglected of emotional needs, are more likely to exhibit hyperactive behaviours in the classroom.

On the contrary, neglect of physical needs was found to be a significant negative predictor of impulsivity. The implication of this results

suggests that, students who are often neglected of physical needs are likely to be less impulsive. Individuals who are less impulsive often think carefully about the pros and cons of their actions before engaging in one negative behaviour or the other. Thus, such students are more likely to pause to carefully think about the financial consequences of engaging in a destructive/negative behaviour. Ultimately, students who are often neglected of physical needs, have a high propensity of becoming less impulsive, which could cumulatively influence their reluctant decision of engaging in a negative/destructive behaviour that may have financial consequences.

Bower and Griffin (2011) reported that children with highly involved parents had higher social functioning and less school behaviour problems, and this study's findings are comparable. Bower and Griffin (2011), in contrast to this study, looked at parental participation and children's intellectual and social growth in primary school. The authors came to the conclusion that increased parental involvement with a child predicts a decrease in behaviour problems and an improvement in social skills in children.

Child mistreatment relates to low grade attainment, frequent absenteeism from school, low self-esteem, and personality distortion, according to (Ryan et al., 2018). Social isolation, drug usage, antisocial behaviour, and recurrent depression are also prevalent behavioural changes in neglected children. The most essential cures for improving parental care, according to Ryan et al. (2018), are increasing parental involvement, raising parental knowledge, and initiating various family network and family support programmes.

However, the findings of this study contradict those of Hussain and Warr (2019), who observed that parental carelessness, inappropriate parenting, and parental enforcement, causes children to become violent. The author conducted a study on the relationship between parental negligence, improper parenting and aggressiveness in children. The study adopted the intensive case study method and employed a sample of 200 respondents. The study concluded that for children who often receive proper parental care in the form of physical care and love are less likely to exhibit aggressive behaviour.

The findings of this study also contradict those of Teisl and Cicchetti (2007), who reported that children who were physically abused had higher levels of hostility and disruptive behaviour than children who had not been maltreated in any way (sexually, emotionally, or neglected). One reason for the violence is because children who have been physically abused have been found to misinterpret words and actions as threatening. When a child misunderstands a situation, their defences go up, and they become disruptive and violent (Teisl & Cicchetti, 2007).

Effect of Parental Negligence on Academic Performance

In terms of the impact of parental negligence on students' academic performance, the study's findings showed that parental negligence was a statistically significant predictor of students' academic performance in general. Specifically, it was discovered that neglect of emotional needs, neglect of cognitive needs, as well as neglect of physical needs did not independently predict students' academic performance. On the contrary, neglect of supervisory needs significantly and negative predicted students' academic performance.

The implication of this result suggests that when students are neglected supervisory needs, such students are more likely to perform abysmally in their academic work. Thus, neglect of supervisory needs could have a dire consequence on the academic performance of students. That is to say, parents' inability to supervise the daily activities of their wards in terms of "making sure their children went to school on time and on regular basis," "showing some degree of care anytime their children got into trouble in school," "parents being interested in the kind of friends their children make," and "parents finding the whereabouts of their children any time such children are not at home" could eventually and cumulatively lead to poor academic performance on the part of students.

The outcome of this research is in line with Ifeyinwa and Ncheta (2015) who found that physical abuse and neglect negatively affects pupils' academic achievement. Thus, the authors indicated that pupils who experience any form of parental negligence are unable to perform academically in school. Unlike this current study which adopted an embedded mixed design, Ifeyinwa and Ncheta (2015) studied the influence of child abuse and neglect on pupils' academic achievement in primary schools by employing the ex-post facto design.

The findings that parental negligence significantly influences students' academic performance is also consistent with Bunten (2011) found that students who have experienced abuse or neglect are at risk of performing worse academically than their counterparts who have not experienced any sort of parental neglect. The findings of this study also support that of

Onolemhenmhen and Osunde (2018), who discovered that child neglect (educational and social neglect) predicts academic achievement in students.

Ways/ Strategies of Improving Parental Care

Regarding the ways/strategies of improving parental care, the study discovered that parents proposed a number of strategies/ways in their quest to improve parental care. Among some of these strategies include: providing the educational and basic needs of children, supervising, guiding and having fun with children, as well as providing encouragement, love and advice to children.

