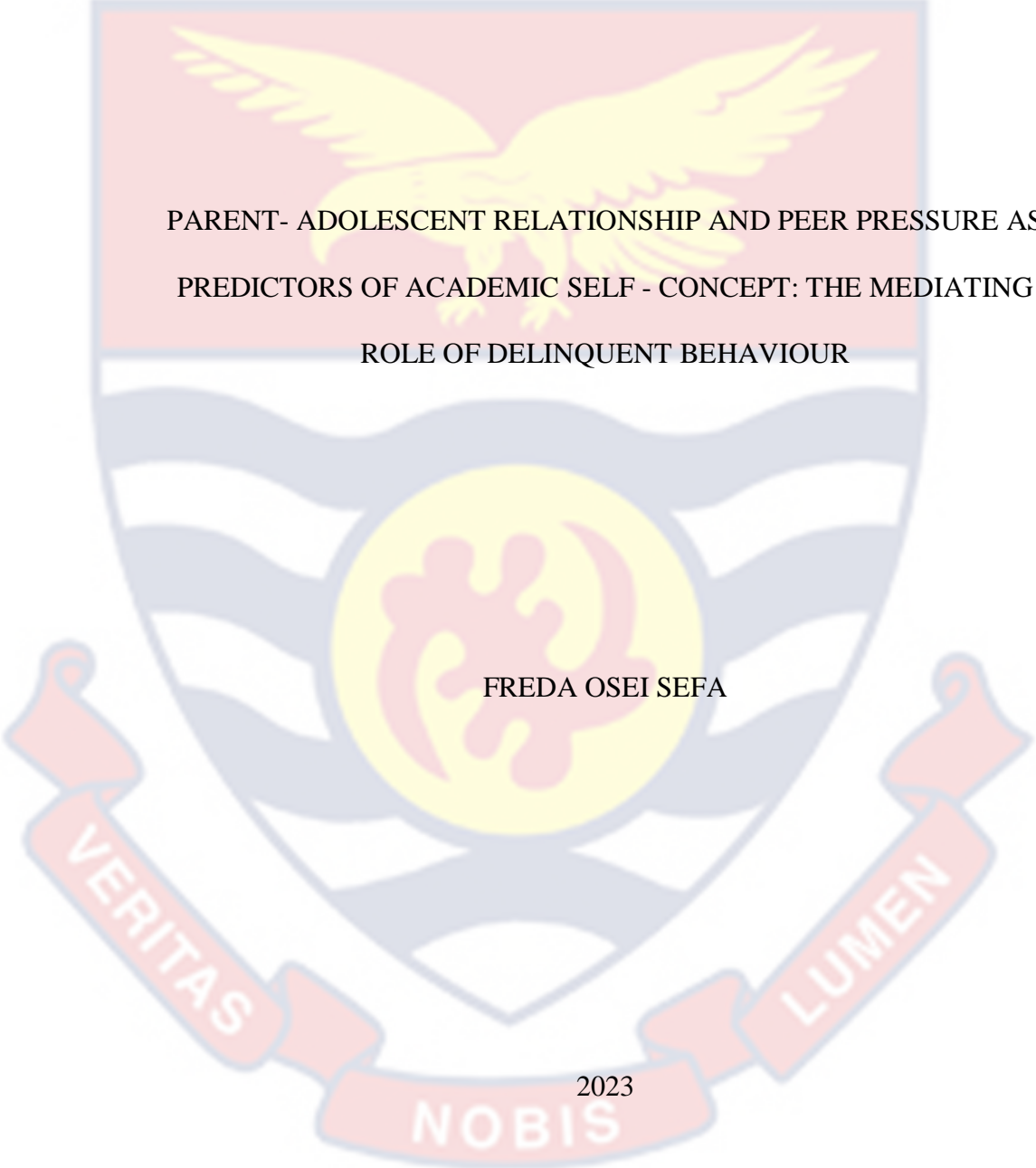UNIVERSITY OF CAPE COAST

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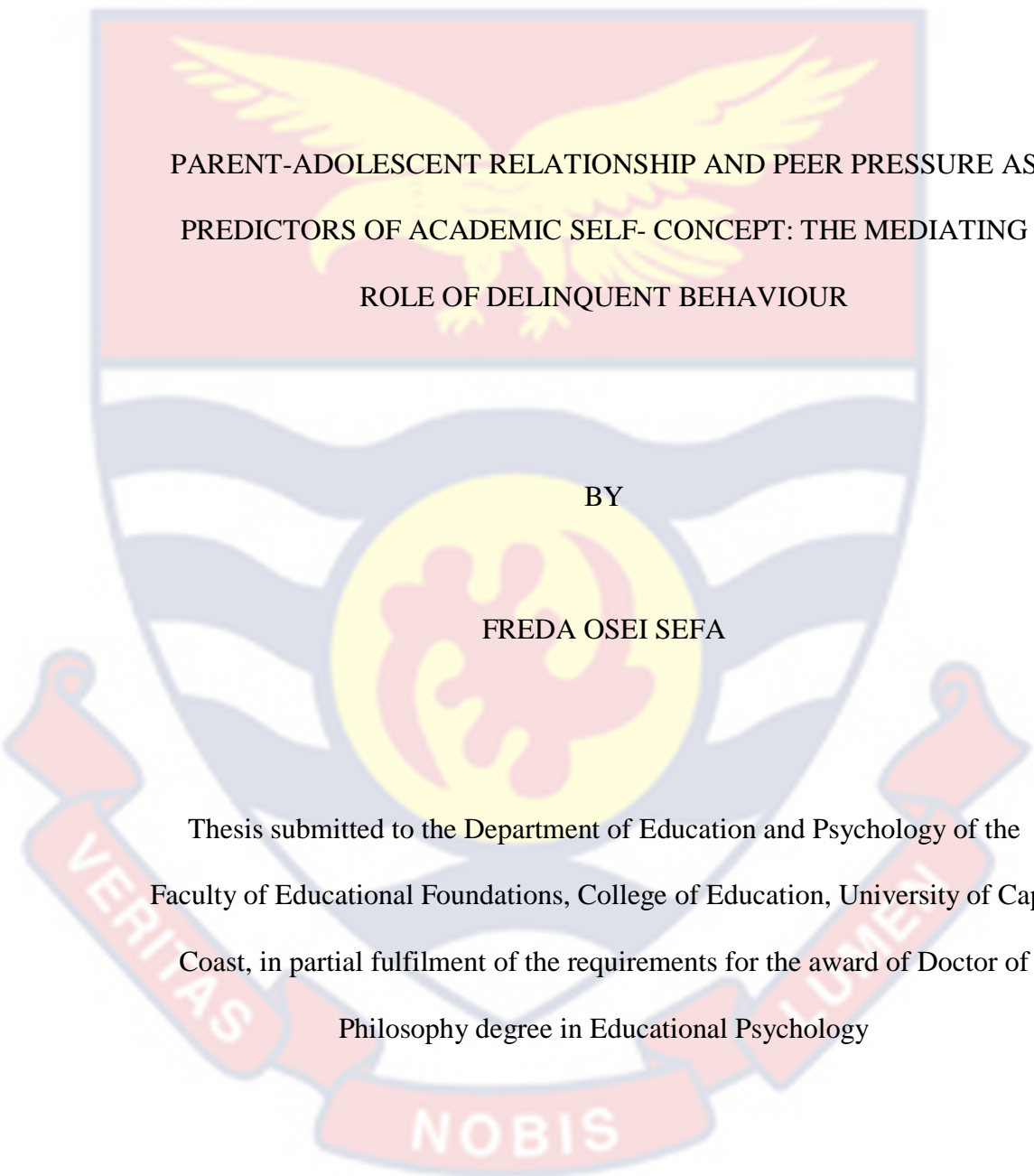
ROLE OF DELINQUENT BEHAVIOUR

FREDA OSEI SEFA

2023

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PARENT-ADOLESCENT RELATIONSHIP AND PEER PRESSURE AS

PREDICTORS OF ACADEMIC SELF- CONCEPT: THE MEDIATING

ROLE OF DELINQUENT BEHAVIOUR

BY

FREDA OSEI SEFA

Thesis submitted to the Department of Education and Psychology of the

Faculty of Educational Foundations, College of Education, University of Cape

Coast, in partial fulfilment of the requirements for the award of Doctor of

Philosophy degree in Educational Psychology

NOVEMBER 2023

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 ……………………..

Name: ……………………………………………………
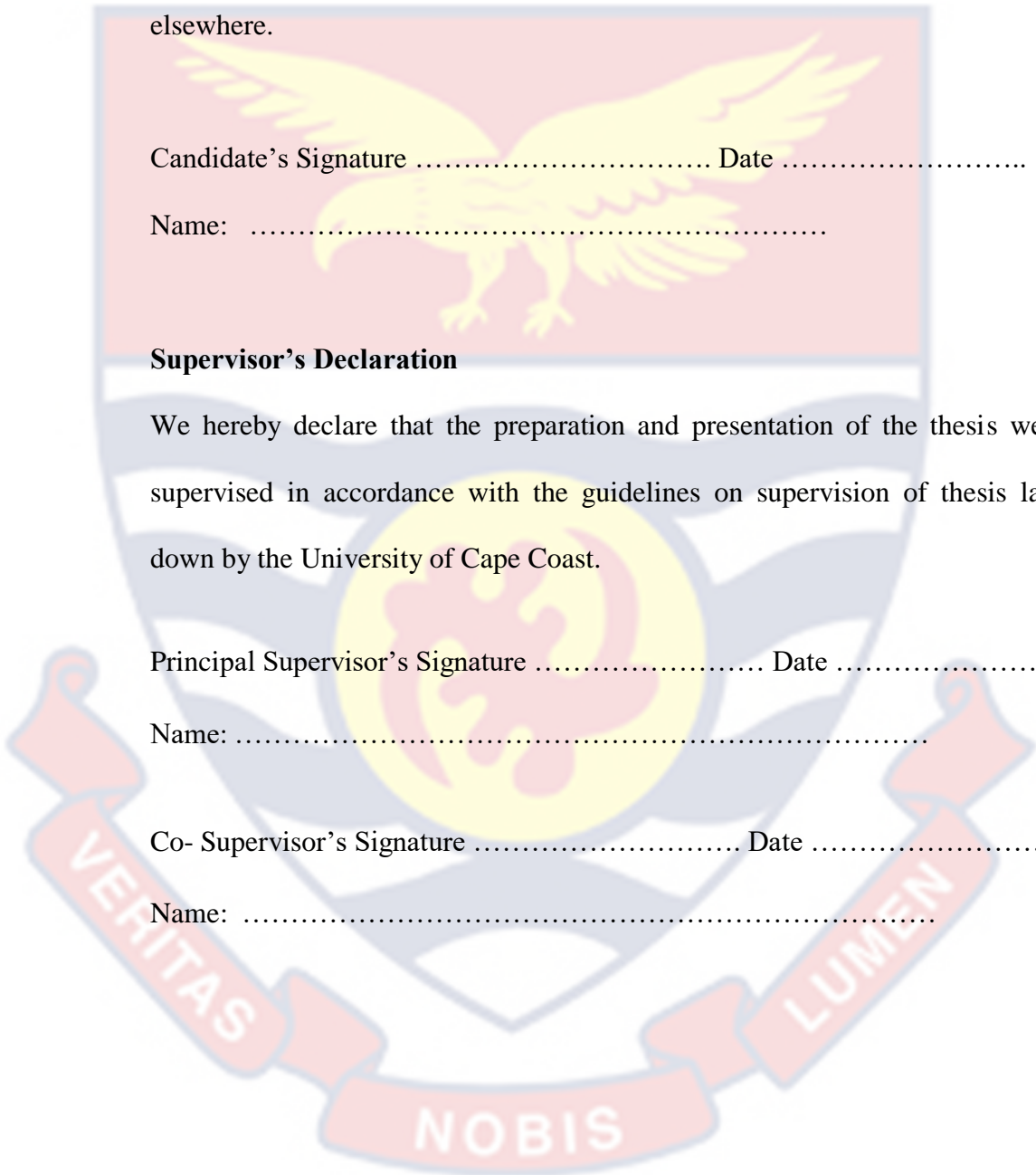
Supervisor's Declaration

We 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.

Principal Supervisor's Signature …………………… Date …………………

Name: ………………………………………………………………

Co- Supervisor's Signature ………………………. Date …………………….

Name: ……………………………………………………………

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ABSTRACT

Academic self-concept has positive impact on an individuals' educational and behavioural outcome. This study therefore aimed at examining if parent-adolescent relationship and peer pressure were influencers of academic self – concept at the adolescent stage. It sought to ascertain the family structure with adolescents that exhibit more delinquent behaviour and the role that delinquent behaviour plays as a mediator between the relationship between parent - adolescent relationship and academic self-concept as well as peer pressure on academic self-concept. To achieve this, the correlational research design was used. The multistage sampling which included the simple random sampling, proportionate stratified sampling and convenience sampling were employed. Three hundred and thirty-one respondents took part in the study. The data collection instrument was a questionnaire. One-way Analysis of Variance (ANOVA), simple and multiple linear regressions were used for the analysis of data as well as process for mediation. The study revealed that parent-adolescent relationship and peer pressure were contributors of adolescent's academic self-concept but on a rather lower level. Difference in the exhibition of delinquent behaviour among adolescents in the three family structures was not evident and delinquent behaviour did not influence the relationship between parent-adolescent relationship and peer pressure on academic self – concept. It was recommended that parents and guardians should continue to monitor, guide and correct their children at the adolescent stage. Educational psychologist in collaboration with curriculum developers should incorporate peer reviews and peer activities in lessons. Guidance and counselling

coordinators in schools should continue to encourage students to desist from

delinquent behaviours

KEY WORDS

Academic self-concept

Delinquent behaviour

Parent-adolescent relationship

Peer pressure

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DEDICATION

To my family

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CHAPTER ONE

INTRODUCTION

Academic self-concept is a psychological construct, which has gained the attention of many educational researchers recently in the field of education. This is because of the educational and behavioural benefits it has on the individual. Studies have indicated that in childhood parents, teachers and peers influence academic self-concept however at the adolescent stage studies carried out in relation to academic self-concept have not indicated whether teachers, peers and parents are still influencers of academic self-concept since the adolescent goes through many changes at this stage.

Hence the need for this study to find out whether parent-adolescent relationship and peer pressure are predictors of academic self-concept at this stage and also to find out if delinquent behaviour can be a mediator in the relationship between parent-adolescent relationship and peer pressure on academic self-concept.

Background to the Study

In Ghana, education is considered a basic human right necessary for the wholesome development of citizens in the country (Nsiah-Peprah, 2004). To ensure that all citizens acquire the needed skills to function productively and to encourage literacy, helping to alleviate poverty and advance rapid socio-economic growth (Ministry of Education, 2012), the educational system was divided into four. Six years basic school, 3 years Junior High School, 3 years Senior High School and 4 years University education with the first twelve years being free and compulsory for all children in the country (Boateng, 2012).

The exhibition of academic excellence by students is an assurance of definite productivity and socio-economic growth of the country. For this, many strategies have been put in place by the Government through the Ministry of Education to ensure students receive the best education. With the Ministry of Education taking up their responsibility, there is also a phase where the students involved need to contribute by being psychologically ready in the learning environment.

One psychological construct which has gained the attention of many educational researchers recently in the field of education is academic self-concept. This is because of its lifelong contribution to the individual. Several studies have indicated that academic self - concept has a connection with several educational and behavioural outcomes (Bakari & Balarade, 2013; Marsh & Craven, 2006; Zahra, Arif & Yousuf, 2010). Some of these outcomes include achievement (Kadir *et al*., 2012; Marsh & Yeung, 1997), motivation (Yeung *et al*., 2012), effort (Yeung, 2011), educational aspirations (Yeung *et al.,* 2010a), course choices (Guo *et al.,* 2015) and career aspirations (Yeung *et al*., 2010b). Rodríguez (2009) also opined that academic self-concept helps the individual to engage in complex cognitive activities, adopt deep learning strategies, self-reflection, and encourage the adoption of strategic learning approaches. With its enormous lifelong contribution to the individual, this psychological construct needs to be upheld and promoted in order for the agenda of education in Ghana to be achieved.

According to Cokley (2000a) academic self-concept is the perception an individual has about their academic ability in the academic setting. Guay, Boivan and Marsh (2003), described it as specific ways an individual feels

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about and perceives his or her intellectual or academic prowess, representing the person's self-belief and feelings concerning the academic setting. A person academic self-concept can be either positive or negative. A positive academic self-concept is connected with consistent positive academic outcomes and vice versa (Minchekar, 2019).

Studies have indicated that in childhood, academic self-concept is developed by parents, teachers and peers through the reinforcement received after their academic work (Carvalho, Martins, Santana & Feliciano, 2014; Martins & Carvalho, 2014). However, it seems that very little has been done to find out if at the adolescent stage, parent, teachers and peers are still the influencers of academic self-concept since the individual undergoes changes that affect their ideologies and beliefs with some experiencing decline in their academics (Steinberg, 2001).

The adolescent stage is the phase that ushers every individual into adulthood. It comes with many varied changes in the individual which could be physical, emotional, social, mental, psychological and even spiritual (Steinburg, 2001). Due to the changes occurring at this stage many dread this phase as the once obedient child now begins to question the status quo and take stands on issues.

During this phase, parent - adolescent relationship suffers. According to Paschall, Ringwalt and Fleming (2003) parent - adolescent relationship is associated with parental engagements such as monitoring, supportiveness, strictness and establishment of good family routine. Crittenden and Claussen (2000) also stated that effective parent-adolescent relationships are in the

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worth of communication and attachment between parents and their adolescents.

Adolescents at this phase relate less with their parents as they begin to desire emancipation from them and other significant adults (Sawyer, Azzopardi, Wickremarathne & Patton, *et al.,* 2018). This is because their biological and cognitive development reorganises their relationship from a vertical one where parents are known to have more knowledge and social power to a horizontal one where they want the relationship to be symmetrical, equal and give-and-take interaction (Branje, 2018). This brings about conflicts and restrains closeness (Sawyer *et al.,* 2018).

Most adolescents exhibit delinquent behaviours at this stage to assert themselves. However, once expectations of the relationship are renegotiated mutually and satisfactorily, conflicts usually come to a halt and the relationship between parents and adolescents either re-establishes or diminishes (Branje, Van Lieshout, Van Aken & Haselager, 2004).

Peers become a bedrock at this stage, providing great support and acceptance. They become crucial in their social emotional development, adding to their sense of self (Harter, 1999; Meeus, Oosterwegel & Vollebergh, 2002), social competence (Laible, 2007) and academics (Schwartz, Unger, Baezconde-Garbanati, Zamboanga, Lorenzo-Blanco, Des Rosiere & Szapocznik, 2015). The contribution of peers is usually achieved through the pressures in the groups they join. Peer pressure is an affiliation of an adolescent to a group, accepting and changing behaviour to suite the perceived norm of the group (Erickson, 1968; Simsons- Morten & Farhat, 2010). It can also be considered as a direct force exerted on an individual to conform to the

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behaviour or norm of that particular group (Simsons- Morten & Farhat, 2010). According to Hoffman (2018) peer pressure can be in the positive or negative form. With respect to this study, emphasis is on negative form of peer pressure.

Members in the peer group have similar interest. Conformity to the group is very important at this stage in behaviour, appearance and opinion without considering the effect it would have on them and their family's reputation (Le Blanc, 2000). The individuals in the group stand by their principles, ideals and morals and no outsider is permitted entry (Leve & Chamberlain, 2005). They have a common love object, for example an actress, musician, a television star or a hero that they identify with. They all have a group interest. With this, no one is allowed to please themselves. Anyone found, loses status in the group. Hence the group interest is upheld (Le Blanc, 2003; Thornberry, Krohn, Lizotte, Smith & Tobin, 2003). According to Katz (as cited in Olalekan, 2016), peer groups are such that they regulate its influence on the motivation and achievement of its members. Which with academics can be either positive or negative.

Delinquent behaviour cannot also be sidestepped as adolescents may engage in this act in groups and also use it as a tool to communicate their displeasure with situations. Generally delinquent behaviour can be explained as any behaviour that does not conform to rules of the society (Defoe *et al.,* 2013). According to Olubajo (as cited in Ikediashi, 2010) and Piquero *et al.* (2001), delinquent behaviour is most prominent at the adolescent stage, especially the early adolescent stage which is between the ages of 14 and 17 years, marking the peak periods of lesser infractions of delinquent offenses

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like theft, writing on school walls, breaking school properties among many others against the school and the society.

With the peculiarity of this phase that ushers every individual into adulthood. It becomes necessary that studies be done to ascertain the influencers of academic self-concept and also find out if the presence of delinquent behaviour among adolescents have any influence on their academic self-concept.

Statement of the Problem

From the Chief Examiners Report (2019), in the West African Secondary School Certificate Examination (WASSCE), the students did not generally perform well in the examination though they recorded some improvement in certain subjects. Factors like non - adherence to the rubrics of the examination, inadequate coverage of the syllabus, disorganized work, poor presentation of materials, inadequate preparation for the examination, inability to understand and interpret the questions properly, poor grammatical expressions, spelling mistakes, lack of in-depth knowledge on the subject matter, illegible handwriting, poor drawing skills and more were tabulated for their non-performance (Chief Examiners Report, 2019).

Apart from the above stated reasons, it is also possible that the students in general had issues with their academic self-concept for the various subjects, which translated into their poor performance. This is because when an individual is aware or has a positive perception about his performance in the various subjects in their academics, they strife to learn and expand their knowledge even without the help of their teachers. They take into

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consideration every rubric and presentation needed for them to pass seriously and they answer their questions as expected.

Most studies carried out on academic self-concept have been in the Western world (Marsh & Craven, 2006; Tormala, Petty, & Briñol, 2002) and a few carried out in Africa (Ajmal & Rafique, 2018; Coetzee, 2011; Ghazvini, 2011). Much of these studies have dwelt on the direct effect academic self-concept on academic achievement. Thus, there is the need to widen the scope of research on academic self-concept among adolescents by bringing it to new destinations. Hence, the need to find out exactly what the case is, from the Ghanaian perspective.

Studies on academic self- concept have identified that academic self – concept among adolescents in the secondary school is inconclusive with regards to it being positive or negative (Byrne & Shavelson,1996; Guay, Marsh & Boivin, 2003; Marsh, Ellis & Craven, 2002) confirming the performance exhibited by the students in their WASSCE examination. It therefore becomes expedient to find out ways to help adolescents build their academic self-concept for improvement in their academic and behavioural outcomes.

Studies have shown that adolescents with supportive and good relationships with their parents perform well academically as compared to their peers who do not experience such relationships (Baharudin & Zulkefly, 2009; Huebner & Macini, 2003; Jacobsen & Crockett, 2000). Adolescents with encouraging relationships with parents have also been found to be confident in facing any challenge or situation in their academics, which may seem to be a source of stress to them. Hence, a well-balanced relationship

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provides a source of strength to surmount difficult situations in their academics (Mulyadi *et al.,* 2016). Pomerantz, Altermatt, and Saxon (2002) also indicated that when parents dedicate resources such as time, finances and emotions to their adolescents' school and educational experiences, they have a high proclivity of their children doing well academically in their various subjects. This can also be looked at in a vice versa position. Not much is known about parent-adolescent relationship and its impact on academic self-concept even though studies have identified a relationship between parent-adolescent relationship and academic achievement. This position was explored in the study.

Negative peer pressure among adolescents cannot be overlooked at this phase as it has been found to have impact on the academics of students (Schwartz *et al.,* 2015). It has been found to have negative effect on school attendance, academic performance and also have the tendency of producing behavioural problems (Fan, 2011). Peers with the pressures for popularity have also been found to have greater behaviour problems, leading to low academic performance (Fuligni, 2001). There is also scarce information about the impact of negative peer pressure on academic self-concept even though many studies have acknowledged its effect on academic achievement. There is therefore the need to examine whether negative peer pressure is also an influencer of academic self-concept amongst adolescents since there is an association between it and academic achievement.

Many issues have come to the public place in relation to students and delinquent behaviours in our secondary schools. For instance, during the West African Secondary School Certificate Examination (WASSCE) in July, 2020,

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finalist rioted over strict invigilation and difficulty in the examination. With this, students were seen on viral videos breaking school properties and exhibiting gross indiscipline as well as insulting high-profile people in the country including the sitting president. In addressing this issue, students who were identified as the cause of the uproar were taken up by their various schools and punishment arranged for them by the Ghana Education Service (GES) (Ngnenbe, 2020). Additionally, in Ejisu Secondary Technical, one of two students were locked up overnight in the office of the assistant head master and the other spending a day in jail for stealing a stabilizer belonging to the school with the other trying to commit suicide (Ejisu SHTS suicide attempt, 2020).

Hoffman (2018), in a study of academic underachievement and delinquent behaviour, found that there was a modest link between academic underachievement and delinquent behaviour. For adolescents who were not in the category of high-risk delinquent behaviour, researches have showed a negative link between their grades and delinquent behaviour as well as other behaviours like truancy, suspension, expulsion, and many more (Hoffmann, Erikson, & Spence, 2013; Lucia, Killias & Junger-Tas, 2012; van Lier *et al*., 2012). Nor Aizal and Norly (as cited in Hoffman, 2018) had a different result after their research. They found that there was no association between delinquent behaviour and academic achievement. With the link between delinquent behaviour and academic achievement, there is also the possibility of delinquent behaviour to have influence on a student's academic self-concept. This study will therefore explore this position to add to literature.

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The study will further examine if the type of parent an adolescent is staying with can have influence on adolescent delinquent behaviour. Since several studies have opined that adolescents in single parent homes and with guardians are more susceptible to delinquent behaviours than those from both parent homes (Poduthase, 2012). It also appears that studies have not shown the role that delinquent behaviour, which is unquestionably part of the adolescent stage, plays in the relationship between parent-adolescent relationship and academic self-concept and also in the relationship between negative peer pressure and academic self-concept even though its effect on parent-adolescent relationship, peer pressure and academic achievement have been found. Hence the need for this study to explore if delinquent behaviour has an indirect relationship between these variables.

To better understand and appreciate the relationship between the key variables underpinning the study, the Greater Accra Region was selected. This was because even though the region is experiencing many developmental and global recognition, it happens that most students in the Senior High Schools in this region are not performing well (Chief Examiners Report, 2019) and according to the 2017 Ghana Living Standard Survey (as cited in Ghana Statistical Service, 2019) this region recorded 39.2% of the households having both parents present, 3.2% having only fathers, 18.1% having only mothers and 39.5% living with people other than their parents. School attendance was also found to be 92% which was the highest among the regions and one of the two regions with the highest rate of delinquent behaviour (Boakye, 2012).

Hence this research hopes to add to literature by finding out if parent-adolescent relationship and peer pressure are predictors of academic self -

concept. Explore the family structure of adolescents with high propensity of delinquent behaviour and also to find out if delinquent behaviour has an indirect relationship between parent-adolescent relationship and peer pressure on academic self - concept.

Assumptions of the Study

The following assumptions guides the study:

1. All adolescents are into lesser infraction delinquent behaviours like petty theft, breaking of school properties, writing on school walls, among many others against the school and the society.

2. All adolescents under the training and care of a guardian, mother or father or both parents are being parented.

Objectives of the Study

The objectives of the study were to find out whether:

1. There is a difference between the family structure of adolescents and the exhibition of delinquent behaviours.

2. Parent-adolescent relationship predicts academic self-concept of Senior High School (SHS) students.

3. Peer pressure predicts academic self-concept of Senior High School (SHS) students.

4. Peer pressure predicts delinquent behaviour of Senior High School (SHS) students.

5. Parent-adolescent relationship predicts delinquent behaviour of Senior High School (SHS) students.

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6.   Delinquent behaviour predicts academic self-concept of Senior High School (SHS) students.

7.   Parent-adolescent relationships predict peer pressure of Senior High School (SHS) students.

8.   Delinquent behaviour mediates the relationship between Parent-adolescent relationship and academic self-concept of Senior High School (SHS) students.

9.   Delinquent behaviour mediates the relationship between peer pressure and academic self-concept of Senior High School (SHS) students.

Research Hypotheses

The following hypotheses were formulated based on preliminary review of pertinent and related literature:

H_01: There is no statistically significant difference between the family structure

of adolescents and the exhibition of delinquent behaviours.

H_11: There is a statistically significant difference between the family structure and the exhibition of delinquent behaviours.

H_02: Parent-adolescent relationship will not predict academic self-concept of SHS students

H_12: Parent-adolescent relationship will predict academic self-concept of SHS students.

H_03: Peer pressure will not predict the academic self- concept of SHS students.

H_13: Peer pressure will predict the academic self-concept of SHS students.

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$H_0 4$: Delinquent behaviour will not predict academic self-concept of SHS students.

$H_1 4$: Delinquent behaviour will predict academic self- concept of SHS students.

$H_0 5$: Parent-adolescent relationship will not predict delinquent behaviour of SHS students.

$H_1 5$: Parent-adolescent relationship will predict delinquent behaviour of SHS students.

$H_0 6$: Peer pressure will not predict delinquent behaviour of SHS students.

$H_1 6$: Peer pressure will predict delinquent behaviour of SHS students.

$H_0 7$: Parent-adolescent relationship will not predict peer pressure of SHS students.

$H_1 7$: Parent-adolescent relationship will predict peer pressure of SHS students.

$H_0 8$: Delinquent behaviour will not mediate the relationship between parent-adolescent relationship and academic self-concept of SHS students.

$H_1 8$: Delinquent behaviour will mediate the relationship between parent-adolescent relationship and academic self-concept of SHS students.

$H_0 9$: Delinquent behaviour will not mediate the relationship between peer pressure and academic self-concept of SHS students.

$H_1 9$: Delinquent behaviour will mediate the relationship between peer pressure and academic self-concept of SHS students.

Significance of the Study

This study sought to find out if parent – adolescent relationship and peer pressure were predictors of academic self-concept and also if delinquent behaviour will influence the relationship between parent-adolescent

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relationship and academic self-concept as well as peer pressure and academic self-concept. It further went on to find out if there is a difference between the type of parents and delinquent behaviour exhibited by adolescents.

With such information, educational psychologists could sharpen their behaviour modification tools to include strategies that require parental involvement in managing adolescent delinquent behaviours. Educational psychologist in collaboration with curriculum developers would be encouraged to incorporate group work and peer review activities into the curriculum.

Guidance and Counselling coordinators in schools would be enlightened on what academic self- concept is and the positive impact it has on the life of the individual. They will be educated on the impact of negative peer pressure and delinquent behaviour on students' academic self – concept and be encouraged to organize lectures, seminars and symposiums that can create awareness on the impact of peer pressure and delinquent behaviour on their academic self-concept.

Parents would be educated on how critical their role is in the lives of their adolescent. They will be encouraged to provide, support and participate actively in their lives by constantly communicating, monitoring and encouraging them on their lives and academic pursuit.

Further, this study hopes to add to literature by providing information on the relationship between parent-adolescents relationship, peer pressure, and delinquent behaviour on academic self-concept. It further hopes to add more information to the relationship between parent - adolescent relationship and peer pressure as well as the mediating role delinquent behaviour plays in the

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relationship between parent -adolescent relationship and academic self-concept as well as peer pressure and academic self-concept, which appears to be scares.

Government and policy makers will be enlightened on the significance and role of parents in the advancement of the country by being involved in the development and academics of their adolescents. Finally, adolescents will be given information on adolescence as a period, the stages, the changes they will go through, its influence on their relationship with their parents, peers and society and its impact on their academic self-concept. So that they will make informed decisions in their day-to-day activities.

Delimitation

The study was delimited geographically to Senior High Schools in the Ga West, Ashiaman and Ningo- Prampram districts within the Greater Accra Region. Form 2 students from the public Senior High Schools in the selected districts were used for the study. The study was again delimited to academic self-concept, parent-adolescent relationship, negative peer pressure and delinquent behaviour (with emphasis on lesser infractions like writing on walls, tables, petty theft, to name a few to that considered as crime).

Limitations of the Study

Data collection was affected due to the Covid-19 as some of questionnaires were left with teachers and picked up later. Hence, a high probability that respondents might not have answered the questions individually or the presence of their teachers might have influenced their responses. The research questions were closed ended, which did not allow the respondents to give any other view.

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The study should have covered the whole of the Greater Accra Region however only three districts were covered. The Ga West, Ashiaman and Ningo – Prampram affecting the generalisation of the findings to the whole region. This notwithstanding, the study has good bases for generalisation.

Definition of Terms

For the purpose of the study, the following were defined operationally:

Adolescent: An individual in transition from the control of parents to autonomy and independence.

Adolescence: This is a period between the ages of 15 to 19 where there is an emergence of a new independent individual as a result of physical and psychosocial changes in the body to a matured individual in relation to their societal expectations.

Parent- adolescent relationship: This is a psychological construct that involves the interplay and interlacing of parental practices such as monitoring, involvement, attachment, communication and support to produce a sound, well balanced and independent adolescent.

Peer pressure: This is where adolescents are influenced by their friends into exhibiting behaviours against the norms of the society.

Delinquent behaviour: These are inappropriate behaviours exhibited by adolescents between the ages of 15 and 19 that can be considered as crimes or lesser infractions which are against the rules of the society.

Academic self-concept: This is the perception of individuals about their academics in relation to how they feel about each subject and how well they can do them.

Organization of the Study

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The study had five chapters. The first chapter was made up of the following sections: The background to the study, the statement of problem, the assumptions, the purpose of the study, research hypotheses, relevance of the study, delimitation and the definition of terms. Chapter 2 of this study embraced the literature review, which was made up of the conceptual review of the study, theoretical framework, empirical review and conceptual framework.

The Chapter 3 involved the research method of the study. This section considered the philosophical foundations of the study, research design, study area, population, sample and sampling procedure and data collection Instrument. Additionally, the validity and reliability of the instrument, ethical considerations, pre-testing, data collection procedures, data processing and analysis were also looked at. Chapter 4 gave records of the results and discussion of the study whiles Chapter 5 concentrated on the summary, conclusion and recommendation of the study.
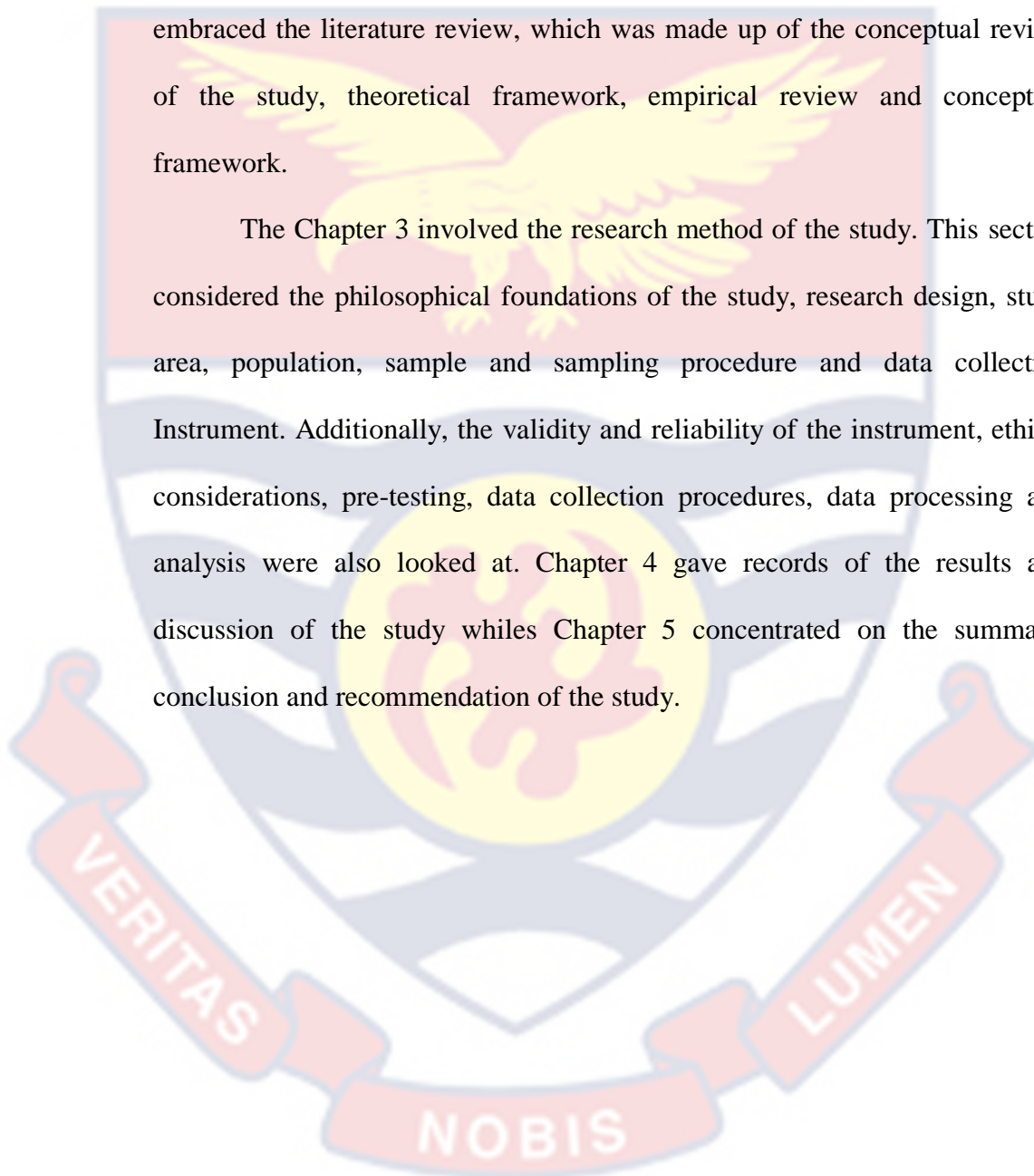
CHAPTER TWO

LITERATURE REVIEW

Introduction

The literature review was done under four main headings; the conceptual review, the theoretical framework, the empirical review and the conceptual framework. The conceptual review focused on explaining the main variables of the study while the theoretical framework concentrated on some relevant theories that explained and gave a deductive lens through which these concepts could be understood. The empirical review also touched on findings of other researches in relation to the study and finally, the conceptual framework, placed the whole study into perspective for easy understanding.

Conceptual Review

For better understanding and appreciation of the study, the following concepts were reviewed:

1. Adolescence

2. Single parent family

3. Intact family

4. Guardianship

5. Parent - adolescent relationship

6. Peer pressure

7. Delinquent behaviour

8. Academic self-concept

The Concept of Adolescence

Adolescence is a very unique stage in the life of a person. Most parents and other significant adults dread this stage because of the many challenges it presents. Children at this stage of development begin to show signs of unpredictability, instability and imbalance in their attitude after a long while of relatively stable behaviour Stanley Hall (as cited in Arnett, 2002). Therefore, the adolescent period can be described as a bridge that every individual needs to cross in order to get to adulthood. On crossing this bridge, it is believed that before getting to the end, one must have gained mastery over his sexual drive, emotions, social behaviour and above all internalise the practices of adulthood in that specific culture in order to function effectively and efficiently Stanley Hall (as cited in Arnett, 2002).

The word adolescence was derived from the Latin word "adolescere", which means "to grow" or "to grow to maturity". It is a period of growth between childhood and adulthood (Steinberg, 2001). According to Greenfield, Keller, Fuligni, and Maynard (2003), adolescence is a complex, multi-system transitional process involving progression from the immaturity and social

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dependency of childhood to adulthood with the aim and expectation of fulfilled developmental potential, personal agency and social accountability.