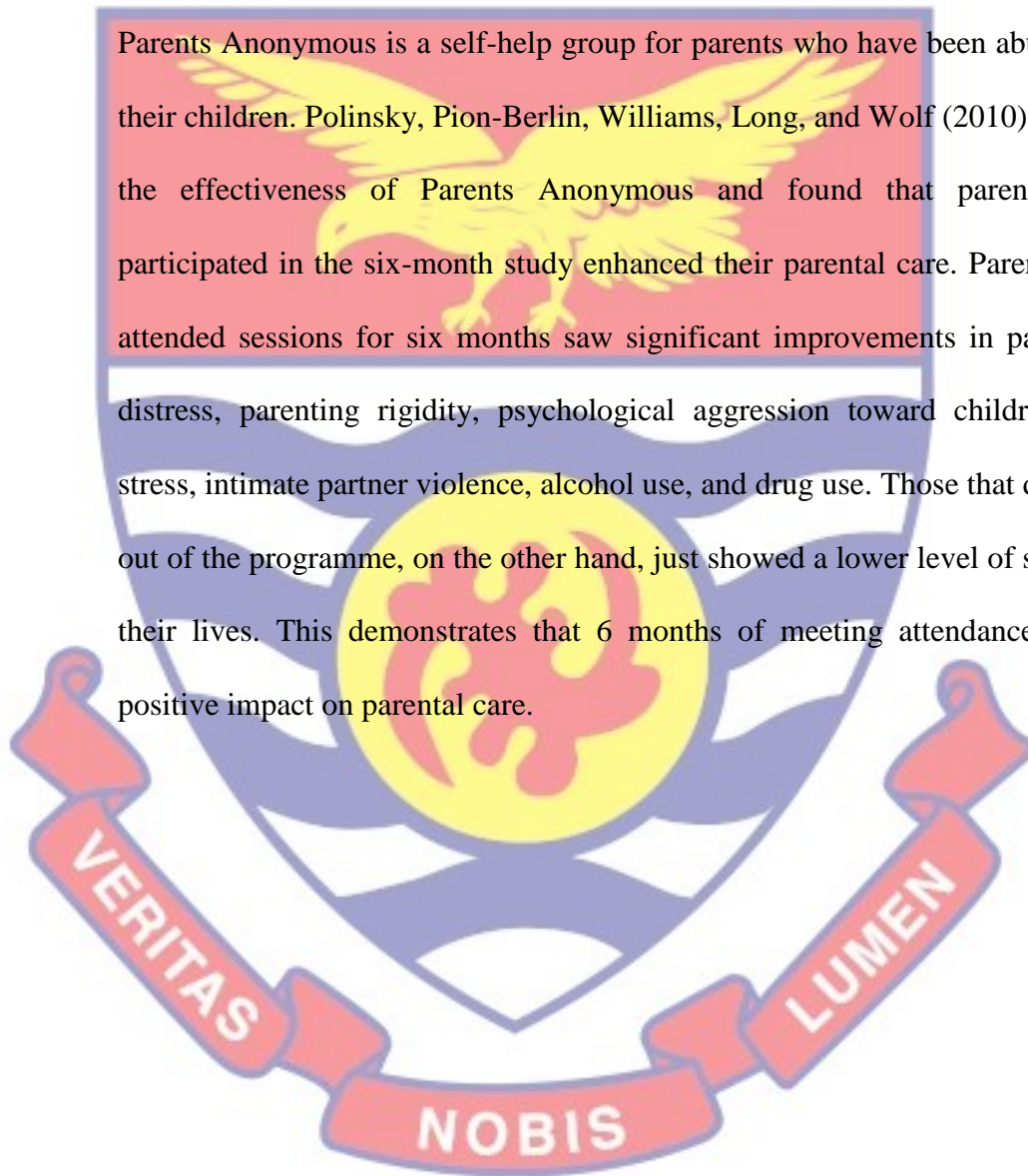
The implications of the findings of this study suggest that in order to increase parental care, parents must provide for their children's fundamental requirements while ignoring their children's educational needs. Basic necessities such as food, clothing, and accommodation are critical for students who are unemployed to survive. Parents who work very hard to provide such needs for their children will at the long run assist in resolving the issue of parental negligence. Similarly, in order for students to perform excellently in school without any form of external disturbance, it is imperative for parents to holistically provide the educational needs of their children. Provision of educational needs such as stationery is very crucial for the success of pupils in schools.

This study's findings corroborate Barth's (2009) recommendation that practitioners begin basic parent training programmes focused at improving parenting efficacy and capacities in terms of parental care. These professionals can then track the parents' progress and the family's ability to reduce parental

negligence. If little or no progress is being made, the practitioner may focus their interventions on a specific family risk factor that is causing concern.

The findings of this study back up those of Polinsky, Pion-Berlin, Williams, Long, and Wolf (2010), who claimed that Parents Anonymous is one programme that can assist parents in preventing child neglect and abuse.

Parents Anonymous is a self-help group for parents who have been abusive to their children. Polinsky, Pion-Berlin, Williams, Long, and Wolf (2010) studied the effectiveness of Parents Anonymous and found that parents who participated in the six-month study enhanced their parental care. Parents who attended sessions for six months saw significant improvements in parenting distress, parenting rigidity, psychological aggression toward children, life stress, intimate partner violence, alcohol use, and drug use. Those that dropped out of the programme, on the other hand, just showed a lower level of stress in their lives. This demonstrates that 6 months of meeting attendance had a positive impact on parental care.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter includes a summary of the research, findings gained from the research, as well as ideas and recommendations for further research. The outcomes of the study were used to make suggestions and recommendations for further research.

Summary

The goal of the study was to examine how parental carelessness affected the classroom behaviour and academic performance of Junior High School pupils in Adenta Municipality. Five distinct objectives and research questions guided the study.

Research Questions

1. What is the extent of parental negligence among junior high school students in the Adenta Municipality?
2. What are the classroom behaviours of junior high school students in the Adenta Municipality?
3. What is the effect of parental negligence on the classroom behaviour Junior High School students in the Adenta Municipality?
4. What is the effect of parental negligence on the academic performance of Junior High School students in the Adenta Municipality?
5. What are the ways of improving parental care among Junior High School students in the Adenta Municipality?