This was explained further by Stanley Hall (as cited in Arnett, 2002), as a process of physical and psychosocial "rebirth", being a blend of profound bodily development with the evolution of a matured experiential essence and integration of the nascent self within family, community, and culture.

Lerner and Castellino (2002) also defined it as a developmental transition occurring with mutual reorganization of the individual and the context influencing cognition, emotions, behaviour and relationships. Giedd (2015) also conceptualized it as an individual in contextual evolution which presents more challenges, constituting the basis of risk, resiliency, and opportunity in adolescence.

Chronologically adolescence have been defined differently by many scholars. In addition to this, different cultures have different perspective about this stage, making it difficult to give a panoramic chronological definition for the period of adolescence. In most cultures, puberty is normally used to mark the beginning of adolescence (Arnett, 2007). In others, the beginning of physical, social, emotional and moral development signifies the beginning of adolescence and this spans from age 10 through to 24. However, the end of adolescence is culturally, specific as well (Arnett, 2007).

According to Oxford English Dictionary (as cited in Murray *et al.,* 1983), adolescence is referred to as a period between childhood and adulthood that extend between the ages of 14 to 25 years in males and 12 to 21 years in females. Hall (1904) also conceptualized it for all genders as the ages of 14 to 24 years. Santelli *et al.* (1995) defined it as the ages of 10 to 25 years. The

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American Academy of Paediatrics (2010) pinned theirs at age 11 to 21 years. The United States Department of Health and human service (2013) theorized theirs as from 10 to19 years and young adults as ages 20 to 24 years. Additionally, the National Centre for Health Statistics, Centre for Disease Control and Prevention (2017) established theirs as youth in grade 9 to 12, rather than being age specific.

The United States Census Bureau (2015) used different constructs for the adolescent period. They believed that adolescence is a period from 12 to 17years and 15 to 19 years. The World Health Organization (2015) conventionalized "adolescents" as individuals between 10 to 19 years, it was further classified as "youth" between 15 to 24 years, and "young people" between 10 to 24 years including the extremes of their development.

In the context of this study, the age for adolescence was considered in line with the system and culture of the Ghanaian society as the adolescent stage itself is culturally specific (Steinberg, 2001). According to the Ghanaian educational calendar (GES, 2004), by 19 years and above every school going citizen should be in the University or in their final year of Senior High School and are old enough to make decisions for themselves. Further, article 42 of the Ghana's constitution indicate that every citizen in the right mind by age 18 years is eligible to vote (Ayetey, 2020). Bearing this in mind, chronologically, this study conceptualises the age of adolescence as the period from 10 to 23 including the extremes. With respect to this study, adolescence is a period between the ages of 15 to 19 where there is an emergence of a new independent individual as a result of physical and psychosocial changes in the body to a matured individual in relation to their societal expectations.

Characteristics of Adolescents

The process in adolescence involves some important shifts in their personal values and changes in their self-image and self-concept (Spielhagen & Schwartz, 2013). According to Lewin (1936), adolescents become marginalized at this stage, strive to be admitted into the world of adulthood and to enjoy certain associated privileges which include freedom of association, dressing, entry and exit from home without any complains.

This stage sees physical changes such as rapid growth in height and weight (Kellough & Kellough, 2008). This growth process is stimulated by the hormones estrogen which is more in females than males and androgen which is more in males than in females. These hormones help in the formation of the primary sex characteristics of the adolescent as well as the secondary characteristics (Manning, 2002; Manning & Bucher, 2012). The secondary characteristics of the adolescent include the growth of pubic hair in male and female, breast development, pelvic growth in girls, break in voice for boys, growth in height, and change in body proposition and increase in weight for both males and females. The development of the primary sex characteristics is signalled by the menarche or first menstruation for girls, which is a criterion for measuring sexual maturity in girls, nocturnal emission or "wet dream" a criterion for boys' sexual maturity (Caissy, 2002).

Usually, the development of males and females into adolescents happen in about 7 years (Brighton, 2007; Forbes & Dahl, 2010). The process begins two or three years earlier in girls than in boys even though the onset and termination is individually specific (Kellough & Kellough, 2008). During growth spurt, boys and girls grow differently. Boys increase slightly than girls.

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Boys become large, shoulders grow wider, their forearms and legs grow longer relative to their upper arm and legs. Girls also have their pelvis widening, extra layer of skin at the hip and bottom, making them look more pear shaped.

Boys develop larger hearts. This helps the body to carry oxygen in the blood, and helps with a lower heart rate when sleeping. The skeletal and muscular systems also go through development. Normally the bones grow faster than the muscles and this usually gives boys some coordination issues (Kellough & Kellough, 2008; Wiles, Bondi & Wiles, 2006). Boys usually have period of restlessness and weariness as a result of fluctuations in basal metabolism (Kellough & Kellough, 2008). The lower jaw becomes longer and thicker and the incisor teeth becomes upright. The increase in muscle development is accompanied with great strength for the boys.

During physical development, the brain develops as well even though the brain size remains relatively unaffected (Blakemore & Choudhury, 2006; Casey, Giedd, & Thomas, 2000; Dahl, 2004). The development of the brain occurs as a result of synaptic pruning in the brain's neural circuitry (Giedd, 2004; Nagel, 2010) such that the prefrontal cortex of the brain can handle effectively activities which include planning, reasoning, anticipating consequences, sustaining attention as well as decision making. At the same time, the adolescent is able to make gender specific differences in roles and norms in the society (Caskey & Ruben, 2007).

The adolescent also goes through changes socially and emotionally. Usually, socio-emotional development occurs later after the physical and intellectual development (Scales, 2010). At this developmental stage, the

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adolescent becomes more enthusiastic and shows a desire for strenuous activity and competitive sports; he shows an interest in social activities, in members of the opposite sex, in clothes and appearance, better emotional control, less restlessness, less boredom, a less critical attitude toward family and friends and a stronger motivation to do things (Wiles, Bondi & Wiles, 2006). The adolescent begins to have a strong desire for peer approval whiles that of adult decreases in importance (Scales, 2010). As a result, they search for social importance within the peer group as they seek social spot and personal identity (Scales, 2010). Inasmuch as they want to be in the group, they still grapple with the desire of being independent and distinct (Brighton, 2007). Additionally, the adolescent also begins to appreciate the gender role in the society and determine their sexual identity whether to be heterosexual, homosexual, or bisexual. They also learn how to deal with physical and emotional intimacy in relationships with others (DeLamater & Friedrich, 2002).

Considering their relationships with their parents, adolescents tend to appreciate, imitate and esteem their peers and elderly friends. This is as a result of the emancipation the want to gain from their parents. However, the family still remains a crucial decision factor even though they would like to make choices for themselves and remain independent (Kellough & Kellough, 2008). Rebelliousness towards their parent and other significant others become obvious but yet they tend to depend on them. They test limits and challenge them and sometimes overreact to situations. They mostly ridicule others and easily feel embarrassed at the slightest confrontation (Scales, 2010).

The adolescent's development psychologically entails the formation of their personal identity and the quest for gaining independence from parents and other significant adult (Brown & Knowles, 2007). According to Erikson (1968), this is the time the individual strives for personal identity to avoid the dangers of identity diffusion. This involves the individual evaluating his personal abilities so as to gain a clearer understanding about him or herself in order to fit into the society. The adolescent moves into a state of exploration and this is known as the crises called psychological moratorium (Marcia, 1980). The ability for the individual to reach a stage of identity is known as identity achievement, to be born into an already existing identity that is being born into for example a family business, the individual will not be able to explore any options in the society but take up what the family already has running hence that individual is said to be foreclosed. If one is not able to identify anything in the society to live for or create a niche in the society for him or herself, that person is said to be identity diffused (Marcia, 1980). With the quest to achieve identity, feelings of susceptibility may intensify as they begin to examine the differences between who they are and others (Scales, 2010).

Additionally, adolescents at this stage have a heightened consciousness of their ethnic individuality (Scales, 2010). They strive to keep this identity and search for adult acceptance and at the same time preserve peer relationships (Kellough & Kellough, 2008). As a result, there is a competing allegiance from family and peers which causes conflict to mostly come up often (Wiles, Bondi & Wiles, 2006). As a result of their development and adjustments, adolescents tend to be moody, restless, and may exhibit

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unreliable and inconsistent behaviour including anxiety, bravery and instabilities between superiority and inferiority (Kellough & Kellough, 2008; Scales, 2010; Wiles, Bondi & Wiles, 2006). Additionally, they are much aware and highly sensitive to disapproval of their seeming personal shortcomings (Scales, 2010). With much interest in improving their identity, adolescents usually see a decline in their academics, sports and creative activities (Scales, 2010). When circumstances become very emotional, they tend to exaggerate simple events, vocalize their one-sided opinions and sometimes exhibit certain childhood behaviours. Since the adolescent is not stable at this stage, there is the propensity of them making decisions that would lead to negative consequences and the feeling that what they are going through is unique (Scales, 2010).

There is also expansion in the dimension of spirituality at this stage. According to Lingley (2013), spirituality is the evolving process by which one makes meaning out of life. Adolescents at this stage tend to find out and understand spiritual matters, develop influences between self and others, and also gain a sense of understanding about themselves and the world (Scales, 2010). This stage of development over the years have seen very little research as a result of the varied nature of religion and the person being able to separate the state and his spirituality (Roehlkepartain, Benson, King, & Wagener, 2006).

Morally, the adolescent begins to evaluate and make decisions on how to treat others. Attitudes and beliefs developed at this stage remains with them for life (Brighton, 2007). The ability for them to think abstractly, be analytical and reflective causes them not to just accept any moral judgment. However,

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they usually embrace values that are received from parents and other significant adults (Scales, 2010). They look out for the ideal situation about issues with a heightened fairmindedness (Kellough & Kellough, 2008; Scales, 2010).

By progressing into moral development, the adolescent builds the capacity to be able to draw conclusions on their understanding of people who are interested in them and their wellbeing (Roney, 2005). They progress from being egocentric to including the rights and feelings of others in their considerations (Scales, 2010). The perception of things changes according to gender. Males begin to solve issues upholding justice and females with social care (Gilligan, 1982). Adolescents start asking wide incomprehensible questions about life and expect adults to give them good answers. The complexity of moral and ethical questions tends to put them in a state of despair, making it difficult for them to make thorough moral and ethical choices (Kellough & Kellough, 2008).

Finally, the adolescent develops an increased ability to understand and reason. Adolescents exhibit wide ranges of intellectual development. This includes metacognition and independent thought (Manning, 2002; Scales, 2010). They tend to become inquisitive and show diversified interests, they are excited and keen to learn topics they find interesting and useful and would like to learn actively rather than passively (Brighton, 2007; Kellough & Kellough, 2008; Scales, 2010). They move on to abstract thinking even though the time of onset varies from person to person (Flavell, 2011; Piaget, 1952, 1960). They are capable of developing and testing their hypotheses, analyzing and synthesizing data, trying to make meaning out of complex thoughts and

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thinking reflectively (Manning, 2002). They are able to make meaning out of metaphors, traditional wisdom and metacognition (Kellough & Kellough, 2008). They develop the capacity to embrace conceptual topics, maintain a position, and contest adult directions (Brighton, 2007; Stevenson, 2002). They develop a complex level of humor (Stevenson, 2002).

At the early adolescent stage, they become more concerned about actual life experiences and dependable learning setups; with lower interest in academic subjects (Kellough & Kellough, 2008). They strive for occasions to search out the different aspects of their environment and observe adults (Brighton, 2007). With this development, they are able to focus on the future and perceive their own needs and cultivate their own personal goals (Kellough & Kellough, 2008).

Single parent family

Globally, children growing up in families where there is the absence of father or mother have increased (González, 2005). This type of family structure has consistently increased according to research over the past few decades in both Africa and in the western countries (Vespa *et al.,*2013). In the European Union and the United States for example, there has been a rise of 15 and 27% respectively (Eurostat, 2016; Vespa *et al.,* 2013).

González (2005) indicated that by comparison, there is an increase in families with single mothers than fathers by approximately three quarters. The section of children who live with single mother families have been found to range between 1.5% in Belgium and 16.2% in the United States of America. Sub-Saharan Africa have also been found to have a 10% rise in Nigeria and 34% in South Africa (Dlamini, 2006).

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According to Bigombe and Khadiagala, (2003), single parent family occurs when there is collapse of marriage with reference to divorce or separation, death of a spouse, migration, personal choice and children born out of wedlock. Clark and Hamplová (2013) also expressed that children born before marriage and the termination of marriage as a result of death or separation are the two foremost pathways which leads to the creation of single-family relationships.

Golombok and Badger (2010) in their study explained that single-parent relationship also comes about as a result of individual choices, where mother or father decide to have children without marrying, through insemination. Bigombe and Khadiagala, (2003) also opined that single parenting occurs when there is separation, annulment of marriage, migration, child born out of wedlock, illness or death of a spouse.

From the above definitions it can be realized that the common words that links the definitions together are separation, divorce, death, migration, born out of wedlock, due to choice, and also insemination. For the purpose of this study, single- parent will be expressed as a type of family structure created where the father or mother have the sole responsibility of children due to choice, death of spouse, divorce, migration, born out of wedlock, separation and born out of insemination.

Intact family

According to the American Psychology Association dictionary of psychology, the intact family is made up of two parents and their dependents whether biological or adopted (VandenBos, 2015). Elliot and Gray (2000) also explained the intact family structure as a family made up of two

generations, made up of father and mother and their children. To Sam (2013), the image of the intact family is a family unit comprising of two parents and their reliant children who are either biological or adopted. Fransson, Bergström and Hjern (2015) also opined that children living in joint custody of their parents as an intact family.

From the definitions above, it can be acknowledged that intact families are those families that consist of the father, mother, who are responsible for children whether adopted or biological. For better understanding and appreciation of this study, the definition of Sam (2013) was adopted.

Guardianship

The guardian according to law is the option given to parents when they will be absent physically in taking care of their children due to reasons such as illness, distance, death, or incarceration (Justia, 2022). According to Britannica (2019), a guardian is a person legally given the responsibility to supervise another who is unable to manage his own affair this is usually a child or children.

Guardians are given certain legal rights concerning the children even though parents still take up their responsibilities in the lives of their children. In many instances, depending on the nature of absence of the parents, they have the authority to make decisions concerning the children's protection, care, discipline, education and many more (Justia, 2022, Britannica, 2019).

This legal guardianship is mostly assigned by family court according to the state laws. Guardianship can also be made permanent for children without ceasing parental right (Britannica, 2019). The child or children can be in touch with biological parent whiles maintaining permanency with guardian. With

respect to this study, the definition of Justia (2022) with respect to this family structure was adopted.

Parent – Adolescent Relationship

Parent-adolescent relationship has been expressed as the outcome of continuing interaction between parents and their adolescent which reinforces all aspects of parenting practices (Hayes *et al.,* 2004). As a result, it is very difficult to coin a specific phrase which will be enough to embrace all these areas of parenting. Ramirez (2014) indicated that parent-adolescent relationship in itself have different component that makes it what it is. This includes parental attachment, monitoring, communication and involvement. Paschall, Ringwalt and Fleming (2003) opined that parent - adolescent relationship is tied to parenting practices such as monitoring, supportiveness, strictness and family routine. Crittenden and Claussen (2000) also stated that as children get into the adolescent stage, critical components that helps in effective parent-adolescent relationships are communication and attachment.

From the above, it can be stated that parent-adolescent relationship is not one thing but an amalgamation of different components that comes together to give it an expression. From the explanations by the writers some components run through almost all. They include communication, attachment, support, monitoring and involvement.

Communication

It is the level to which parents and adolescents converse openly and honestly without fear. The quality of this interaction forms the foundation upon which values and expectations are transferred, information seeking and monitoring are ignited and explanations and deeper understanding of

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behaviour are accessed. Communication is built right from the developmental stages of life and changes over time most especially in the adolescent stage (Crouter, Bumpus, Davis & McHale, 2005; Ann, Matthew, Bumpus, Kelly & McHale, 2005).

An atmosphere where an adolescent can share his or her intentions, plans and happenings without being punished or criticized helps build a good rapport between the parent and the child. Mutual understanding is established as sharing of values and expectations are done eliminating confusion but rather promoting cooperation (Crittenden, 2000; Ginott, Ginott, & Goodard, 2003).

A warm relationship and open communication additionally provide the platform of gathering increased information about the adolescent's current involvement, friends and events. This is known as self-disclosure. However, a breakdown in communication as a result of a challenging situation could distract all of the remaining parental practices that depend on communication e.g., parental monitoring that requires an open communication between parents and their adolescents (Crittenden & Claussen, 2000).

Attachment

Many look at it in relation to children but at the adolescent stage this construct is also relevant. The dimension in which attachment takes in the childhood stages of development takes a different turn at the adolescent stage. In childhood, attachment is related to a collection of organized behaviours such as infants crying, smiling, clinging and proximity seeking that encourages infant- parent interaction and increased chances of survival (Bowlby, 1980).

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At the adolescent stage, adolescents who are able to secure successfully attachment to their parent are able to create a link between dependency and autonomy (Allen *et al*, 2003). They do this by walking circumspectly between accomplishing their own plans of securing autonomy and guarding certain objectives within the relationship with their parents. They seek their independence but yet maintain a stable, consistent and trusting relationship with their parents.

In circumstances where there are disruptions within the relationship, example a high conflict or broken trust, the adolescent quickly makes corrections and closes the gap in order to re-establish attachment again. This leads to limited conflicts and increased levels of trust. The presence of this attribute helps adolescents in their relationship with their peers and also with their spouses in adulthood (Moretti & Peled, 2004).

Parental support

Parents mostly give support to their adolescents in different ways. They provide emotional, tangible and instrumental support (Tu *et al*., 2016). These supports are mostly built from their psychological connection (Shakespeare-Finch & Obst, 2011). The care received from parents emotionally are love, empathy, warmth and concern. This helps children to internalize social values and norms. An all involved support is connected to useful assistance, through playing a role of a counsellor and giving guidance (Cheung & Sim, 2014) and the tangible support is through material and financial assistance.

Parental monitoring, also involves having the knowledge about the where about of their adolescents, activities and peers (Stattin & Kerr, 2000).

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Monitoring is a broad term that captures the organization of the adolescents' environment and tracking their activities. Variables used in this process are communication, concern, supervision and awareness. These variables help the adolescents to confide in their parents without fear about what they are doing per time (Kerr & Stattin, 2000; Stattin & Kerr, 2000).

Parental involvement

This can be looked at in two ways. On-site involvement and off-site involvement (Keijsers, 2016). School – based involvement which is an on-site activity involves being present and taking part in parent teacher conferences, attending school events example performances and games (Altschul, 2011; Epstein, 2001; Hill & Tyson, 2009; Mapp, 2003; Shumow & Miller, 2001). Home-based involvement which is an off-site involvement includes parents being involved in their children's learning in the home context. Thus, providing support, verbally and non- verbally, showing interest in what the child is learning, helping out with homework and school projects and generally monitoring how things are going in school and in their lives (Epstein, 2001; Mapp, 2003; Shumow & Miller, 2001).

In appreciation of the above discussion, parent-adolescent relationship involves the amalgamation of the different sub-concepts which all come together to give it an accurate meaning. It can also be realized that each sub-construct plays a role in another for their roles to be effective. In that regard, parent-adolescent relationship in this study was conceptualized to be a psychological construct the involves the interplay and interlacing of parental practices such as monitoring, involvement, attachment, communication and support that produces a sound, well developed and independent adolescent.

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Peer Pressure

Peer is originated from the Latin word 'par' which means equal (Chambers, 1993). Peers are individuals who are equal in age, status or skill. In adolescent study, peers are individuals of the same life stage (Brown & Larson, 2009). During this period of human development, peer relationships becomes a priority and play very significant roles in the development of intimacy, social skills and self-concept (Klarin, 2006). Peer pressure is a relation of mutual influences in a process known as peer contagion. This is where peers become more alike in different ways over time (Dishon & Dodge, 2005). Adolescents become alike in different characteristics is as a result of their willingness to abandon many of the norms, values, attitudes and behaviours transmitted to them by social agents like parents and schools, imbibing group norms to foster loyalty to the group (Vander Zanden, 2000).