Literature related to the study was reviewed. That section covers the theoretical framework, conceptual framework, and empirical review. The theoretical foundation includes Albert Bandura's Social Learning Theory, Abraham Maslow's Theory of Needs, and Bowlby's Attachment Theory. The conceptual framework covers the concept of child neglect, the causes of child neglect, the consequences of child neglect, and the influence of child neglect on a child's behaviour and academic achievement. The empirical review, on the other hand, was done to validate or refute the findings of prior investigations when making comparisons.

The embedded mixed method design was employed to carry out the study. The population of the study comprised Junior High School students, teachers, as well as their parents within the Adenta Municipality. The study included 226 students who are sampled using the multi-stage sampling technique, and also included 16 parents and 8 teachers within the Adenta Municipality. While data from students and teachers were gathered using a standardised questionnaire, data from parents were gathered using an interview guide.

Pilot testing for both students' and teachers' questionnaires were conducted and the reliability and validity of the items on the questionnaire were established. All the sub-dimensions of the adapted questionnaire had good indicators of internal consistency, $\alpha = .70$ and above. Ethical protocols were followed before, during and after data collection and analyses. The data gathered were subjected to quantitative and qualitative analyses. The quantitative data were analysed using means and standard deviation,

multivariate regression analysis and multiple linear regression analysis while the qualitative data were analysed using thematic analysis

Key findings

Based on the results, the following findings were outlined from the study:

1. Among the four dimensions of parental negligence, it was found that respondents were high on three of the dimensions and low on only one dimension of parental negligence. Thus, respondents were high on neglect of emotional needs, this was followed by neglect of supervisory needs, as well as neglect of cognitive needs. Respondents were however low on neglect of physical needs.
2. The study discovered that classroom behaviours such as timidity and impulsivity were prevalent among Junior High School students in the Adenta Municipality. On the contrary, classroom behaviours such as aggressiveness and hyperactivity were not prevalent among Junior High School students in the Adenta Municipality.
3. Generally, the result of the study revealed that parental negligence predicts students' classroom behaviour. Thus, neglect of supervisory needs as well as neglect of emotional needs were respectively significant positive predictors of timidity and hyperactivity. On the contrary, neglect of physical needs was a significant negative predictor of impulsivity.
4. Generally, the findings of the study revealed that parental negligence significantly predicted students' academic performance. Specifically, it was discovered that neglect of emotional needs, neglect of cognitive needs, as well as neglect of physical needs did not independently

predict students' academic performance. On the contrary, neglect of supervisory needs was a significant negative predictor of students' academic performance.

5. In their quest to improve parental care, parents proposed a number of strategies/ways for improving parental care. Among some of these strategies include: providing the educational and basic needs of children, supervising, guiding and having fun with children, as well as providing encouragement, love and advice to children.

Conclusion

Based on the findings of this study, it can be concluded that parental negligence such as neglect of emotional needs, neglect of supervisory needs, and neglect of cognitive needs are prevalent among Junior High School pupils in the Adenta Municipality. On the contrary, the study concluded that neglect of physical need as a form of parental negligence was not prevalent among pupils in the Adenta Municipality.

It can further be concluded that pupils within the Adenta Municipality often exhibit behaviours such as timidity and impulsiveness in the classroom. Classroom behaviours such as aggressiveness and hyperactivity were not however dominant among Junior High School students in the Adenta Municipality.

Again, the result of this study provides enough evidence to conclude that, pupils who are often denied supervisory needs, and emotional needs, have the tendency of suffering from timidity and hyperactivity. It can further be concluded that students who are often neglected of physical needs are likely to be less impulsive. Individuals who are less impulsive often think carefully

about the pros and cons of their actions before engaging in one negative behaviour or the other.

More so, it can be concluded that students who suffer from parental negligence are likely to perform poorly in school. Thus, since such students lack the basic parental care and supervisory needs, they are unable to accumulate the necessary concentration required for excellent academic work in their respective schools.

It can finally be concluded that parents/guardians and caregivers who provide the educational and basic needs of their children, parents who supervise, guide and have fun with their children, as well as parents who provide encouragement, love and advice to their children are likely to improve the parental care of their wards.

Recommendations

The following recommendations were made to guide the development of policy and practice based on the findings and the conclusion drawn from the study:

1. Since the level of parental negligence (i.e., neglect of emotional, supervisory and cognitive needs) were high among pupils, parents as well as teachers are encouraged to adopt strategies that will enable them provide the emotional, supervisory and cognitive needs of their children. Parents can provide the emotional needs of students by showing them love, comforting them any time they are troubled and also praising them any time they achieve something significant in life. Parents and teachers can also provide the cognitive needs of pupils

when they encourage and inspire pupils to achieve that they can as children.

2. In view of the findings that neglect of physical needs was low among pupils, parents/guardians are encouraged to continue and intensify the provision of their children's physical needs. This will to a large extent

help to improve the parent care of their children as far as their physical needs are concerned.

3. Since classroom behaviours such as timidity and impulsivity were high (prevalent) among pupils, school counsellors in Junior High School within the Adenta Municipality are encouraged to organise therapeutic services as well as preventive counselling sessions that will empower and assist students overcome the challenge of timidity and impulsivity in Junior High School.

4. Parents, guardians and caregivers are encouraged by the findings of this study to avoid neglecting the supervisory and emotional need of their children, since neglect of supervisory and emotional needs promotes timidity and hyperactivity among pupils.

5. Parents, guardians and caregivers are further entreated by the findings of this study to avoid neglecting the supervisory needs of their children, since negligence of parents on pupils' supervisory needs promotes poor academic performance.

6. Parents, guardians and caregivers are encouraged to adopt strategies such as: providing the educational and basic needs of children, supervising, guiding, and having fun with children, as well as providing encouragement, love and advice to children. Adopting these

strategies will assist in promoting parental care among pupil/children within the Adenta Municipality.

Implication for Policy and Practice

Since parental negligence has been found to influence the behaviour and academic performance of pupils, it is suggested that some policy directions should be implemented provide education on the detrimental effects has parental negligence on the classroom behaviour and academic performance of their children. This education will provide ample information for parents to know the need to be present and show some interest in the academic work of their children. This would further encourage parents to provide the necessary support in terms of emotional and cognitive support the advancement of their children's education.

Suggestions for Further Research

For the purpose of further research, the following suggestions have been made:

1. It is suggested that further studies in this research area should examine the moderating role of gender in the association between parental negligence and students' classroom behaviour
2. It is recommended that this study be replicated in other levels of education such as second cycle institutions since some variations in internal policies could bring about variations in the results.

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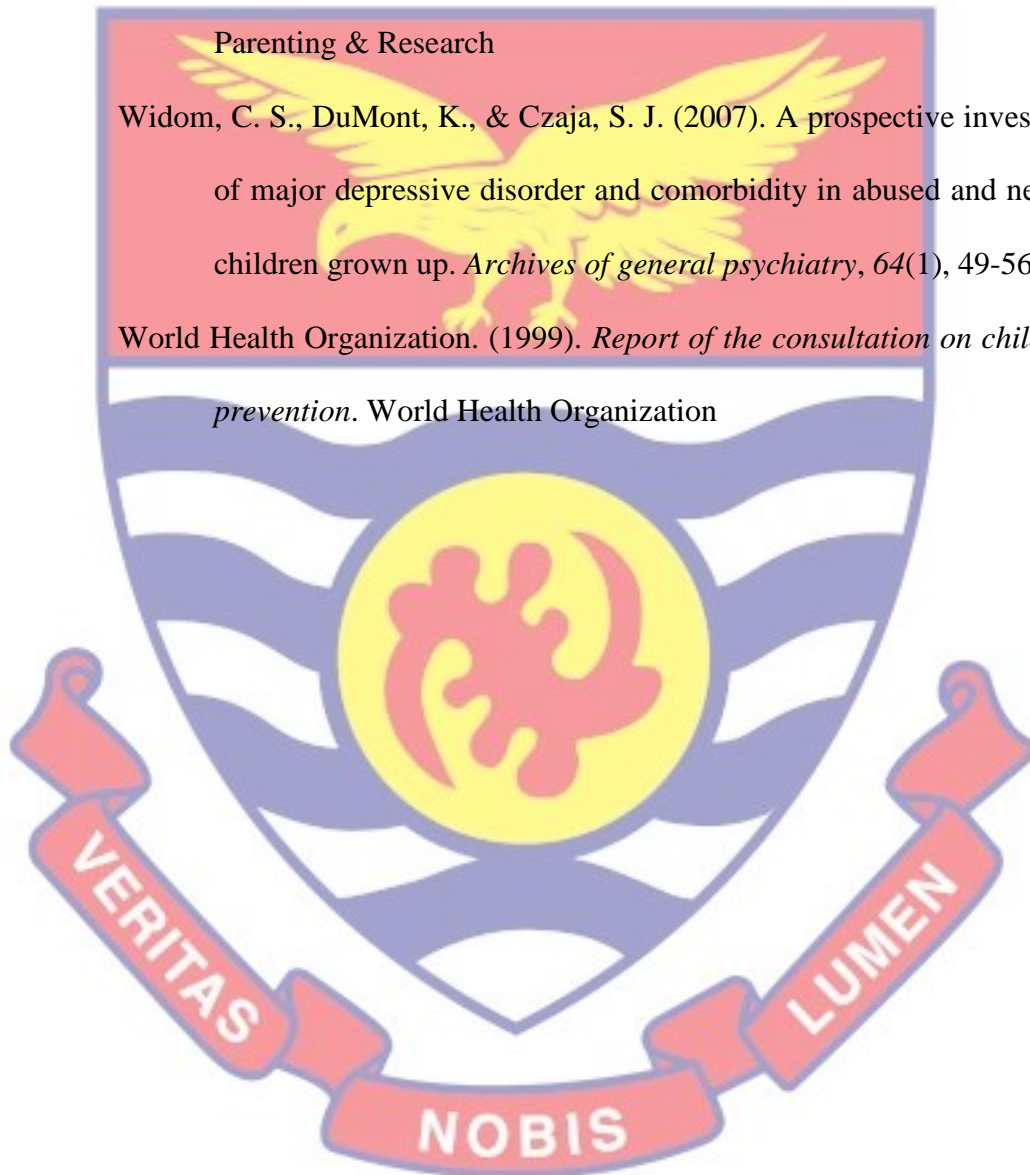
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APPENDICES

APPENDIX A

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES-ERB/ucc.edu/14/20-47  Date: 6th July, 2020

Your Ref:

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

Chairman, CES-ERB
Prof. J. A. Omotosho
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The bearer, Dale Opata....., Reg. No. EF/GC/19/0006 is an M.Phil. / ~~Ph.D.~~ student in the Department of Guidance and Counselling..... in the College of Education Studies, University of Cape Coast, Cape Coast, Ghana. He / ~~She~~ wishes to undertake a research study on the topic:

Effect of parental negligence on the classroom behaviour and academic performance of basic school pupils in the Accra Municipality.