The definitions of peer pressure vary widely. Authors have different views and opinions of what constitute peer pressure and bring to bear different pivotal key features. To De Guzman (2007), peer pressure occurs when adolescents are encouraged by their peers into either positive or negative acts. According to Berndt (1999) and Berndt and Murphy (2002) peer emulation theory explains peer pressure as individuals who may act comparably to their friends because they adopt and reproduce each other's believes. Leary and Baumeister (2000) opined that peer pressure is when an individual decides to do something that he or she would not do but for acceptance and value for friendship does it. Lashbrook (2000) accentuated that peer pressure produces conventionality to a particular way of acting or thinking. However, this

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definition does not consider instances of peer pressure that do not result in conformity.

This brings a garner of understanding that the pressure of peers is more complex (De Guzman, 2007). Peers can influence both positive and negative behaviours. Adolescents are not passive recipients of the influence. They become friends with those they share common interest with them (Fergus & Zimmerman, 2005; Steinberg, 2001; Yang & Laroche, 2011). However, in the light of this study, emphasis is being placed on negative pressures from peers.

For a better appreciation of peer pressure in context with the study, the definition of De Guzman (2007) was adopted for the study, indicating that peer pressure occurs when adolescents are encouraged by their peers into either positive or negative acts, with emphasis on the negative acts.

Delinquent Behaviour

Wan (2012) explained that delinquent behaviour as it stands is complex and it takes a precise definition at various contexts for its understanding and applicability. Delinquent behaviour can be viewed as a disorder. In this mirror, delinquent behaviour can be approached from two points of view. The externalising and internalising disorder. With the externalising disorder, it includes behaviour deficits such as withdrawal, isolation and depression and with the internalising disorder; it involves behavioural extremes such as disturbing others, verbal and physical aggression (Austin, Macgowan &Wagner, 2005).

It can also be viewed as a legal term or a non-legal term. With the legal term, delinquent behaviour is seen in the eyes of the Law. Criminal law describes behaviours that are either good or bad. Anyone found to exhibit a

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behaviour that is bad, offends the law and would be punished by the law. If the offender is 18 years and above, he or she is called a criminal but anyone between one and 18 years is considered a juvenile delinquent (Office of Juvenile Justice and Delinquency Prevention [OJJDP], 2009).

With the non-legal definition, delinquency is considered as the behaviours that violate the law or that is against the norms of the society (OJJDP, 2009). From this definition, it can be realised that the non-legal definition focuses on behaviours which are asocial acts and are threats to and violates basic human rights, stability and proper functioning of the community.

The non-legal definition of delinquency is more encompassing and delivers an understanding of these behaviours. It includes those acts which are hidden from the law of justice and those that are judged as crimes. It therefore defines delinquent behaviour as all unacceptable behaviours which are not congruent with the norms of a particular society. These includes stealing, lying, fighting, cheating, killing and as many acts that can be considered as not right (Snyder & Smith, 2015).

When looking at delinquent behaviour with respect to this study, it is considering all acts that are committed by an individual that is against the laws and values of society but usually do not come before the law but penalties are attached when caught. This includes the lesser infractions of delinquent acts that occur at the peak of adolescent stage (Olubajo as cited in Ikediashi, 2010). This study looks at delinquent behaviours ranging from the lesser infractions to the criminal acts done by juvenile delinquent.

This range is being looked at because at the adolescent stage, performance of delinquent behaviours is mostly inevitable since there is a shift in their personal values, changes in their self-image and their self- concept (Spielhagen & Schwartz, 2013). These changes sometimes influence their decisions on the things they do. However, unlike the juvenile delinquents, some of these delinquent acts performed by most adolescents do not make them criminals. To some, it is to prove a point, to another it is to tell his authorities how he should be treated (Kubrin, Stucky & Krohn, 2009) to another it is to meet a need, and the list goes on. When their desires are met and understood, they do not go back to them again.

The study adopted the non-legal definition of delinquent behaviour as its definition. Which indicates that delinquent behaviour is more encompassing and it includes those acts which are hidden from the law of justice and those that are judged as crimes. It includes all behaviours which are not acceptable to the norms of a particular society. These includes stealing, lying, fighting, cheating, killing and as many acts that can be considered as not right (Snyder & Smith, 2015).   Operationally, these are inappropriate behaviours exhibited by adolescents between the ages of 15 and 19 that can be considered as crimes or lesser infractions which are against the rules of the society.

Academic Self- Concept

According to Hattie (as cited in Ordaz- Villegas, Acle-Tomasini & Reyes-Legunes. 2013) the self-concept can be divided into two; the academic and non-academic self-concepts. The academic self-concept is further divided

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into various learning areas like mathematics, English, science, to mention a few, whiles the non – academic self- concept includes physical, emotional and social development to mention a few.

Several researchers have defined academic self-concept. Cokley (2000a) defined it as a student's perception of his academic abilities when compared with his peers. This includes the attitudes, beliefs and perceptions accepted by students about their academics compared with their friends. Byrne (as cited in McCoach & Siegle, 2003) also described it as an evaluation of one's perceived academic abilities which is made up of the general belief or self-worth associated with one's perceived academic competence. Lent, Brown and Gore (1997) also closely expressed it as sets of attitudes, beliefs and perceptions held by students about their academic skill set and performance, To Trautwein *et al*. (2006), it is a complex view of an individual across various sets of specific academic domains, abilities and perceptions.

Liu and Wang (2005) considered academic self-concept in terms of how students enjoy and are willing to work hard in their academic subjects. With the area of competence effect, they adapted the self-concepts of competence effect of Marsh, Byrne and Young (1999) which had items assessing whether students felt that school subjects are easy for them and also whether they are good at most of the school subjects. To find out the academic effect of the students' items like "I hate to go to school or I like to study different subjects were used to assess them" (Marsh, 1992; Marsh & O'Neill, 1984). On school subjects' self-concept scale, items assessing whether they enjoy doing work for their subjects was adopted whiles academic self-esteem subscale with items evaluating whether students usually quit when school

work is hard and others were assessed (Battle, 1981). They operationally defined academic self-concept as students perceived academic competence and their commitment to, involvement and interest in school work.

Bong and Skaalvik (2003) also defined academic self-concept as the individual's awareness of self-efficacy in academic subjects. This is the individual's perception of how well he or she does in the academic subject. They believe that the cognitive component of self-concept ("I'm good at math") is different from the evaluative self-esteem component of "I feel good about how I do my math". These feelings have different impact on the person. Hence the feeling of being aware that one can do math cannot be compared to feeling good about how good you are in the subject and how you go about it. In the context of this study academic self-concept was operationally defined as the perception individuals have about their academics in relation to how they feel about each subject and how well they can do them.

Theoretical Framework

The theoretical framework is the structure that holds the different theories that would be used to explain, predict, understand, challenge and extend existing knowledge about the phenomena understudy. The following theories would guide the study:

1. The Social Ecological Model (Urie Bronfenbrenner, 1979, 1987)

2. The Self-Determination Theory (Deci & Ryan, 2008)

3. Social Comparison Theory (Festinger, 1954)

4. The Social Learning Theory (Bandura ,1973)

5. The Social Bond Theory (Hirschi, 1969)

The Social Ecological Model (Urie Bronfenbrenner, 1979, 1987)

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Bronfenbrenner (1979, 1987), developed an ecological model for understanding the individual and how their inherent qualities interact with the environment to make them who they are. He believed that the environment is unique to everyone and even twins born in the same environment have their individual way of interacting with it. In his theory, he emphasised that the individual is surrounded by social influences which he called systems. These systems are the micro, meso, exo and macro system. These systems directly or indirectly affect the individual's development from childhood through to adulthood.

This theory was adopted for the study because it helps to put the antecedents of the study into perspective. It helped to explain the influence of the variables in this study on each other and it impact on the adolescent. From the theory, the variables parent-adolescent relationship and peer pressure are in the microsystem. Whiles academic self-concept is the product of the interaction between parent - adolescent relationship and peer pressure with the individual in relation to his academics. These variables have direct influence on the adolescent due to attachment. Which is connectedness of adolescent to important agents and agencies in the microsystem (Hirschi, 1969). This implies that when the adolescent is able to feel a connection with the agents in the microsystem, they endeavour to live by the principles in that system.

The family which is the first point of socialisation provides survival, love and warmth. In the family, they learn to talk, learn the language and culture. As children grow into adolescents, their interaction between their parent's changes as the begin to desire autonomy and emancipation. If the attachment between parent and adolescent is positive from childhood in

relation to their academics, they will have influence on their academic self-concept and vice versa (Allen, McElhaney & Land, 2003).

In their quest for independence, peers become a source of security and encouragement. Adolescents would prefer to spend time with peers. They mostly associate with friends who have similar interests and ideologies. These interactions indirectly affect their way of life. If these friends practice a lot of delinquent activities, it can have effect on their academic self-concept. When peer pressure increases, delinquent behaviours will also increase.

The mesosystem emphasises on the influence of the relationships which exist between the microsystem. These two systems reinforce each other. For example, the socio-economic status of the family determines the area to stay, school type and peers of adolescents. Family experiences have its influences on school adjustments. When there is a divergence in certain components of the system, stress is placed on the adolescents as they have to sort things out to come to a place of equilibrium. Normally, these divergence produces delinquent behaviours. For example, if there are disagreements between the students and the school, students resort to demonstration to make their views heard for a negotiation. Adolescents will also engage in some delinquent acts to express their displeasure to their parents and the community.

The exosystem, though it does not play an interactive role in the life of the adolescents, it indirectly influences them. The income of parents are influenced by their bosses. This determine where they will stay, go to school and their upbringing. When there is relocation of parents by company, parents move with their adolescents which is sometimes against their wishes. There are times in the school they will attend, the Big Fish Small Pond Effect can

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take place. If an adolescent had a positive academic self – concept in his or her previous school, the new school might change it assuming he begins to feel that his peers are better than him.

Mass media in this system cannot be left unmentioned as it has a major contribution in the lives of adolescents even though there is no direct contact. Many activities and behaviours shown to the adolescents influence them psychologically. Mostly the mass media endorses certain acts of delinquent behaviours which is learnt and practiced by them. An example is students rioting and insulting high profile people and the sitting president of the country during the 2020 WASSCE examination (Anyrator, 2020) and this can be traced to politicians insulting each other and people going on demonstration and destroying state property as shown on the television and social media.

The macrosystem which houses the attitudes, mores, customs and laws of a particular culture set out the boundaries of what is acceptable and what is not. Some of the areas it influences include educational, economical, religious, political and social. Though it does not play an active role, it is actually the dictator of how the lives of individual in that culture should be. It communicates what is lawful and what is not. The life of the adolescent and who he will become is a product of the influences from this system.

Though a good model for this study, it does not consider the fact that resilience can set a person apart outside the norms of his confines. Resilience is one factor that causes someone who is tied to a particular norm to be free from it. The ability of the individual to be tough, to persevere and hope for a better future even in the chaos in the environment is not clearly captured in the theory. It is possible that an adolescent who has a poor parent-adolescent

relationship can have a positive academic self-concept. It is also possible that adolescents can be in bad company but still have a positive academic self-concept. Some also do not depend both on parent and peers but on their own conviction about life to excel in all they do.
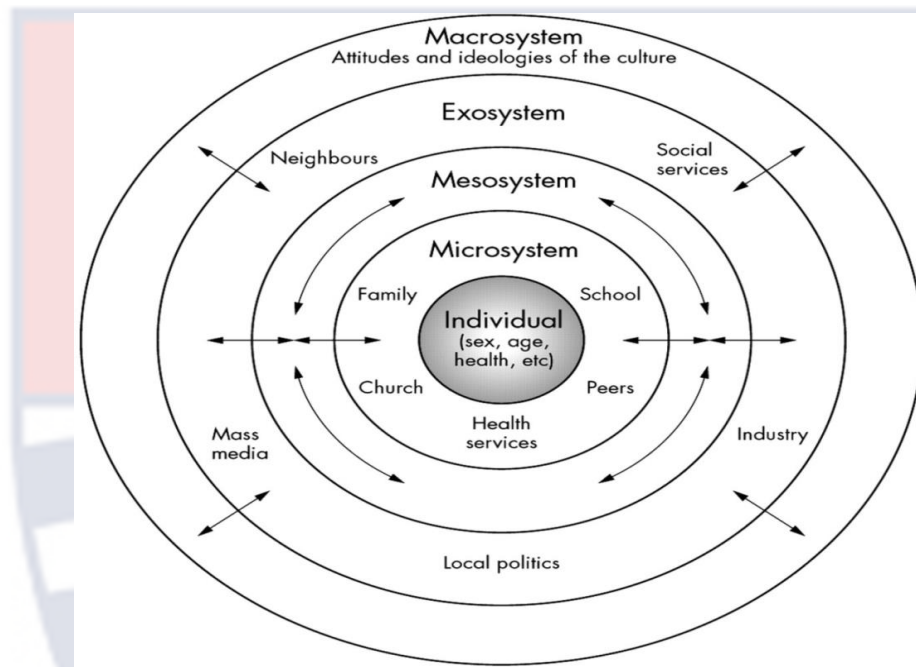
Figure 1: The ecological systems and their effect on adolescents.
The Self-Determination Theory (Deci & Ryan, 2008)

The Self-Determination Theory (SDT) denotes that the individual has the ability to make choices and be in charge over their own life, which is crucial for a person's psychological health and well-being. It states that every person possesses innate desires which is in born that establish the basis on which self-motivation is built and which drives people to persevere in activities so as to achieve a desired external goal. According to Deci (as cited in Deci & Ryan, 1995), self-determination theory forms the broad theory which bothers around human motivation and personality and focuses on a person's intrinsic dispositions and inborn emotional needs. The theory suggests that people are encouraged to grow and change by innate

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psychological needs which are universal. These psychological needs are: the need for competence, the need for relatedness and the need for autonomy.

The need for competence is when people need to gain mastery of a task and learn different skills. This therefore implies that at a certain point in a person's life, there is a need for the person to find something to do in the society which he or she can boast of being competent in. With the need for relatedness, it emphasizes on the fact that for self-determination to increase, an individual must feel part of a group of people or a niche in the society, where he or she can belong and relate freely (Trampe, Stapel & Siero, 2007; Veronneau, Koestner, & Abela, 2005) and with the need for autonomy, it goes to show that the individual wants to come to a place of knowing that he or she is in control of his life and is aware of his personal activities without interference of parents and other significant adults in the society.

The adoption of this theory for this study, helps to bring an enhanced understanding about the developmental changes that adolescents go through and the relationship that exist between the variables of parent - adolescent relationship, peer pressure, academic self-concept and delinquent behaviour as the adolescent strives for independence. According to Erikson (1989), at the adolescent stage, the adolescent has a task to find an identity in the society which is an innate call.

Normally courses chosen in the Senior High School actually influences who they become in the society. These courses are chosen based on how competent they feel they are in the various subjects that makes the course combination. They are also expected to be knowledgeable in the area chosen so as to function effectively in the society. The results of their academic self-

concept is seen in their academic performances. By realizing that they are excelling, they are encouraged to work harder and if there is any deficiency in performance, they take steps to make it better.

In the case where parent-adolescent relationship is positive, parents' positive remarks, comments, praises and involvement of tutors to have extra classes with them can be a source of reinforcement which can influence their academic self-concept. They can also join peers that are good in those subject areas and seek their help improving their academic self- concept. This is where relatedness becomes very important for them.

According to Kellough and Kellough, (2008), adolescents attempt to create a society for themselves. This society is expected to meet their needs and interest. This interest propels the adolescent to be with peers to meet this need. Among these peers, the adolescent feels a sense of security and this is very important to them as the closeness which they experience with their parents get strained (Steinburg, 2001). How satisfactory and influential his or her peers will be, will depend on the degree of intimacy that exist between them.

In handling peer pressure, adolescents address this by either merging themselves in the group by following its demands or compare their skills with other members of the group and decide either to follow their demands or not (Molley, Gest & Rulison, 2011). With academic self-concept, the adolescent though with the group will either choose to be influenced by his friends to do well in subjects he finds difficult or may decide not to depending on how he sees himself.

Autonomy comes in when they begin to feel and know that they are in control of their own lives (Dahl, 2004). They create their own ideologies about life, education and how they want it to go for them depending on their exposure and the experience they have. They begin to make choices for themselves and take stands that become their philosophy for life. Their ability to build a positive academic self-concept in other subjects is dependent also on their decisions and perceptions about their lives.

Though the theory gives a perfect idea of how adolescents behave and change at this stage, most Social Determination Theory (SDT) researches were conducted almost exclusively in traditional settings; it describes what is, and not necessarily what could be. It does not give room for other reasons why people exhibit certain attitudes. For example, peers can be a tremendous source of autonomy support for each other, but this is not seen in most classrooms because they are not set up that way, but the theory does not incorporate that which can exist (Reeve & Tseng, 2011).

Again, the theory fails to acknowledge the positive effects of extrinsic motivation. It only highlights the positivity of intrinsic motivation suggesting that it is the boost for the emotional wellbeing of any individual (Deci & Vansteenkiste, 2004). Sometimes, extrinsic motivation can also be a motivator to certain decisions that people make about their lives. An adolescent born in a home of physicians can decide to become one based on what he sees. This decision he made is as a result of external motivation. With the desire to be one, it influences his competence that is, chooses a course that will lead him to the desired goal, works hard academically, which influences his academic self-

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concept, relate with friends that have his ideology and finally becomes what he saw himself to be.

Social Comparison Theory (Festinger, 1954)

Comparison is significant in the social life of people. This provides meaning and self-relevant acquaintance of how people see their own circumstances, abilities and behaviour and appreciate how they vary according to the types of social comparisons they make (Aronson, Wilson & Akert, 2010). Festinger (1954) did not give a specific definition for social comparison. However, it can be generally conceptualized as the state of thinking about the self in relation to other (Festinger, 1954).

Social comparison is the bases of the psychological mechanism influencing the way people make judgements, understand their experiences and behaviour and also of others (Corcoran, Crusius & Mussweiler, 2011). This works in a dual way. When a person receives information about someone, for example what the person can and cannot do, what the person has achieved and his failure, they compare it with themselves and see how best they can relate with the situation at hand. The individual also in order to access his or her abilities does this by comparing the attribute to that of others. For instance, his character, weaknesses and strengths (Festinger, 1954). Festinger's theory specified nine hypotheses, eight corollaries and eight derivations.

Festinger's (1954) first and second hypothesis with their corollaries and derivations indicate that humans by nature would want to maintain a balanced and precise view about themselves and would therefore seek for information about their capabilities and abilities. He believed that people rely on certain set standards for their evaluation and in the absence of these

standards, they tend to rely on the opinions of others by comparing their opinion and abilities with that of others. However, most studies indicate that people mostly compare their opinions and abilities with others as compared to a set objective, contradicting the assertion of Festinger (Corcoran, Crusius & Mussweiler, 2011).

Hypothesis three with its corollaries and derivations indicate that people evaluate their opinions and abilities with those that share similar traits. If one realizes that his opinions and abilities are divergent that is either above or below, comparison decreases. Hence in social comparison, those close to one's opinion and abilities are best options (Stapel & Johnson, 2007). It was further indicated that when options available are divergent from one's opinion and abilities, there is an effect on one's evaluation about him or herself (Stapel & Johnson, 2007; Stapel & Schwinghammer, 2004). When the deviation is the only one available, the person cannot do anything about it than to change his evaluation and opinion about him or herself (Mussweiler, Gabriel & Bodenhausen, 2000). In order to avoid the change of opinion and abilities, the individual can decide not to fraternize with those of divergent opinion and abilities.

However, when the divergent groups are the only available option, a group can be formed which will have some discrepancies because of the differences and when there are issues, members of the group will have to struggle in order to decrease the discrepancies. For example, in a group where the superior others want to push their opinion through, the other group can react defensively to bring their impact to the nearest minimal (Mussweiler,

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Gabriel & Bodenhausen, 2000) or be against the utmost standard set (Parks-Stamm, Heilman, & Hearns, 2008).

With respect to hypotheses four to nine with their corollaries and derivations, Festinger (1954) indicate that the effect of social comparison to the self. He stated that in comparisons one may change his or her opinion or ability and the level of that change is dependent greatly on the importance, attraction and relevance of the change to the social comparison group. Inability to make this significant change leads to one considering him or herself as a failure or inadequate (Corcoran, Crusius & Mussweiler, 2011).

However, there are instances where certain non-social restraints will make it challenging or even impossible for one to change his or her ability. If the change is likely to take place, it will happen with these deviations that the individual will change his own opinion or abilities to be close to each other in the group or there will be predispositions to change others in the group. It was further explained that when discrepancies keep occurring, there is the tendency that the person will stop equating themselves with those in the group who are different. Immediately one ceases to identify with the group, the attempt is met with hostility or derogation such that the more the individual ceases to identify with the group; the more unpleasant the individual is seen in the eyes of the group members.

According to Festinger, any factor which will be a catalyst for increase in the power of the drive to assess some actual ability or opinion will increase the "pressure toward uniformity" concerning their ability or opinion. This also occurs within the group. However, if those opinions and abilities are seen as divergent of one's opinion and abilities, there is a narrow

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range of comparability. The closer the opinion and abilities, the stronger the uniformity of the individuals in the group and the easier to change the position of others in the group as compared to the divergent ones.

He further explained that when there are several ranges of opinion or ability in a group, the relative power of the display of pressures towards uniformity will be different for those who are close to the mode of the group compared to those who are distant. It can be expected that those close to the mode of the group will have stronger propensities to change the position of others as compared with those with weaker predispositions to fine tune the range of comparison and much weaker tendencies to change their own situation compared to those that are distant.

The Social Comparison Theory helps to explain adolescent peer groups and their pressures as well as the individual and the decisions taken. In relation to this study, this theory helps us appreciate the decisions that the individual adolescent make in the group and the role of influences from the group members. This will be discussed in light of academic self-concept of these adolescents and other ideals.

Studies indicate that at the adolescent stage, there is a relationship transition from parent to peers (Harris, 2000) though other studies have contrary views (Berk, 2005). Peers have been found to be the most powerful source of influence that essentially affects every area of the growth of the adolescent. Their influence extends through the cognitive, affective, psychological and behavioral aspects of their development (Steinberg, 2001).

Being in peer groups is very crucial for adolescent development. Being part of the group brings security, respect and significance (Santor, Messervey

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& Kusumakar, 2000). Many see their peers as role model and a source of motivation. Adolescents who are mostly liked by their peers have been found to display greater levels of ego development as well as a better relationship with their peers (Allen *et al.,* 2005).

Adolescent groups are mostly formed based on likes and dislikes, morals and ideals (Steinburg, 2001). Their operation and influences are likened to the social comparison theory propounded by Festinger (1954). From the hypotheses, corollaries and derivations proposed by him as summarized above, relating it to the adolescent their peers and academic self-concept, it can be explained that adolescents evaluate their academic abilities in the various subjects first of all with a standard in the school. However, when there are no standards, they will evaluate them with the friends in their groups.

They evaluate this with friends in their groups because the group is made up of other adolescents with similar characteristics. If they realize that their abilities are divergent, it has effect on their evaluation. If those in the group by his evaluation have a high academic self -concept, it will have influence on his evaluation. In that if by evaluation, he is the only one that has a low academic self-concept, he would be forced to seek help. If there are others in the group that are struggling like him, he can decide to align with their evaluation or form a group that would struggle to make sure that academics would generally not be a priority in the group decreasing the discrepancy.

To Festinger (1954), if an individual will have a high academic self-concept, then the person might have come to a point of realizing its importance. If after realization and working hard but still not getting the

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results, he can consider himself a failure and with this he can fall into delinquent acts. If the school insist on students improving their academic performance, they can form another group that have a different opinion like theirs. However, every group formed is toward uniformity and oneness. Those that are close to the standard of academic performance in the group will go towards it and those that are weak will have a weaker opinion when it comes to their academics.

Even though this theory has good grounds in explaining the above phenomenon in the society, there are limitations. According to Lyubomirsky *et al*. (2001), satisfied and happy people do not make comparisons with people in the society but rather the unhappy ones. Bringing the dimension and understanding that students who are satisfied with their academic self-concept will not compare their academic abilities with their peers so as to even consider evaluating their perceptions. Implying that there is the possibility that students will be in a group and would not be bothered at all with their academic self -concept because they are satisfied with what they are able to achieve.

The Social Learning Theory (Bandura, 1973)

According to Bandura (1973), learning takes place when one observes and imitate the pattern of behaviours of others. This he found when he realised that children who were not aggressive learnt to be by watching models who were. The thrust of this theory is that learning occurs every day and it occurs by watching others.

This theory puts the variables of peer pressure and delinquent behaviour in this study into perspective. Being in peer groups is very crucial

for adolescent development. Being part of the group brings security, respect and significance to them (Santor, Messervey & Kusumakar 2000). Adolescent groups are mostly formed based on likes and dislikes, morals and ideals (Steinburg, 2001). By deciding to relate with some specific peers, adolescents choose a social path which opens them to a specific set of values, behaviours and opportunities (Scales, 2010). Normally, these set of values and behaviours are common to them.

According to Festinger (1954), when people are in groups they strife for uniformity. Uniformity in their interest, likes and dislikes. Some groups are formed based on socio-economic background, academic achievement, ethnic background, and many more (Steinburg, 2001). In the group every individual is expected to keep the ideals and values defending it at all cost. Anyone found to have a different opinion about what is being done is normally seen with a different eye and mostly taken out of the group (Kellough & Kellough, 2008). In other to accept and maintain this, one process used for learning is by observing and repeating what they have witnessed from a model.

The peer groups provide opportunities for them to practice, participate and model different behaviours which include delinquent acts. New forms of behaviours are learnt constantly (Scaramella *et al*., 2002). Wood and Alleyne (2010) opined that young people cultivate the attitudes and skills required to become delinquents through their continuous interaction with other individuals who keep the norms of delinquency. This specifies that, adolescent's experience with delinquent attitudes and skills increases their predisposition to also emulate such behaviours with time (Bandura & Walters, 1977).

Even though this theory helped in explaining how learning takes place among adolescent peer groups, it failed to touch on how people can unlearn certain attitudes learnt in groups. According to Skinner (1958), learning becomes relatively permanent as a result of the reinforcement received. If one has to learn to be a delinquent, then it might be as a result of the positive reinforcement received after the act. If the person performs the act and receives any punishment, the tendency for the individual to   change by unlearning what has been learnt is high. However, this theory failed to capture this.

The Social Bond Theory (Hirschi, 1969)

Social bonding theory is a control theory established upon the assumption that all humans from birth have the hedonistic drive to be selfish and aggressive, leading to criminal and delinquent behaviour. It therefore sought to explain why some people refrain from delinquent acts. It juxtaposed that this could be found in the bonds that is formed with prosocial values, prosocial people and prosocial institutions. These bonds-controlled behaviours when one was tempted to engage in delinquent acts.

Accordingly, these bonds came in four interrelated forms, attachment, commitment, involvement, and belief. The presence of each element enabled respectable behaviours. Attachment involved the bond one had with institutions like parents and school. Commitment involved the importance of a relationship to the individual as he will not want to jeopardize it with a criminal or delinquent act. Involvement looked at how people spend their time. It emphasized that if people are spending time on prosocial activities, crimes and delinquent acts will not come to mind as compared to those

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spending time with criminal or delinquent activities. Finally, belief explained the extent at which one obeys the values connected with a behaviour that is in agreement to the law.

This theory helps to explain the antecedent of parent-adolescent relationship, delinquent behaviour and peer pressure in this study. From the theory, it can be said that the attachment that parents have with their adolescents helps curb delinquent behaviour. Parents who monitor, show concern, encourage and support their adolescents according to the theory, will help prevent delinquent behaviour as the attachment they have with their adolescents will promote prosocial behaviour.

The attachment the adolescent has with the parents can move deeper into commitment where they would desire to please them hence will resist any temptation for any antisocial behaviour in order not to risk losing that relationship. With this, they will be more involved in activities that promote prosocial behaviours which will finally boost their belief system. Thereby obeying the values connected with the behaviour that is in agreement with the law. This can be explained in a vice versa relationship.

In relation to peer pressure, adolescent attached to delinquent friends in their peer group will be delinquent as they seek to please their friends. Adolescent peer groups prioritize on uniformity hence encourage commitment to group. Adolescents in this group show a strong commitment to activities in the group and would not want to risk losing the relationship hence would be involved in every act of antisocial behaviour planned by the group. Their continued presence in the group can affect their belief as they will seek to

obey every action connected to their activities. This can also be looked at in a vice versa relationship.

Though this theory has been the centre of consideration of theorist and researchers alike, leading to an extensive diversity of empirical tests, heated debates and theoretical growth and the most prominent control theories found in criminological literature, it does not go without criticisms though very few. In agreement with the criticisms of Kelley (1996), using the Psychology of the Mind theory, it brings to our attention that thoughts have a way of influencing us but not always the bonds that we have with the social institutions. A person who has feelings of low academic self-concept will attempt delinquent behaviours not necessarily because of the bonds he has with any social institution but because he just feels like it. With this, it is possible to expect an individual in a delinquent group actually behaving differently not because of any social bond but because the individual has thought through issues and have decided to take other stands as compared to what his peer group demands.

Empirical Review

The empirical review was based on actual researches about a particular area of study to explore its strength and weakness and also to inform the current research understudy. The following topics underpinning the study were reviewed:

1. Parent structure and delinquent behaviour.

2. Parent- adolescent relationship and academic self- concept.

3. Peer pressure and academic self – concept.

4. Peer pressure and delinquent behaviour.

5. Parent -adolescent relationship and delinquent behaviour.

6. Delinquent behaviour and Academic self-concept.

7. Parent-adolescent relationship and peer pressure

8. Delinquent behaviour as a mediator between parent -adolescent relationship and academic self- concept

9. Delinquent behaviour as a mediator between peer pressure and academic self-concept.

Family structure and Delinquent Behaviour

Delinquent behaviour has been associated with the family structure of the adolescent. Usually, adolescents find themselves in intact homes, single parent homes and homes being supervised by guardians. Research indicate that the rate of delinquent behaviour exhibited by these adolescents is dependent on the family structure they are coming from (Judy & Farrington,2001).

Single-parent and delinquent behaviour

Many studies have expressed that growing up in a single-parent family homes have its effect on adolescent's life chances. One area identified by research include involvement in criminal activities (Apel & Sweeten, 2010). This has been found to be as a result of lower income, decreased self-esteem or sickness and having a lower well-being for a long time (Mandara & Murray, 2006; Massoglia, 2008).

Judy and Farrington (2001) also indicated that adolescent families with disruption as a result of divorce or separation displayed a higher level of crime than those caused by parental death. Massoglia (2008) indicated that children from divorced families have a greater proclivity to indulge in delinquent

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behaviours in all domains except in the usage of alchohol. Muehlinberg (2002) also indicated that single parents' families most especially the one being led by the mother produces more delinquent children and gang membership than those in intact parent families.

According to Pires and Jenkins (2007), the absence of a father from the lives of their children is one important factor that produces delinquent adolescents. Their absence increases the rate of juvenile crimes, depression, eating disorders, teen suicide and drug use and abuse. Several studies have showed that delinquent behaviours are more likely to be exhibited by children from single-parent homes (Breivik, Olweus & Endersen, 2009; Mandara & Murray, 2006). Hence, the absence of a father or a mother is clearly a major predictor for delinquent behaviour (Pires & Jenkins, 2007).

Intact parents and delinquent behaviour

Studies have shown that when both parents are available to support and control their children through parental monitoring, child disclosure and positive support of hostility and rejection, it leads to lower levels of delinquent behaviours. (Mowen, 2011). Demuth and Brown (2004) indicated that adolescents living with both parents may not involve themselves in delinquent practices compared to their peers living with other types of parents. Petts (2009) added that the presence of two parents discourages youths from becoming delinquent and that supportive parental engagements reduces the possibility of they becoming involved in delinquent behaviour early in adolescence.

Demuth and Brown (2004) in expressing the engagements of adolescents in gross delinquent behaviours opined that violent delinquent

behaviours are engaged in by adolescents living in single parent homes then those with intact families. They further indicated that when it comes to serious property crimes, these are engaged in more by adolescents from single parent homes.   To Piko and Kovacs (2010), when there is a healthy family relationship between both biological parents residing together, there are better developmental outcomes for their adolescents because parents are able to serve these children with their best functions through their emotional support, practical assistance, general guidance and enduring supervision.

Guardians and delinquent behaviour

It appears that very little studies have been done on guardian parenting and delinquent behaviour, however, studies available indicate that when there is the core assumption that there is an increased presence of guardian supervision and intervention, it becomes a deterrent for delinquent behaviour (Reynald, 2011). Reynald and Elffers (2015) indicated that guardianship is effectively executed through daily routine activities. Hence the presence and availability of the guardian determines the behaviours they permit from the adolescent leading to decrease in delinquent behaviours. Vakhitova and Reynald (2014) indicated that the guardian is also able to function properly when in knowledge and awareness of a delinquent behaviour and is able to guard against it occurrence. The willingness of the guardian to monitor and take decisions to intervene in behaviours that are against the society prevents delinquent behaviours from occurring (Reynald, 2011).

Parent-Adolescent Relationship and Academic Self-Concept

The first agent of socialisation for every individual is the family. It therefore implies that the impact the family especially parents have on their

children is particularly crucial for the improvement of their self-concept which includes their academic self-concept. Positive academic self-concept has been associated with high performance of students in school (Rady, Kabeer & El-Nady, 2016). Research indicates that parents' consistent feedback that centres on their children gaining specific skills and expression of some abilities lead to increase in academic self-concept (Minchekar, 2019). Adolescents with parents who are supportive and positively related to them have also been found to be confident in facing any challenge or situation in their academics which may seem to be a source of stress to them. Hence a well-balanced relationship provides a source of strength to surmount difficult situations in their academics (Mulyadi *et al.,* 2016).

An adolescent's academic self-concept has been found to be positively related to parent's involvement in their academics. Parental involvement could include parental management, supervision, interest in adolescent's academic work and provision of assistance in areas such as project works, homework, to name a few (Crosnoe, 2001). Sandefur, Meier and Campbell (2006) opined that parents' commitment in the academics of their children increased the likelihood of enrollment to college by 16%. Additionally, the adolescents had higher grades and higher academic expectations (Israel & Beaulieu, 2004). Israel, Beaulieu and Harteless (2001) posited that when parents are monitoring adolescents after school activities like television watching and time spent with friends, their children are likely to have good academic performance. Adolescents that have regular and open communication with their parents are less likely to be school drop outs (Israel & Beaulieu, 2004) giving them a higher academic self-concept. According to Li and Seltzer (2005), positive

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parent relationships with adolescent boys have been found to have an impact on their academic self-concept. Pomerantz, Altermatt, and Saxon (2002) also indicated that when parents dedicate resources such as time, finances and emotions to their adolescents' school and educational experiences, there is a high proclivity for the children to have a higher academic self-concept leading to good academic performances.

With respect to father and mother relationships, it was found by Schwartz and Stryker (1970) that fathers rarely have significant effects on the self-concepts of their children. However current studies have disputed this fact. Dailey (2009) indicated that whenever there is good communication between fathers and mothers to their adolescents, the impact of their communication is felt differently by the adolescents. He posited that mother's communication affect mostly the academic self-concept of late adolescents. However, the confirmation message of the father at this stage has significant influence on their personality and their academics. The impact of a father's confirmation has been found to also have a greater impact at the early stages of adolescents than at any stage of development. In explanation to this phenomenon, Dailey (2009) indicated that the father's confirmation is most cherished at the early adolescent stage because usually, mothers are known as nurturers and do most of the communication than the fathers so when the father comes in to confirm what mother has said, the weight of what was communicated increases. It was further considered that for the mothers, at the late adolescent stage, they are found to mostly challenge their adolescent to have a positive academic self- concept and since mothers are not known for being challengers, their words are not taken for granted by their adolescents.

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Additionally, decrease in the rate of school drop-out of high school students has also been associated with early mother-adolescent relationship (Israel & Beaulieu, 2004).

Peer Pressure and Academic Self-Concept

Peer pressure at the adolescent stage becomes very great as they move from the restriction from parents and other significant adults to a less restricted environment of friends around the same age (Kremar, Giles & Helme, 2008). Adolescents according to research, affiliate with friends with the same likes and dislikes (Bukoswski, Sippola & Newcomb, 2000), form a group with a common interest and struggle to maintain it. Unfortunately, most peer pressures from adolescents comes in the negative forms (Liam & Martin, 2011). Peer pressure compared to parental influence has been found to be one major factor that significantly affects academic self-concept of adolescents although the extreme position has been rebutted by some researchers (Harris, 2000; Rubington & Weinberg, 2002; Ryan, 2001).

According to Wentzel (2004) adolescents in negative peer pressures perform poorly in school. They are likely to form a group for acceptance, security and support. This gradually affect their academic self-concept. Peers with the desire for popularity have also been found to have greater behaviour problems, leading to low academic performance (Fuligni, 2001). It has also been found that adolescents in delinquent groups have increased anxiety interfering in their concentration in the classroom, impeding learning acquisition and information retention (Nansel *et al.,* 2001). To Adeagbo (2013), peer pressure can cause students to skip school which will gradually have effect on their academic performance and then their academic self –

concept. Peer rejection has been found to have negative effect on school attendance, academic performance and also have the tendency of producing behavioural problems (Fan, 2011).

It is however worthy to note that there are other factors that affect peer pressure and its influence on adolescent academic performance which will indirectly affect their academic self-concept. This includes nature of friends, globalisation, economic status and sharing academic matters (Eccles, 2009; Mosha, 2017). The kind of activities engaged in by the group is what has impact on their relationships at school rather than on their academics. It becomes necessary to realise that an adolescent can be in a peer pressure group into flouting school rules but still have a positive academic self-concept. Lashbrook (2000), opined that the establishment of influence is dependent on self-identity, self-esteem, and self-reliance, making influence a personal affair and a choice.

With this stated, adolescents with peers who have positive affinity to academics improve academically whereas those who had negative attitude towards academics decreased in their academic achievement (Ryan, 2001; Wigfield & Eccles, 2002). According to Wentzel (2004), peers promote an individual's well-being and academic success (Rubin, Bukowski & Parker, 2006). Further, the presence of peers with high academic self- concept prevents maladjustments in school (Laursen, Bukowski, Aunola & Nurmi, 2007). Studies have also shown that peer groups with positive peer pressures towards academics bring about motivating improvement in academic standard and performance and provide models in handling and completing academically challenging task (Altermatt & Pomerantz, 2005; Gibbons,

Blanton, Gerrard, Buunk & Eggleston, 2000). Additionally, their beliefs and expectations are influenced through observation (Bouchey & Harter, 2005; Fan, 2011). More so, peers are found to provide clarity to instruction, sharing effective learning strategies, providing assistance and encouraging new skills (Wentzel, 2009).

Peer Pressure and Delinquent Behaviour

Peer groups have great influence on adolescent behaviour. Peer groups are major agent of socialization and govern to a large extent, the behaviour that would be portrayed by the adolescents in those groups (Allen, 2003). This goes to say that a group into delinquent behaviours would influence its members to learn and internalize more of these acts for their operations as compared to those that kowtow to the norms of the society. Haynie and Osgood (2005) indicated that when it comes to friendships, adolescents spend the most time and consider them very important. Hence adolescents who are into delinquent behaviours learn these acts within their groups.