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed his/~~her~~ proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence his/~~her~~ study. The ERB would be grateful if you would give him/~~her~~ the necessary assistance to facilitate the conduct of the said research.

Thank you.
Yours faithfully,


Prof. Linda Dzama Forde
(Secretary, CES-ERB)

APPENDIX B
QUESTIONNAIRE

Questionnaire for Students

Dear respondent, the purpose of this study seeks examine the effect of parental negligence on the classroom behaviour and academic performance of Junior High School students in the Adenta Municipality. Your participation is essential to the success of this study. Information provided is solely for academic purposes and would be kept as *confidential* as possible. Responses provided would be anonymous during data collection since you are not required to write your name on the questionnaire. Participation is voluntary and thus, you have the right to withdraw any time without any given reason(s). Kindly spend 15 minutes to supply information on each item of this questionnaire as honestly as possible.

SECTION A

Please tick (√) the appropriate response as it applies to you.

1. Gender: a. Male [] b. Female []

2. School: a. Adenta Community JHS []

b. Bethel Presby JHS []

c. Christ Faith Mission JHS []

d. Sowa Din 1 JHS []

3. Age-range:

Below 12 years [], 13-15 years [],

15-18years [] Above 18 years [],

SECTION B – PARENTAL NEGLIGENCE

Please read the following statements carefully and tick [√] the option which best applies to you using the following options: **SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree**

No.	Statements	SA	A	D	SD
---	Emotional Needs				
1.	My parents did not help me when I had problems.				
2.	My parents did not comfort me when I was troubled.				
3.	My parents did not praise me when I achieve something that is worth praising.				
4.	My parents did things with me just for fun.				
5.	My parents did not tell me they loved me.				
---	Cognitive Needs				
6.	My parents helped me when I had trouble understanding something.				
7.	My parents did not read books to me.				
8.	My parents were not interested in my activities or my likes and dislikes				
9.	My parents did not encourage me to do my best as a student				
10.	My parents did not often assist me with homework.				
---	Supervision Needs				
11.	My parents did not make sure I went to school.				
12.	My parents did not care if I got into trouble in school.				
13.	My parents did not care if I displayed bad behaviours like stealing in school.				
14.	My parents were not interested in the kind of friends I had.				
15.	My parents wanted to know what I was doing when I was not at home.				
---	Physical Needs				
16.	My parents hardly gave me pocket money for food.				
17.	My parents did not make sure I saw a doctor when I needed one.				
18.	My parents did not give me enough clothes to keep me warm.				
19.	My parents did not give me enough food to eat.				
20.	My parents hardly provided me with a comfortable place to lay my head.				

Questionnaire for Teachers

Dear respondent, this questionnaire seeks to gather information students' behaviour in the classroom. Your participation is essential to the success of this study. Information provided is solely for academic purposes and would be kept as *confidential* as possible. Responses provided would be anonymous during data collection since you are not required to write your name on the questionnaire. Participation is voluntary and thus, you have the right to withdraw any time without any given reason (s). Kindly spend some few minutes to supply information on each item of this questionnaire as honestly as possible.

SECTION C– CLASSROOM BEHAVIOUR

Please indicate the extent to which you agree or disagree with the following statements. Tick [✓] the option which best applies to you using the following options: **SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree**

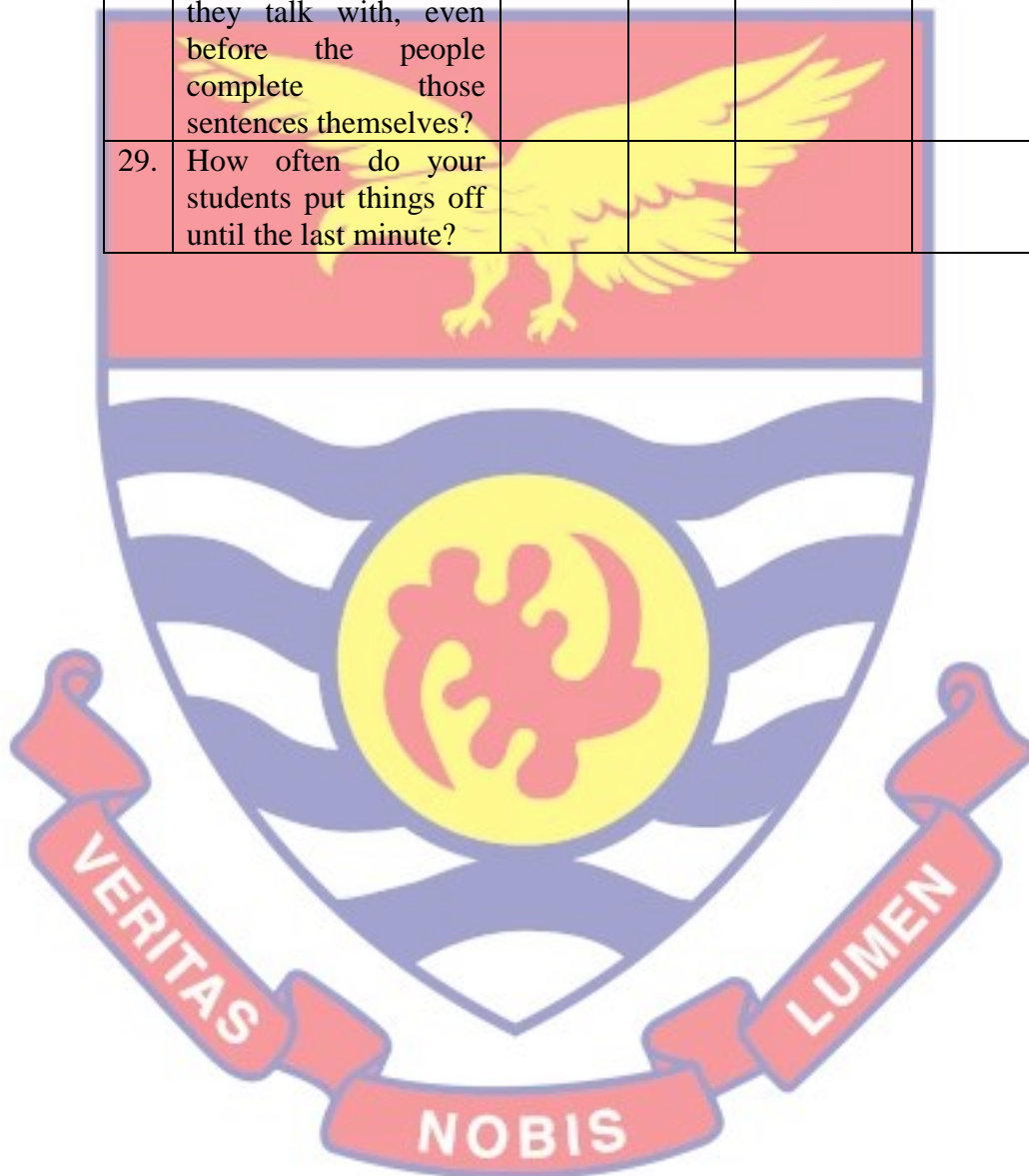
No.	Statements	SA	A	D	SD
---	Impulsivity				
1.	Students in my class often plan tasks carefully.				
2.	Students in my class often do things without thinking.				
3.	Students in my class make-up their mind quickly.				
4.	My students often plan trips well ahead of time.				
5.	My students are careful thinkers.				
6.	Anytime a crowd get excited about something, most of my students get excited too.				
7.	My students are often more interested in the present than the future.				
8.	My students often speak before thinking				
9.	My students often weigh the consequences of issues before taking action.				
10.	Students in my class prefer to participate in activities rather than plan these activities.				
---	Timidity				
11.	Students in my class often avoid saying what I think for fear of being rejected.				

12.	Students in my class rarely get angry with other people for fear that they may hurt such people.				
13.	Students in my class will do something they will not want to do rather than offend or upset someone.				
14.	Most students in my class worry about criticising other people				
15.	Most students in my class worry about hurting the feelings of other people.				
---	Aggressiveness				
16.	Students in my class often tease other students to make them angry.				
17.	Students in my class often get angry very easily with people.				
18.	Students in my class often fight back whenever someone hits them.				
19.	Students in my class often encourage other students to fight.				
20.	Students in my class are fun of pushing other students.				
21.	Students in my class often get into physical fight anytime they get angry.				
22.	Students in my class often kick and beat other students just for the fun of it.				
23.	Students in my class often find themselves calling other students by bad names				
24.	Students in my class often threaten to hurt or to hit other students.				

Please indicate the extent to which you agree or disagree with the following statements. Tick [√] the option which best applies to you using the following options: **Always, Very often, Sometimes, Rarely and Never.**

	Hyperactivity	Always	Very Often	Sometimes	Rarely	Never
25.	How often do your students have difficulty concentrating on what people say to them even when they are spoken to directly?					
26.	How often do your students leave their seat in meetings or other situations in which they are expected to remain					

	seated?					
27.	How often do your students have difficulty relaxing even when they have time for themselves?					
28.	How often do you find your students finishing the sentences of people they talk with, even before the people complete those sentences themselves?					
29.	How often do your students put things off until the last minute?					



INTERVIEW GUIDE FOR PARENTS AND TEACHERS

This interview guide seeks to gather information on strategies that can be adopted in improving parental care among junior high school students. Your participation is important for the success of this study. Information provided is solely for academic purposes and would be kept as *confidential* as possible. Responses provided would be anonymous during the interview. Participation is voluntary and thus, you have the right to withdraw any time without any given reason (s). Kindly spend some few minutes to grant an honest interview as much as possible.

Please provide responses to the following questions.