Ogbebor, (2012) indicated that imitation and observation is a major learning process among groups of adolescents. Hence delinquent behaviours are learnt by this process. Henslin (2008) and Raphael (2009) indicated that to protect the group's interest, members of the group are willing to go to every extent to protect the group's goal. Hence its members are willing to diverge from the social norm so as to protect the interest, values, norms and expectations of their group not to gain a low status in the group.

Peer delinquent behaviour is one major factor affecting adolescents into delinquent behaviour (Mccord & Conway, 2002; Sanecki, 2004). Adolescents in delinquent groups seek approval from friends and want

attachment or allegiance to peers (Piquere, Farrington & Al Blumstein, 2003). Studies have shown that there is a potent relationship between juvenile delinquents and their peers. Adolescents who testify of having delinquents as their friends have been found to be at risk of problematic behaviour (Nagin, 2005; Sarnecki, 2004). Those who claim to be a gang have their degree of criminality to be on the increase (Arnett, 2007; Thornberry, Krohn, Lizotte, Smith & Tobin, 2003).

Other studies have also identified certain views which contradict the above. The findings of these studies show that the degree of involvement of an adolescent in delinquent acts has a correlation with the degree of level of intimacy with friends (Le Blanc & Morizot, 2000). This goes to say that the extent to which an adolescent involves themselves in delinquent behaviour is related to the level of intimacy he has with friends. If intimacy is low, their level of pressure also decreases.

With respect to relationship with the opposite sex, it has been found that peer pressure also affects this area. One's early involvement with peers into relationships and sex leads to teenage sex and pregnancy among adolescents (Friedlander, Connolly, Pepler & Craig, 2007). Another interesting study done by Woodward, Fergusson and Horwood (2002), indicated that when they found the effect of the involvement in delinquent activities of both the delinquent and non-delinquent adolescents, they realized that there was a high risk of the non-delinquent to become delinquent.

Substance use has been found to be connected to adolescent delinquency. According to Childs, Sullivan and Gulledge (2011) substance use among peers have substantial effect on adolescent substance use. They

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indicated that when there is one-unit increase in peer substance use, there will be a 13.4% expected increase of adolescent substance use which will be connected to one unit of increase in peer delinquency leading to a 5.1% increase in the expected count of adolescent delinquent behaviour.

With relationship to the group size of delinquent, it was found that delinquents belonged more to smaller groups than non-delinquents. This is because delinquents have greater difficulty establishing and maintaining close friendships. However, other researches contradict the above. They indicated that results from their studies show that delinquents maintain bad quality of friendship (Deaitr-Deckard, 2001). Generally, the non-delinquents reported having more friends who were most of the time the same sex (Haynie & Osgood, 2005).

Parent-Adolescent Relationship and Delinquent Behaviour

Hirschi (1969) in the development of the social control theory speculated that for delinquent acts to be exhibited, there must be a broken or weakened bond between an individual and the society and as the social bonds weakens, it causes the individual to escape from societal restrictions, thereby opening an avenue for committing delinquent behaviour. Parent-adolescent relationship has been established to be very crucial in the development of the adolescent. A society fighting with much delinquent behaviour has been linked to adolescent relationship with their parents (Poduthase, 2012). Studies from the 1950's tried identifying how instrumental societal institution are in the development of delinquent behaviour (Glueck & Glueck, 1950). It was observed that there is a pivotal role played by family and the school (Nye 1958; Reckless 1961; Reiss 1951).

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Studies showed that children experiencing patterns of coercive relations at home exhibited certain misbehaviours in school and also failed in their academics (Sprague & Walker, 2000). Hence the impression of the family on the adolescent is very powerful in influencing the individual for success or failure (McEvoy & Welker, 2000).

Dekovic, Janssens and Van As (2003) indicated in their study that negative relationship between parents and their adolescent has a connection with high levels of external complications in adolescence including physical aggression, verbal aggression and disturbing of others. They further explained that adolescent anti-social behaviour has a relationship with the lack of quality of intimacy, mutuality and anger with parents.

Keijsers, Frijns, Branje, and Meeus (2009) explored the link between the effects of parental control and disclosure and found that whenever there is a strong decrease with respect to mother-adolescent disclosure and father-adolescent disclosure, it can be significantly anticipated that there is an increase in adolescents' delinquent activity. It was further noted that families with strong support systems demonstrated a decline in adolescent delinquent behaviour when there was poor parental control. However, there was a rise in adolescent delinquent behaviour when there was low parental support and decreased parental communication (Hair, Moore, Garrett, Ling & Cleveland, 2008; Keijsers et al., 2009; Marcotte, Marcotte & Bouffard, 2002).

Many studies on adolescent delinquency studies have considered parental monitoring to examine if it has influence on adolescent delinquent behaviour. Though many of these studies indicate that parental monitoring significantly decreases delinquency (Laird, Criss, Pettit, Dodge & Bates,

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2008), Kerr and Statin (2000) gives a contrary view. They opined that for parental monitoring to predict delinquent behaviour, it was reliant on the relationship between parents and adolescents with the adolescent openly discussing issues with the parents. Until then, the parental monitoring cannot have any impact on adolescent behaviour thereby decreasing delinquent behaviour.

A study done by Poduthase (2012) indicates that the adolescent boys who are into delinquent activities had negative perceptions about their fathers, then about their mothers. This was because they were influenced directly or indirectly by them. From the study, seven percent of adolescents (7%) reported that their fathers were regular alcohol drinker. Eleven (11%) bemoaned that their fathers abuse their mother physically (Poduthase, 2012). Yet in all these things, they all still indicated that they loved their fathers.

Non-delinquent adolescents were of a contrary view. They loved their fathers and they had many experiences with them that made them appreciate their presence in their lives. They expressed that fathers were open and easily accessible ready to hear concerning any matter (Poduthase, 2012). From their study again, nine of the 12 youth (75%) posited that they had a positive relationship with their father. Of these nine, three (33%) said that they had a friendly relationship with their fathers which made it easy for them to approach them at any time without fear on issues at home, school, and even their personal matters (Poduthase, 2012). In other studies, adolescents also affirmed that they talked mostly about their school, friends, and other general matters. Some also indicated that they had less interaction with their fathers. Because their fathers were serious people and never talked much with them.

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While others shared that their fathers were working abroad and because of that, they usually talked every week on the phone affecting their relationship (Dekovic *et al*., 2003).

The general impression from the study saw most of these adolescents talking more about their father and much less about their mothers. Seventy-eight percent of the participants (78%) had better bonding between them and their mother due to good level of communication between them than with their father. Even though the adolescents expressed comfort in communication with their father than mothers, most of them had the opinion that it was easier communicating personal matters to their mothers than fathers. It became evident that parents of delinquent adolescents had less interactions with them then parents with non-delinquents (Poduthase, 2012).

A study steered by Moitra and Mukherjee (2010) considered the perceived effect of communication between father and mother of adolescents on the development of delinquent behaviour in the adolescents. It was a comparative study between delinquent and non-delinquent who were only boys. It was realized that there was obvious difference between the two groups on parental communication. They found that bad communication between parents and adolescent led to increase in delinquent behaviour. This resonated with the study of Liu (2004) and Musitu Ochoa *et al.* (2007) on communication between parents and their adolescents.

They further realized that taking a separate look at perceived mother communication and perceived father communication and its relationship to delinquency, there was a great influence of mother and father perceived communication on delinquent behaviour. They explained that in cases where

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the one parent has good communication than the other parent, the one with good communication can also prevent delinquent behaviour from occurring (Moitra & Mukherjee, 2010).

Delinquent Behaviour and Academic Self-Concept

Studies have showed that students who show high risk delinquency experience decrease in aspirations and susceptible to truancy (Chen & Kaplan, 2003; Hill *et al*., 2004). They have also been found to score lower on intelligent test. Students with mental retardation into delinquent acts also have low score on test and also have a high tendency of being delinquents mostly because of their low self-concept (Mason, 2005; Wing *et al.,* 2011). They become socially assertive, aggressive, apprehensive, damaging, defy authority and lack self-control (Hickey 2006; Onyehalu, 2003; Walklate, 2003; Zamora, 2005).

The impression of low academic self-concept on students in delinquent behaviour has been found to be very alarming. They do not become useful adults but problems, they wallow in low self-concept and experience high level of anxiety, self-absorbed and difficulty adjusting academically (Boulter, 2002). By this, they experience low academic achievement and cognitive delays (Ajibade, 2007; Badru, 2006; Onyehalu, 2003; Steinberg & Morris 2001).

For adolescents who are not in the category of high-risk delinquent behaviour, research has identified a negative link between their grades and delinquent behaviour as well as other behaviours like truancy, suspension, expulsion, and many more (Hoffmann, Erikson, & Spence, 2013; Lucia, Killias, & Junger-Tas, 2012; van Lier *et al*., 2012). Also, according to Ellis

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and Walsh (2003), low scores on different types of Intelligent Quotient tests have been linked to adolescents with higher risk of delinquent behaviour. This implies that those that have high scores on these tests revealed a lower risk of delinquent behaviours (Beaver *et al.,* 2013; Schwartz *et al*., 2015; Ttofi *et al*., 2016).

Hoffman (2018), in a study of academic underachievement and delinquency, found that there was a weak link between academic underachievement and delinquent behaviour. Using attention deficits as an indicator of low self-control to mediate the relationship, the study revealed that attention deficit was linked with both academic underachievement and delinquent behaviour.

Though many studies are indicating an association between academic self-concept and delinquent behaviour, Nor Aizal and Norly (as cited in Hoffman 2018) had a different result after their research. They concluded that there was no association between delinquent behaviour and academic self-concept. This deviation may be as a result of what Hoffman (2018) stated in his study. Hoffman (2018) indicated that when using a general population of adolescents who are a mixture of high delinquents and low delinquents, the results turn to be biased since the sample may not have adolescents with severe delinquent's issues and may also not be from high-risk families. Hence students who have a lower risk delinquency will have the tendency of having a positive academic self-concept.

Parent-Adolescent Relationship and Peer Pressure

It appears that the link between parents-adolescent relationship and peer pressure have least been researched into. They are most of the times

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looked at separately, often one mediating or moderating other variables. However, it is reasonable to accept that an adolescent with conducive parent–adolescent relationship with guidance received from parents is less vulnerable to peer pressure.

Research indicates that adolescents who are with both their father and mother at home have the advantage of being equipped with skills that helps them to establish and maintain friendships and further benefit from the peer relationships (Updegraff *et al.,* 2001). Also, parents who display warmth and acceptance to their adolescents help them to join socially recognized and competent peers (Wilkinson, 2004).

Schualtz and Schualtz (2001) opined that adolescent during interaction at home acquire various skills and behaviours which are transferred to their peer group. This goes to say that adolescents with open and good communication with either father or mother can boost of the same relationship with their peers. Dekovic *et al*. (2003) established that there is an association between adolescent obtaining a healthy peer relationship to a fulfilling parent-adolescent relationship. Bijra, Bosma, and Jackson (1994) found that adolescents would have good social skills for better friendships when there are good parent-adolescent relationships. Ruble and Martin (1998) posited that there are benefits in the relationship of adolescents with parent of the same sex and it is important in the socialization process. Closeness to mother expressed itself in girl's friendship experiences and that of father in boy's friendship formation. Though both father and mother adolescent relationships have an undeniable influence on peer relationship, the impact from mothers has been found to be more as compared to father-adolescent relationship (Ruble &

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Martin, 1998). Dekovic *et al.* (2003) expressed that adolescent with welcoming parents are more apt to discuss with them concerning their daily activities, moods and their feelings. As such, parents are able to counsel and guide them, reducing the interference of peers in their decision making.

Parental behavioural control is another parenting dimension that can either lead to peer pressure or not. Parental behavioural control is implemented when limits are set on adolescent's behaviour (Pomerantz & Eaton, 2000) and this has been linked negatively and directly to indulgence in delinquent behaviour through deviant peer group involvement (Brody, 2003). Parents who are permissive on their control tend to push their adolescents to their peers (Steinberg, 2001). However authoritative parents are able to win the trust of their adolescent children with their control hence are least susceptible to negative peer pressure (Laird, Criss, Pettit, Dodge & Bates, 2008; Benjamin, Stephen, Kelly & El-Sheikh, 2016; Mallie *et al*, 2003) and promote adolescent behavioural competence and self-regulation.

Studies have showed that there is the tendency for parents to also control their adolescent psychologically which can also lead to adolescents being susceptible to peer pressure. Adolescents being controlled psychologically refers to an interference of the mental and emotional state of the individual (Barber & Harmon, 2002), preventing the development of independence and self-direction (Pettit *et al*., 2001). Adolescents in this over protective environment are treated like infants and tend to have stumpy self-esteem, self-confidence and self- reliance They become comparatively immature and emotionally dependent (Shek, 2006). Adolescents in this

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category revert to their peers rather than parents for their needed support and encouragement. Leading them to be susceptible to peer pressure.

Another factor that can cause parent-adolescent relationship to be susceptible peer pressure or not is adolescents' emotional autonomy from parents. To be emotionally autonomous means to be emotionally independent from parents and this is one condition adolescents must fulfill in their development (Steinberg, 2001). The ability to gain emotional independence from parents leads to adolescent emotional maturity. Studies have also shown that emotional autonomy from parents is related negatively to adolescents' resistance to peer pressure and deviant behaviour and unwillingness to seek advice from parents (Alfaro, Umaña-Taylor, & Bámaca, 2006). Adolescents with high emotional autonomy from parents considered their parents to be less supportive leading to emotional detachment (Parra & Oliva, 2009).

Delinquent Behaviour as a Mediator of the Relationship between Parent-Adolescent Relationship and Academic Self-Concept

Minimum number of researches have been performed to examine the indirect effect of delinquent behaviour on the association between parent-adolescent relationship and academic self -concept (Adedokun & Balschweid, 2008). However, there is a significant relationship that has been found between parent-adolescent relationship and delinquent behaviour as well as academic self-concept and delinquent behaviour making it possible to speculate that delinquent behaviour can be a possible mediator between parent- adolescent relationship and academic self-concept.

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McNeal (1999) found that parent – adolescent relationship and knowing family of their children's friends often serve as social controls of delinquent behaviours, hence increasing the likelihood to stay in school. It was emphasized that strong social presence in terms family support, helps adolescents to exhibit fewer behavioural problems helping to bring about success in school (Hill & Craft, 2003; Parcel & Menaghan, 1993).

Adedokun and Balschweid (2008) in their study found that delinquent behaviour was a strong influencer of the relationship between parent - adolescent relationship and adolescents' achievement. Indicating that positive adolescent parent relationship would enhance educational achievement thereby reducing the participation of the adolescents in delinquent behaviour and building a positive academic self-concept. The absence of emotional attachment between parents and their adolescents has effects on their academics leading to a lower academic-self-concept (Crosnoe & Elder, 2004).

Delinquent Behaviour as a Mediator of the Relationship between Peer Pressure and Academic Self-Concept

Most studies done by researchers in relation to delinquent behaviour, peer pressure and academic self-concept have not considered delinquent behaviour as a mediator to have an effect on the indirect relationship between peer pressure and academic self-concept. However, since most studies have showed reliably the direct relationship between delinquent behaviour and peer pressure as well as academic self- concept as explained above, it can possibly suggest that there can be an indirect relationship if delinquent behaviour becomes a mediator between them.

Conceptual Framework

The main aim of this study was to examine if parent-adolescent relationship and peer pressure were predictors of academic self-concept. Secondly part of the study looked at the role delinquent behaviour will play as a mediating variable in the relationship between parent-adolescent relationship and academic self-concept as well as peer pressure and academic self-concept.

From the several hypotheses stated in the study, the conceptual framework below was developed:
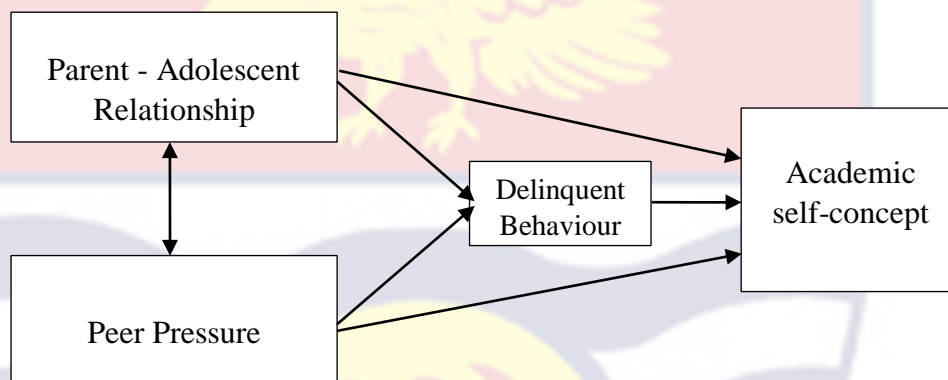
Figure 2: Conceptual Framework
Source: Author's construct (2019)

It was first hypothesized that parent-adolescent relationship will predict academic self-concept. This specifically indicates that if there is a pleasurable parent-adolescent relationship, it should predict positive academic self-concept (Minchekar, 2019). Parents involved in the lives of their adolescents have been found to encourage them to soar higher also in their academics. With this, it can be predicted that high level of their influence would increase the academic self-concept of their adolescents. It also agrees that if parent-adolescent relationship is not good, there will be a prediction of negative academic self-concept. It was assumed that with the relationship between parent-adolescent relationship and academic self-concept, there should be a prediction.

It was secondly assumed that negative peer pressure would affect academic self-concept. It was hoped that if an adolescent should find him or herself in a company of friends, who are into delinquent acts, there will be an impact on their academic self-concept and also if the peers are not conscious of their academics, there will also be a change because peer pressure has been found to be a strong motivational force in the life of adolescents (Steinburg, 2001).

Parent adolescent-relationship and peer pressure can influence one another if the bond between parent and adolescent is good. This influences their choice of friends and the pressures they experience. When adolescents find themselves in negative peer groups, the negative behaviours exhibited by them affect the relationship between the adolescents and their parents.

Again, it was hypothesized that negative peer pressure could promote delinquent acts among adolescents. It was hoped that at the end of the study there would be a relationship between peer pressure and delinquent behaviour. Literature indicates that when negative peer pressure increases, adolescents exhibit increased levels of delinquent behaviours (Haynie & Osgood 2005).

Additionally, it was conjectured that parent-adolescent relationship could influence delinquent behaviour. Delinquent behaviour has been found to begin at home. This is mostly due to variable factors including parent-adolescent relationship. If parents are part of the lives of their adolescents it can be assumed that delinquent acts would be at a minimum and if these relationship does not exist it can be conjectured that delinquency would be on the rise (Sprague & Walker, 2000).

Moreso, the model establishes an influence between delinquent behaviour and academic self-concept. It has been found that those that are not involved in delinquent behaviour have the opportunity to excel academically as most of the focus of the adolescent would be on his academics (Zamora, 2005). Hence, this study assumes that delinquent behaviour could have an impact on academic self-concept.

It was further conjected that delinquent behaviour could impact the relationship between parent-adolescent relationship and academic self-concept. Here, it was guessed that in the presence of delinquent behaviour, parent -adolescent relationship could have an influence on delinquent behaviour which could impact academic self-concept. Implying that in a situation where parent-adolescent relationship is effective, there is a possible control of parents on the friends of their adolescents. As indicated by the study of Hill and Craft (2003), this leads to fewer behaviour problems, increasing the likelihood of academic success.

It was also inferred that peer pressure could influence delinquent behaviour and this influence could affect academic self- concept. Peer pressure can affect delinquent behaviour positively or negatively. A group into delinquent acts could influence its members to learn and internalize this behaviour whiles a group not into delinquent acts will do the opposite. According to Boulter (2002), adolescents into delinquent acts do not do better in their academics, affecting their academic self-concept and this is the opposite for the groups who are not into delinquent acts.