Section A- Demographic Data

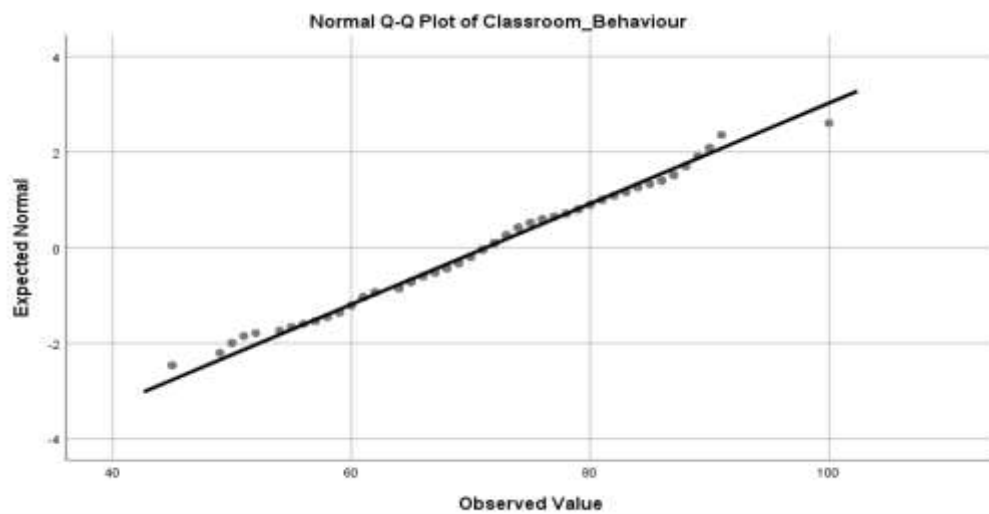
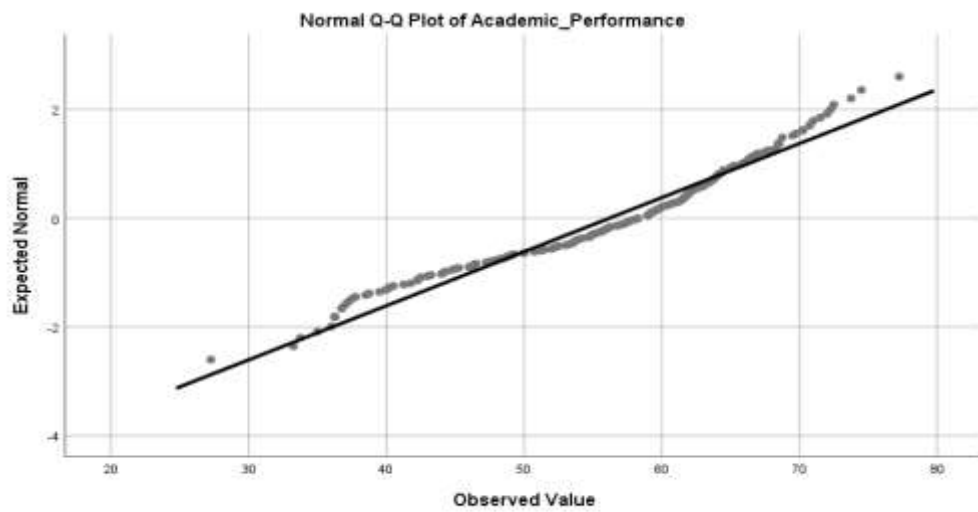
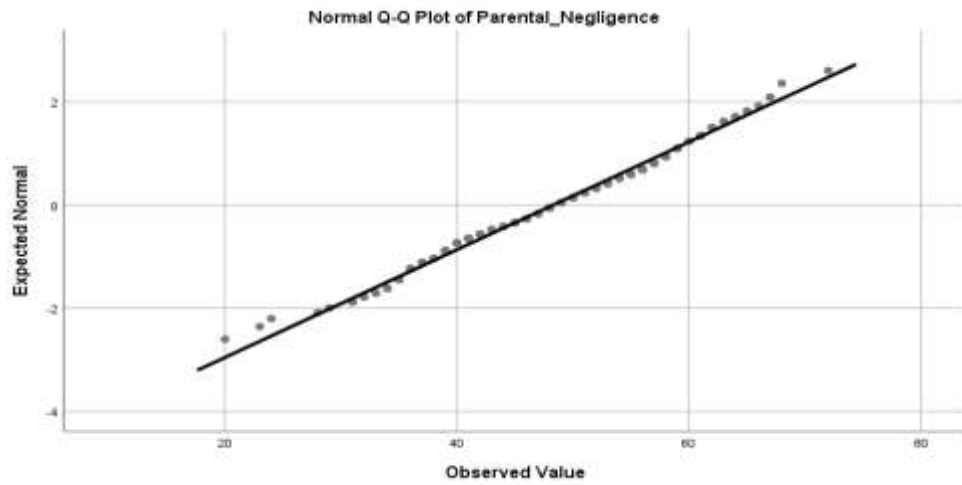
1. Age
2. Years of experience as a parent/teacher.....
3. How many children are under your care as parent/teacher.....

Section B – Ways/Strategies of Improving Parental Care

1. How often do you experience the challenge of providing quality parental care for your children?
2. What do you think are the major causes of your inability to provide quality parental care for your children?
3. Does parental negligence affect the performance of your child in school?
 - In what way are your wards affected by your inability to provide them with quality parental care?
4. What strategies do you adopt in providing quality parental care for your children?
5. What measures can be put in place to improve parental care among Junior High School students?

APPENDIX C

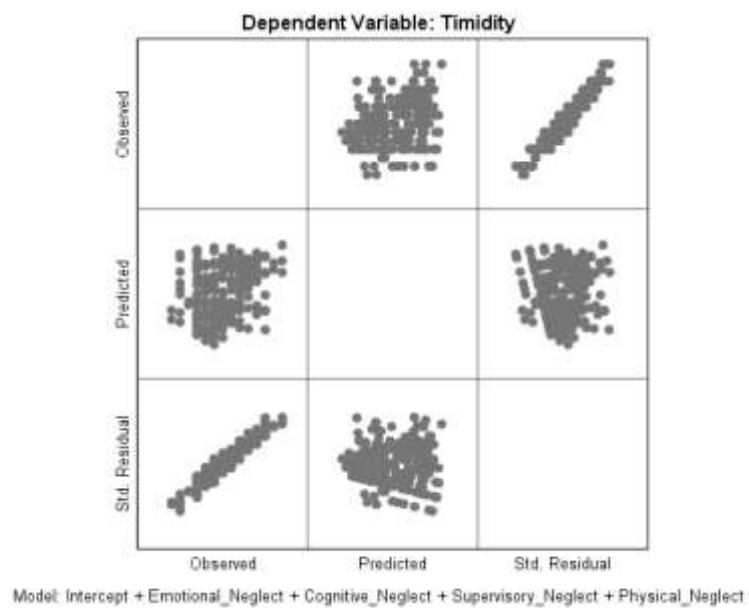
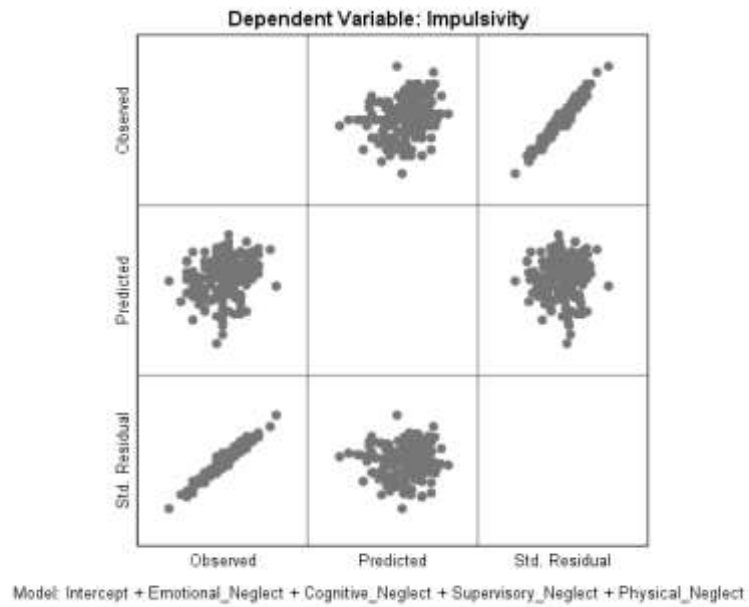
NORMALITY TEST

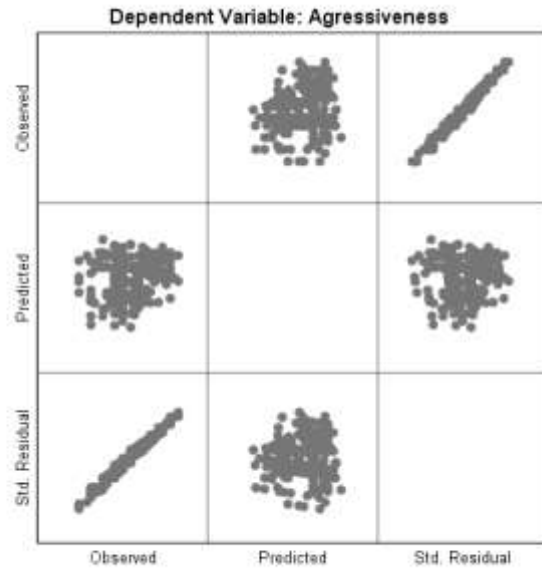


APPENDIX D

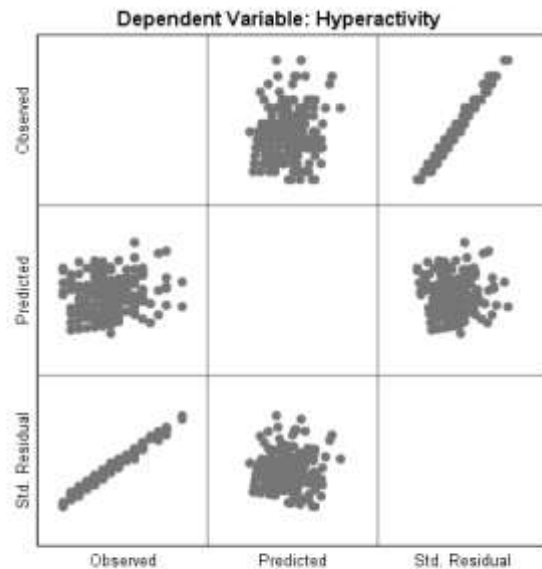
OUTPUT FOR RESEARCH QUESTION THREE

LINEARITY AND HOMOSCEDASTICITY





Model: Intercept + Emotional_Neglect + Cognitive_Neglect + Supervisory_Neglect + Physical_Neglect



Model: Intercept + Emotional_Neglect + Cognitive_Neglect + Supervisory_Neglect + Physical_Neglect