Chapter Summary

This chapter reviewed literature in four main areas. This included the conceptual review, theoretical framework, empirical reviews and the conceptual framework. With the conceptual review, in depth information was given for the various concepts understudy contextually for clear and easy understanding of readers.

The theoretical review touched on relevant theories that put the whole study into perspective. This included the social ecological model by Urie Bronfrenbrenner (1979, 1987), the self-determination theory (Deci & Ryan, 2008), social comparison theory (Festinger, 1954) and the social learning theory (Bandura, 1973).

The empirical review embodied reviews of different researches done in the area of each research hypothesis. The review drew attention to current areas of the study in relation to the research hypothesis providing details on what researchers have found in those areas for easy explanations and conclusions. Finally, the conceptual framework illustrated a summary of the whole study and explanations were given for easy understanding

CHAPTER THREE

RESEARCH METHODS

This chapter presents a description of the research design and methods employed in conducting this study. It specifically discusses the philosophical foundation of the study, research design, the study area, the population, sample and sampling procedure, data collection instrument, validity and reliability of instrument, the ethical considerations, pilot testing, data collection procedures and the data processing and analysis.

Philosophical Foundations of the Study

There are four paradigms from which empirical research is constructed in educational research. They are the scientific or positivist methodologies, naturalistic and interpretative methodologies, methodologies from critical thinking and feminist educational research (Cohen, Manion & Morrison, 2007). These paradigms have different ontological, epistemological, methodological assumptions and how their research instruments are prepared for data collection. This makes each paradigm unique and informs other researchers about the point of view from which the study is coming from.

For better appreciation of this study, the scientific or positivist paradigm was employed. This was employed because this study was intended to find out if parent-adolescent relationship and peer pressure will predict academic self-concept, as well as find out the role delinquent behaviour will play if it is mediated with either parent-adolescent relationship or peer influence on academic self-concept.

Usually as humans, our interaction with the environment gives us an indication about how things are and should work but sometimes the way we see and analyze issues might not be true if time is not taken for research to be done to prove whether what we see at face value is true or false. It is possible to believe and conclude that certain variables in a study will produce particular results but for an assurance, reliability and validity it is very important to research and this paradigm has its core values hinged on these points, making it necessary for it to be chosen and used for the study.

The positivist holds to the fact that the world is exterior (Carson *et al*., 2001) and there is only one real objective to any research conducted, not considering what the researcher thinks or beliefs. They have the notion that

reality is separate from the individuals who observes it. Hence positivist knowledge is dualistic in nature (Searle, 1999). They have the ability to create beyond the human mind knowledge of a reality. Hence the bases of human knowledge depict two positions the objective and the independent reality (Kuhn, 1970). They believe that the findings of a research are true if there is a direct mapping between what exist and what is beyond human mind (Lee, 1989).

Additionally, positivists prefer the use of laboratory experiments, field works and surveys as their method of enquiry. They believe that for their work to be credible, they require an enormous amount of empirical data which should be analysed statistically to identify causal regularities. They make use of an approach that is precise and structured when performing a research by stating a clear research topic, constructing suitable hypotheses and implementing practical search methodologies (Carson *et al.,* 2001). The goal of the positivist is to work with more data to critique generalizations. They believe that to understand human behaviour, it is imperative to identify the cause that momentarily precedes that behaviour. They also believe that the researcher and his respondents are separate entities and do not interact with each other (Hudson & Ozanne, 1988).

They create a distance between them and their participant of a study which is an important step to remain neutral and not hold any emotional attachment to any participant. This helps to bring a separation between reasoning and feelings and a difference between science and personal experiences, facts and valued judgements. They look out for objectivity,

consistency and a logical as well as a systematic way in conducting their research (Carson *et al.,* 2001).

The strengths of the positivist paradigm are its ability to gather enormous amount of information, its objective theoretical focus from inception, the control of the researcher over the whole research process and easy data comparability (Creswell, 2003). With all its strengths, it does not go without certain weaknesses. It is inflexible, once data collection has started it cannot be changed, it is weak at interpreting the social process, and often has a difficulty finding the meanings people attach to social phenomena (Creswell, 2003).

Research Design

The research design for the study was the Correlational Research Design. This design was found to be appropriate because it seeks to find out the relationships that exist among two or more variables understudy without any attempt to influence them (Cohen, Manion & Morrison, 2007). This research design made use of the correlation coefficient to find out the degree to which two or more quantitative variables were connected. When scores obtained from these variables were compared, variables within the same range were said to have a relationship if not, no relationship was recorded. Correlation does not in itself establish cause and effect, but it rather gives an idea of relationship for future research using an experimental design for verification. This design was carried out for two main purposes: For explanatory and prediction purposes (Cohen, Manion & Morrison, 2007).

Using correlational research for explanatory purposes, is to explain the comprehension of the very important occurrences by identifying interactions

among variables. Variables found not to be related or only slightly related were dropped whiles those which were correlated serve as the focus for additional research. Prediction which is the second purpose for this design finds out the relationship between two or more variables but finds out which variable predicts the other. The variable used to make the prediction is the predictor variable and the one about which prediction is made is the criterion variable.

The topic understudy sought to find out whether parent-adolescent relationships and peer pressure are predictors of academic self-concept and the second part was to find out the contribution of delinquent behaviour when used as a mediator between parent-adolescent relationship and academic self-concept as well as peer pressure and academic self-concept. This therefore made Correlational Research Design, specifically the predictive purpose suitable for the study.

The main weakness of this design is that it does not provide conclusive findings as to why there is a relationship between two or more variables and also which variable influences the other. However, the strength overrides its weakness. At the end of every study, this design helps to find relationships or predictor relationships between two or more variables, which would help and inform future and further researches into the variables and allow researchers to collect more data for the study.

Study Area

The study was conducted in the Greater Accra region of Ghana, which is the smallest region out of all sixteen regions. There were 50 documented public senior high schools (GES, 2019), distributed around the 29 districts in

the Greater Accra Region. The districts which housed the 6 SHS's which formed the study area included; Ga West, Ashaiman and Ningo-Prampram municipalities (See Figure 3).

The Ga West municipality was founded in 2008. It was bordered by Ga East and Accra Metro area on the east, Akuapim South on the north, Ga South to the south and Ga central to the north-south. It has a total land surface area of about 299.578 square kilometres. The district capital is Amasaman. Some of the towns in the municipal include Pokuase, Asofaa, Amanfrom and Fise just to mention four. It has a population of about 219,788. The municipal's indigenes are predominantly Gas although it has other ethnic groups such as Akans, Ewes and Ga Dangbes. The three major economic sectors in the area include agriculture (cassava and pineapple farming and fishing), industrial firms (mineral water and aluminum production, mining and quarrying) and the services sector (telecommunication and banking). Some tourist attractions are the Pokuase Samsam Cave, the Samsam waterfalls and Medie Flower and Fruits Gardens (Ghana Statistical Service, 2013).

The Ashaiman Municipal Assembly is located approximately 30km away from the regional capital Accra. It is bounded to the north and east by the Kpone-Katamanso District and to the south and west by the Tema Metropolis. It has a total land surface area of about 45 kilometres square. It has a population of about 190,721 residents. It has a diverse ethnic make-up of Ewes, Guans, Fantes, Hausas, Asantes, Dagombas and Ga-Damgbes (majority). The area is predominantly characterized by slum dwellings. Majority of its residents are engaged in the informal economy (commerce). It boasts of a few decent hotels and restaurants but has poorly engineered

drainage system and a lot of non-tarred roads although it's close to one of the best designed zones in the region; Tema (boundaries with the Shai-Osudoku district to the north, the Gulf of Guinea to the south, Ada East district to the east and Kpone-Katamanso district to the west. The district capital is Prampram. Some towns within the municipal include; Dawa, Afienya, Dawienya, Dundase, Old Ningo and many others. It has a population of 70,923 people. The residents of Ningo-Prampram are primarily Ga-Damgbes however other segments of diverse ethnic groups are present. This includes Ewes, Hausas, Fantes and Asantes. Due to the relatively rural milieu that typifies the municipal, the mainstay of its denizens is agriculture. The 2010 population and housing census (Ghana Statistical Service, 2013) indicated that approximately 90% of the land area is arable and around 25% of the area is covered with savannah grassland which is apt for livestock farming. The main crops grown are maize, cassava, mango, banana and vegetables (okra, tomato, pepper) and rice. There are some small manufacturing firms that bolster the economy and provide employment to some residents. It also has the oldest police station (built in 1486). It also has some ancient castles and forts which were built by the early Europeans (Ghana Statistical Service, 2013).
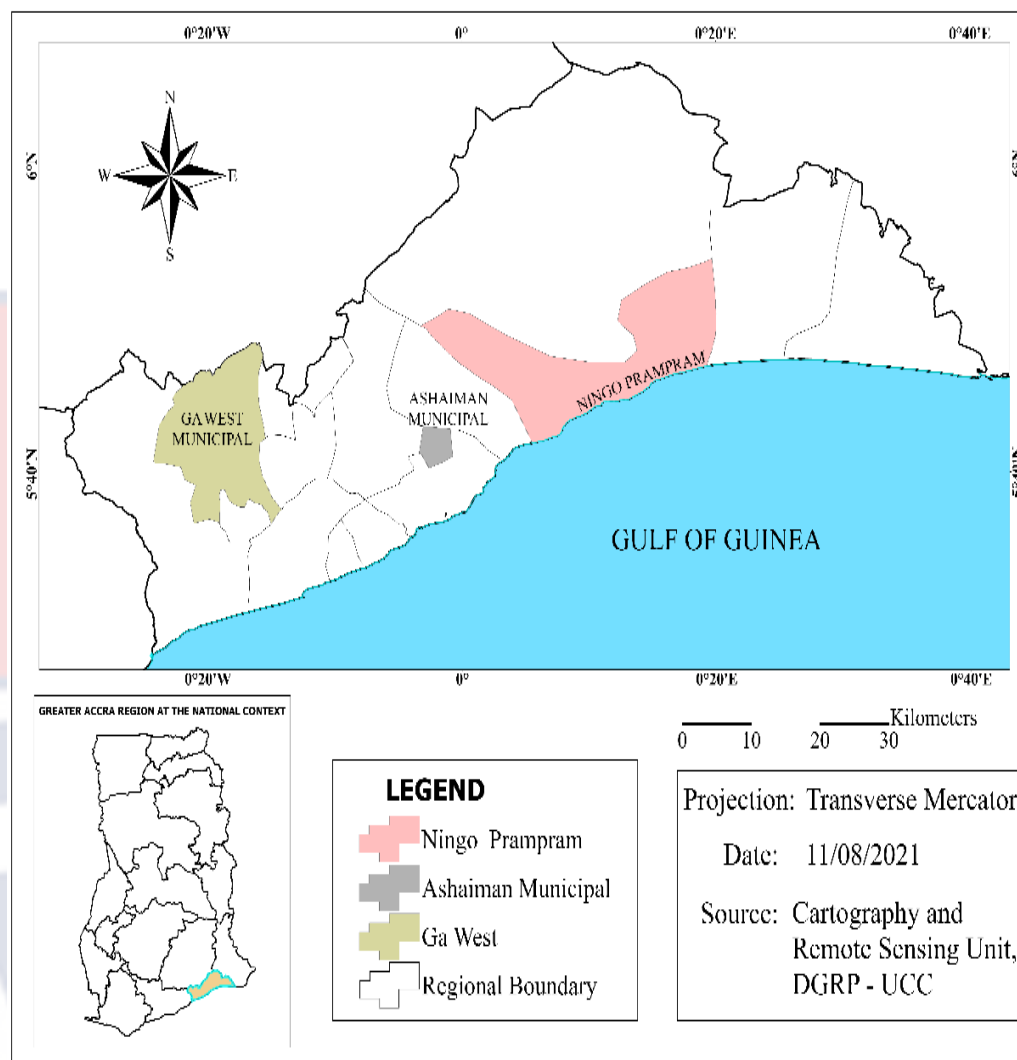
Figure 3: Greater Accra regional map showing the three selected districts.
Source: Cartography and Remote Sensing Unit, (2021)

Population

The population for this study was made up of the six selected public Senior High School students in the Greater Accra Region. They made a total of 7,565. The accessible population for the study was all Form 2 students from the six selected schools. This made a total of 2,132 with 1,034 males and 1,098 females (GES, 2019). The Form two students were considered as respondents because they were available and have experienced their various schools for a year and were able to give valid responses to the questions asked.

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Sampling Procedure

The multistage sampling procedure was used (see summary on Table 3). Three districts were randomly selected from 29 districts in the Greater Accra Region. This number was randomly selected because according to Conroy (2016), a maximum of 10% of the whole population is enough for a study. All the public schools in the selected districts were used (see Table 1).

Table 1: Population Distribution of the Selected Schools

Names of Districts	Name of School	Males	Females	Total
Ga West	A	266	275	541
	B	105	123	228
Ashiaman	C	192	251	443
	D	166	34	200
Ningo- Prampram	E	111	154	265
	F	194	261	455
Total		1,034	1,098	2,132

Source: Ghana Education Service, (2019)

According to Krejcie and Morgan (1970) a population of 2,132 can use a minimum sample of 322 respondents. However, a sample of 331 was finally used. Gorad (as cited in Cohen, Manion & Morrison, 2007) advised that in order to make up for non-response and respondent mortality, it is better to overestimate than underestimate. To Fraenkel, Wallen and Hyun (2012), the more the sample, the more inferences can be made. To get a fair representation of male and female respondents in every school, the proportionate stratified sampling was used. From the accessible population, the percentage of males were 48% and that of females was 52%. With this, the sample of male respondents needed for the study was 156 and that of females were 166

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respondents. However, on collecting data the sample of male respondents used were 162 and that of females were 169. Though the proportionate stratified random sampling requires more effort from the researcher in order to get the sample required, it was very useful in ensuring that the key representation of individual characteristics of the population was in the same proportion in the sample. The convenience sampling technique was used to get the actual respondents for the study due to the COVID-19 pandemic season (see Table 2).

Table 2: Distribution of respondents in various schools

Districts	School	Males	Females	Total
Ga West	A	41	42	83
	B	17	20	37
Ashiaman	C	30	38	68
	D	26	6	32
Ningo- Prampram	E	18	24	42
	F	30	39	69
Total		162	169	331

Source: Field survey (2019)

Table 3: Multistage sampling

Stages	Sampling strategy	Purpose
1.	Simple random sampling	It was used to select the districts for the study.
2.	Proportionate Stratified sampling	It was used to get the number of respondents needed for the study in each school.
3.	Convenience sampling	It was used to select the actual respondents from the various schools

Source: Author's work (2019)

Demography of Respondents

The respondents had their ages ranging from 15 to 19 years and above. It was interesting to note that as at Form 2 most students were 19 years and above. The total of these students was 146 representing 44.1% of the total respondents. This included 84 males and 62 females. Those that were 15 years as at the time of data collection were 3 males, 16 of them made up of 6 males and 10 females were 16 years, 67 consisting of 25 males and 42 females were 17 years of age and 99 made up of 44 males and 55 females were 18 years.

With respect to family distribution, the responses revealed that those living with both parents were the highest with a frequency of 153 representing 46.2%. Those living with their mothers followed with 90 representing 27.2%, then those residing with guardians were 62 representing 18.7% and lastly, 7.9% which is 26 of the respondents were living with their fathers.

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Data Collection Instrument

The questionnaire was the instrument used to collect the data for this study. These scales were adapted because developing an instrument all together had its own problems. It takes time, effort and a considerable amount of skill. Experts in research recommended that it was better or preferred to use instrument that had already been developed by people who possess the necessary skills (Cohen, Manion & Morrison, 2007). The advantage of using an instrument that was already designed was that it will save the researcher the time that would be used to develop a new one that would serve the same purpose. A summary of the following scales adapted for the study is given in Table 4.

Parent – Adolescent Relationship (PARS)

The scale was developed by Buchanan, Maccoby and Dornbusch (1991). It had two dimensions namely the father-adolescent relationship and the mother- adolescent relationship. In all, there were 20 items, 10 items each for father and mother respectively. Originally, the items were rated on a 5-point Likert scale. From 1 (*not at all*) to 5 (*very*). The mean of the scale was 36.1 and a standard deviation of 7.5 for mothers. With the fathers, the scale recorded a mean of 33.0 with a standard deviation of 8.1. Their Cronbach's alpha was .89 for mothers and .90 for fathers. The range of responses was between 20 and 100. Some studies that have used this instrument reported a very high reliability. Examples include Hu and Ai (2016) who reported a Cronbach alpha of .779 and .812 for mother and father relationship respectively and Afifi and Mcmanus (2010) who stated a Cronbach alpha of .77 for both subscales.

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During the adaptation of this scale, a 5-point Likert scale, was used. From *Strongly Disagree* (1) to *Strongly Agree* (5). The range of responses were between 20 and 100 with a Cronbach alpha of .93 for the combination of both subscales. However, the Cronbach alpha for father was .91 and .89 for mother. Some of the statements were reworded to suit the Ghanaian contest. Example, a question posed on the original scale was *how close do you feel to your mother?* This was modified to *I am close to my mother.* Another question on the original scale was *how confident are you that your mother will help you in every problem*? This was modified to *I am confident that my mother would help me if I have a problem.*

Peer Pressure (PPS)

Peer Pressure Scale was developed by Singh & Saini, (2010). The scale is unidimensional and gives an estimate of peer pressure in adolescents. It is measured on a 5-point Likert scale from *Strongly disagree* (1), *Disagree* (2), *Can't say* (3), *Agree* (4) to *Strongly Agree* (5). It had a minimum and maximum score of 25-125, with high scores depicting high peer pressure and low scores indicating less peer pressure.

The Cronbach's alpha coefficient was used to establish the internal consistency of the scale and a reliability of .79 was obtained for the final 25 items. The results arrived at indicated high test-retest reliability ($r = .33$, $p < .01$) and internal consistency ($r = .77$). Some studies that have used reliably this instrument include Manani (2014) who had a reliability of .77, Anthonyraj and Sasikala (2015) with a reliability of .79 and Kumar and Varma (2014) with a reliability of .79.

The instrument was modified to suite the Ghanaian context. It was measured on a 5-point Likert scale, measuring from *Strongly Disagree* (1) to *Strongly Agree* (5). It also had a response range of 25 - 125. Some of the questions were modified for easy and better understanding of respondents. For example, an item like *"at times I feel peer pressure to smoke" was altered to look like "At times I smoke because of my peers"*. Also, the statement *"There is always a pressure for dating"* was modified to be *"There is always pressure from my peers to get a girl/ boyfriend"*. The instrument had a Cronbach alpha of .93.

Delinquent Behaviour Variety (DBVS)

The instrument was developed by Sanches, Gouveia-Pererira, Maroco, Gomes and Roncon (2016). It was a unidimensional scale which gives estimate of delinquent behaviour in adolescents. It was a dichotomous scale with No (0) and Yes (1). The minimum and maximum score range was 0-19. High score indicating the presence of wide variety of deviant behaviours committed and low scores pinning a low variety of deviant behaviour committed.

The Cronbach's alpha coefficient that established the internal consistency of the scale was found to be .90 with a reliability of .829 for the 19 items. Some studies that have used reliably this instrument include Dullas, Yncierto, Labiano and Marcelo (2021) with an alpha value of .83, Gomes and Gouveia-Pereira (2020) with an alpha value of .80 and Gouveia-Pereira, Gomes, Roncon and Mendonça (2017) with an alpha value of .87.

For its adaptation to fit the Ghanaian context and its use for this study, responses were taken on a 6- point Likert scale. *Never* (1) to *always* (6). The

range of responses were between 19 and 114 with a Cronbach alpha of .89. Some of the questions modified included, *"stolen something worth more than 50 euros and over"* was modified to *"Stole something worth more than 50.00 Ghana cedis (in a shop, at school, from someone, etc.)"*. Another example was *"Done graffiti on buildings or other locations"* was changed to *"Written on buildings or other location"*.

Academic Self-Concept (ASCS)

This scale was developed by Liu and Wang (2005). The was made for students in primary and secondary schools. It was made up of 20 questions with two main subscales that measured academic confidence (10) and academic effort (10). Questions for academic confidence were the odd numbers and those for academic effort were the even numbers. It had a 7-point Likert scale, measuring from *strongly disagree* (1) to *strongly agree* (7). The range of responses were between 20 -140. The composite reliability of the academic self-confidence was .85 and that of academic effort was .86. Generally, the whole instrument had a reliability of .70. The items were both negatively and positively worded to avoid identical answers from the students. Some studies that used this scale include Matovu (2012), who had reliabilities of Academic Confidence and Academic Effort to be .79 and. 80 respectively and Liu (2009) also had reliabilities of Academic Confidence and Academic Effort to be. 89 and .87 with the whole scale having a reliability of .83.

In adapting, the original 7-point Likert scale was reduced to a 6-point Likert scale, ranging from *Strongly Disagree* (1) to *Strongly Agree* (6). The range of responses were between 20 and 120. The reliability of academic self-confidence was .70 and that of academic effort was .76. The general reliability

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of the scale was .84. Some of the questions were rephrased for better understanding. For example, from the original scale, a statement like *"I am good in most of my courses"* was modified to be *"I am good in most of my subjects",* another example was *"I always do poorly in my course works and tests"* this was rephrased to *"I do not do well in my class exercises and test"*.

Table 4: Summary of Psychometric Properties of Research Instrument

Scale	Number of items	Reliability
Parent -Adolescent Relationship	20	.93
- Father	10	.91
- Mother	10	.89
Peer Pressure	25	.93
Delinquent Behaviour Variety	19	.89
Academic self-concept	20	.84
- Academic self -confidence	10	.70
- Academic effort	10	.76

Source: Author's construction (2021)

Validity of Instrument

Making reasonable inferences out of a study done is very central to every research. To be able to confidently draw conclusions on the findings of a study, it is essential for the validity of the instrument to be right so that the findings of the research would be consistent and in agreement with theoretical and conceptual values (Fraenkel & Wallen, 2006). Hence the instrument should be correct and useful to produce inferences that would synchronize with already existing literature (Fraenkel & Wallen, 2006; Fraenkel *et al*., 2012). The instrument must be accurate to measure the concept it purposes to measure (Ary *et al.,* 2010). The validation of an instrument prevents errors

that can alter the meaning of the constructs, so that it can elicit the right responses.

In the context of this study, validity of the data collection instrument was done to ensure that the instrument was able to elicit the right responses it was intended for, so as to achieve the objective of the study. With this in mind, the data collection instrument went through content and face validity.

For the content of the instrument to be made appropriate, comprehensive, and logical, it went through the scrutiny of experts in my field of study. My supervisors and other professionals in Educational Psychology vetted the questionnaire, modified unclear, biased questions and removed the deficient ones. An item for example, on the academic self-concept scale read *"I am good in most of my courses."* This was reworded to be *"I am good in most of my subjects"*. Subjects replaced courses because in the Ghanaian system, our Senior High Schools use subjects instead of courses. This change brought clarity and no ambiguity so as to elicit the right responses.

Face validation of the instrument was also done to ensure that items were clear and easy to understand. The help of colleague students was solicited in order for this to be achieved.

Pilot Testing of Instrument

One important stage during this study was the pilot testing. After going through the validation process, there was a need for the reliability of the instrument to be tested. This became imperative because according to Cohen, Manion and Morrison (2007), in quantitative studies, checking for reliability will help reveal inconsistencies, dependability and replicability of the instrument, over a period of time and over samples of respondents. To

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Neuman (2014), pilot testing will help structure the questionnaire to suit respondents for easy answering and collection. Pallant (2010) also indicated that it helps to know if items on the scale come together to measure its context accurately to establish the reliability of a group, another group of similar characteristics and in parallel situation with the study group that are used to get related outcomes (Cohen, Manion and Morrison, 2007; Fraenkel & Wallen, 2012).

To achieve the above, earlier draft of the questionnaire was pilot tested to ascertain its adequacy and practicability. A public school in the Adentan municipality was selected for the pilot testing. The school was selected because it was a public and a mixed school in the Greater Accra Region.

Permission was sought from the Headmistress of the school to conduct the pilot testing. Upon agreement I was instructed to work with a teacher to avoid direct interaction with students due to the COVID-19. I was asked to leave the questionnaire and return a week later for it. I briefed the teacher on my study and asked her to note any question or clarity sought by the students down.

Forty questionnaires were given for the pilot testing. Convenience sampling method was used to get the respondents to answer the instrument due to the COVID-19 pandemic. Thirty-four questionnaires were returned with 4 not fully completed. In all 30 questionnaires were analysed for the pilot testing. According to Perneger, Courviosier, Hudelson and Gayet-Ageron (2015), a sample of 30 respondents by default is good for pilot - testing of an instrument for a research.

At the end of the exercise, few of the items on the questionnaire were reconstructed for better understanding. It was also evident that the questionnaire was quite lengthy. It took students about 20 to 30 minutes to answer the questionnaire. Ultimately, most of the students understood the questions and were able to respond aptly. The instrument was found to be reliable at the end of analysis as reported in Table 4 with Parent - adolescent relationship scale having an overall Cronbach alpha of .93, Peer influence (.93), delinquency (.89) and academic self- concept (.84). According to Blunch (2008), when a Cronbach alpha value is greater than .90, the internal consistency is perfect, but if it is between .90 and .70, then internal consistency is satisfactory. Below .70, the internal consistency is not good.

Ethical Consideration

Ethics was pivotal in this study as its consideration made it necessary for appropriate behaviour and disposition to be emphasised on, so as not to infringe on the privacy and right of any individual, school or community from which data was collected (Zikmund *et al.,* 2010). It became imperative that the respondents were protected from any adverse consequences of the study. To accomplish this feat, there was a need to adhere to some rules and procedures laid down for ethics in research. The following were adhered to:

School entrance: A copy of the study's proposal and the questionnaire were sent to the Institutional Review Board of the University. This was to ensure that the research participants and the university community were protected. Further, permission was sought from the heads of schools using an introductory letter from the University of Cape Coast.

Parental Consent: Since most of the students were in the boarding house, permission received from the heads of schools covered for this so that the study can be carried out.

Students accent: The permission of the selected respondents was sought for. They were briefed on the purpose of the research and what it objective sought to achieve. With their approval, the instructions on questions were read to them and clarifications made where needed. They were also made aware that at any time, the could opt to withdraw from the study without any form they of negative ramifications.

Right to privacy: Intentional efforts were made to respect the privacy of all participants. To achieve this, the participants were not forced to respond to questions that they were not comfortable with.

Anonymity: The names of the schools involved in the study were not disclosed because of the delicate nature of the study and the identity of all the respondents were protected. Codes were used to label the respondents for analysis's sake.

Confidentiality: All the participants were assured that all the information they have provided during the study would be used for research purposes and nothing else. The information on the laptop is secured with a password, hardcopies of questionnaires are kept under lock and key with access to me and the research assistants.

Data Collection Procedure

An introductory letter was obtained from the Department of Education and Psychology and an ethical clearance letter from the Institutional Review Board of the University of Cape Coast to seek permission to undertake the

study in the six selected Senior High Schools. The letters were taken to the various heads of institutions to seek their approval.

This was subsequently forwarded to the Form 2 class teachers who were assigned to me for assistance. The teachers now acted as field assistance to me. They were taken through the study, the objectives, the research instrument and how data was to be collected to ensure maximum confidentiality, anonymity and right to privacy. Data collection from the various schools took a month.

Due to the COVID-19, the convenience sampling method was ideal for data collection. Form 2 classes that were free were used for the data collection. For schools that allowed me in, I was permitted to brief the students on what the research was about, the objective of the research and how the findings would help to bring up strategies that would be used to improve student's academic self-concept and further, their academic achievement. For the schools that I was however not allowed direct interactions with students, my field assistants briefed them on what the research was about and assured the respondents of confidentiality, anonymity and non-traceability.

Students that showed interest were given the questionnaire and specific time was given for the completion of the instrument. Students were encouraged to work independently. After the respondents had finished answering the questionnaires, they were collected by the field assistants and brought to me. This was done to prevent dropout rates among respondents and also to avoid non-return of questionnaires (Cohen, Manion & Morrison, 2007).

Data Processing and Analysis

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Four hundred and fifty questionnaires were distributed to the various schools. This was done to ensure a higher percentage of questionnaire returns because of the times we were in. Gorard (as cited in Cohen, Manion & Morrison, 2007) also advised that it is better to overestimate than to underestimate so as to make up for non-response and respondent mortality. Out of this, a return of 396 was made, which represented 88%. According to Best and Kahn (1989) a return of 88% was good for this survey. Upon sorting the received questionnaires, 331 of them were found to be acceptable for coding and analysis. This sample (331) was used instead of the original 322, having the backing that the more the sample, the better inferences can be made (Fraenkel & Wallen, 2012).

To analyse the data received, Statistical Product and Service Solution (SPSS) version 26 was used. Items were coded well to ensure consistency and easy interpretation. Descriptive statistics was employed in describing the demographics of the study. It considered the gender, age and who they were living with. Emphasizing on their frequency and percentages. The data received on the different scales were then transformed to get the total values of each item under each scale. Here, all the scores of one items were added together and divided by the total number of items on that scale.

To be able to perform the inferential statistics, a normality test was done to ensure that the data was normal. To check this, the scatter plot was used. Means and standard deviations coefficients were also employed to check if the distribution was normal. Tabachnick and Fidell (1996) indicated that a normality test with a result of -2 to +2 meets the parametric analytical requirement that the data is normal. Closed ended item questionnaires were

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used and analysis for results and discussions were outlined based on each of the hypothesis stated in the work.

Research Hypothesis one was analysed using the one - way Analysis of Variance (ANOVA). This statistical tool was employed because it is robust when there are more than two categorical variables on an independent variable (Pallent, 2010). It was used to find the differences between and within parent type and delinquent behaviour. Research hypotheses two to four and Research Hypotheses five and six were analysed using the multiple linear regression. Regressions utilises the presence of an association between two variables to predict the values of one variable from another. In trying to explain the behaviour of one variable (dependent) using several independent variables, multiple linear regression is used (Uyanik & Guler, 2013).

The multiple linear regression statistical tool was employed because with the research question two to four, three independent variables (Parent-Adolescent Relationship, Peer Pressure and Delinquent Behaviour) were used to predict an outcome variable (Academic Self-Concept) and with research question five and six, it had two independent variables (Parent- Adolescent Relationship and Peer Pressure) which were used to predict an outcome variable (Delinquent Behaviour). Simple linear regression was also employed for analysis of research question seven. This was adopted because the research hypothesis indicated that only an independent variable (Parent - Adolescent Relationship) was used to predict an outcome variable (Peer pressure).

Hypotheses eight and nine were analysed using the Andrews Hayes Macro process version 3.5 software which has an inferential statistical tool for detecting mediation between variables with linear correlations (Hayes, 2018).

Hypotheses eight and nine ascertained the mediating role of Delinquent Behaviour in the relationship between Parent- Adolescent Relationship on Academic self- concept and also Peer Pressure on Academic Self- Concept.

The mediation process is a way researchers explain the mechanism by which one variable affects another (MacKinnon, Fairchild & Fritz, 2007). Without considering the indirect effect of the presence of another variable, interpretation can be biased. Hence a bootstrapping approach by Preacher and Hayes (2004, 2008) was used to establish the contribution of the mediation effect in the study. It is a non-parametric inferential statistic, that randomly draws a number of samples with replacement from the original data set. The existence of mediation is established by the indirect relationship being significant and when the indirect relationship is not significant, it is concluded that there is no mediation (Garson, 2016; Hair *et al.,* 2014).

In order to calculate the strength of the mediation effect, the total, direct and indirect effect is divided by the Variance Accounted for (VAF), which is the extent to which the mediation process explains the variance in the endogenous variable. When the VAF is less than .20, there is a nearly zero mediation. If it is between .20 and .80 it indicates a typical partial mediation and if it is greater than .80 it indicates full mediation (Hair *et al.*, 2014).

Chapter Summary

This chapter presented the methodology used in conducting the study in detail. It examined the research design, the study area, population, sampling procedure and data collection instrument. The chapter further presented the validity and reliability of the instrument and ethical considerations. The pilot

testing, data collection procedures, were detailed and the statistical analysis used to test the propositions of the study was also elaborated on.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presented the results and discussion of the study. The main aim of this study was to find out if there is a difference in parent type and delinquent behaviour among adolescents. It went further to explore if parent-adolescent relationship, peer pressure and delinquent behaviour would predict academic self-concept. It also looked at finding out whether parent-adolescent relationship would predict academic self-concept when mediated by delinquent behaviour and further, if peer pressure would predict academic self-concept with delinquent behaviour being the mediator.

A sample of 331 was used. It was made up of 162 (49%) males and 169 (51%) females. The data, was analysed using the Statistical Product and Service Solution (SPSS) version 26. Items were coded well to ensure consistency and easy interpretation. Frequencies and percentages were employed in describing the demographics of the study. It considered the gender, age and who they were living with. Composite scores were calculated with the aid of SPSS to transform the data gathered on the predictor variables and dependent variable into individual continuous variables. This was done by adding all scores under each item and dividing it by the number of items under each scale. Key assumptions such as the outcome and predictor

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variables being continuous and predictor variables being more than one were fulfilled.

Normality test was conducted to ensure the data was normal. Scatter plots, means and standard deviation coefficients were employed to also check for distribution of normality. Questionnaire items were close ended and discussions based on each hypothesis stated.

Research hypothesis one was analysed using the one-way ANOVA. It was used to find the differences between and within parent type and delinquent behaviour. Research Hypotheses two to four as well as Research Hypotheses five and six were analysed using the multiple linear regression. Simple linear regression was also employed for the analysis of research hypothesis seven and research hypotheses eight and nine were analysed using the Andrews Hayes Macro process version 3.5 software which has an inferential statistical tool for detecting mediation between variables with linear correlations (Hayes, 2018).

Descriptive Statistics of Scales and Composite Scores of Variables

To be able to appreciate the scales used for the study and their composite scores for each variable, Table 5 shows a description of it:

Table 5: Descriptive Statistics of Scales and Composite Scores of Latent Variables

variables	Mean	No. of items	rating	Score range	Stdv.	skewness	Kurtosis	SE
PAR	64.8	20	5 point	20-100	1.06	-.226	-.865	.134
PP	40.3	25	5 point	25-125	.540	.897	-.068	.030
DBV	27.9	19	6 point	19-114	.282	.544	-.208	268
ASC	94.0	20	6 point	20-120	.967	-.710	-.203	-.327

PAR: Parent- Adolescent Relationship; PP: Peer Pressure; DB: Delinquent Behaviour; ASC: Academic Self- Concept

From Table 5, it was observed that the mean of academic self-concept was the highest, followed by parent-adolescent relationship, peer pressure then finally delinquent behaviour. This indicated that students had a perception about that academic self-concept and delinquent behaviour showing a lower mean could mean that delinquent act amongst the students were at the minimum.

The normality of the distribution of the scores, the skewness and kurtosis statistics were inspected and the distributions of all composite latent variables were found to be largely normal. The skewness statistics of parent-adolescent relationship (-.226), peer pressure (.897), delinquency (.544) and academic self-concept (-.710) were within -2 to +2 as indicated by Tabachnick and Fidell (1996) as acceptable meeting the parametric analytical requirement that the data should be normal.

Testing of Research Hypotheses

The study had 9 research hypotheses which were analysed quantitatively using inferential statistical tools. Specifically, the ANOVA, simple and multiple linear regression tool and the process. Hypothesis one was analysed using ANOVA. Research hypotheses two to six were analysed using multiple linear regressions, hypothesis seven, employed simple linear regression and hypotheses eight and nine used` the process.

Research hypothesis 1

H01: There is no statistically significant difference between the type of parent and delinquent behaviour

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H11: There is a statistically significant difference between the type of parent

and delinquent behaviour

The one - way ANOVA was conducted to find out if there was a difference in delinquent behaviour between adolescents living with the different types of parents (single, intact and guardian). Preliminary normality test showed that the residuals errors were approximately normally distributed as established by the normal Q-Q plot (see Appendix C). The ANOVA results showed that delinquent behaviour did not differ based on parenting type $F (3, 327) = .814$, $p = .487$.

Research hypotheses 2, 3 and 4

$H_0 2$: Parent-adolescent relationship will not predict academic self-concept of

SHS students.

$H_1 2$: Parent-adolescent relationship will predict academic self-concept of SHS

students.

$H_0 3$: Peer influence will not predict the academic self- concept of SHS

students.

$H_1 3$: Peer influence will predict the academic self-concept of SHS students.

$H_0 4$: Delinquency will not predict academic self-concept of SHS students.

$H_1 4$: Delinquency will predict academic self- concept of SHS students.

In order to test these hypotheses, multiple linear regression was used. Multiple linear regression is used when there are two or more continuous predictor variables and a continuous outcome variable (Uyanik & Guler, 2013). In these hypotheses, there were three predictor variables (parent - adolescent relationship, peer pressure and delinquent behaviour) and an outcome variable (academic self-concept).

Before the conduct of the analysis, normality checks were done and it was observed that the residuals errors were approximately normally distributed as established by the normal Q-Q plot (see Appendix C). To ascertain the multicollinearity the Variance Inflation Factor (VIF) was used. It was uncovered that the VIF values were less than 10 for all the predictors (Parent - Adolescent Relationship had VIF value of 1.001, Peer pressure had a value of 1.023 whereas Delinquent behaviour recorded a VIF value of 1.022).

Homoscedasticity assumption was fulfilled since there was no clear pattern of the regression standard predicted value.

From the results, the predictor variables: parent - adolescent relationship, peer pressure and delinquent behaviour together accounted for 10% of the variation in students' academic self-concept, R = .316, R^2 = 100, p = .001. This suggests that approximately 90% of other variables that have not been considered in this study account for the variations of students' academic self-concept as compared to the listed predictors. The relative contributors of each of the predictor variables to the outcome variable is presented in Table 6.

Table 6: Regression Coefficient of Parent-Adolescent Relationship, Peer Pressure and Delinquent Behaviour on Academic self-concept

Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
1	(Constant)	5.537	.351		15.760	.000		
	PAR	.121	.050	.133	2.448	.015	.999	1.001
	PP	-.448	.098	-.253	-4.592	.000	.978	1.023
	DB	-.325	.194	-.092	-1.674	.095	.979	1.022

a. *Dependent Variable: ASC; PAR=Parent- Adolescent Relationship;*

b. *PP= Peer Pressure and DB= Delinquent Behaviour*

Source: Field survey (2020)

From Table 6, parent - adolescent relationship (β = .121, p = .015) and peer pressure (β = -.448, p < .001) significantly predicted academic self-concept but delinquent behaviour did not (β= -.325, p = .095). From the standardized co - efficient, of peer pressure, when academic self-concept increases, peer pressure decreases and vice versa and with respect to parent adolescent-relationship, when parent-adolescent relationship increases, academic self-concept also increases.

Research hypotheses 5 and 6

$H_0$5: *Parent-adolescent relationship will not predict delinquent behaviour of SHS students.*

$H_1$5: *Parent-adolescent relationship will predict delinquent behaviour of SHS students.*

$H_0$6: *Peer pressure will not predict delinquent behaviour of SHS students.*

$H_1$6: *Peer pressure will predict delinquent behaviour of SHS students.*

The multiple linear regression was used to test the two hypotheses. As opined by Uyanik and Guler (2013) that when there are two predictor variables (parent-adolescent relationship and peer pressure) and an outcome variable (delinquent behaviour) multiple linear regression is used. The assumptions such as the dependent variable being continuous and there should be more than one predictor variables were fulfilled. In checking for normality, it was observed that the residuals errors were approximately normally distributed as determined by the normal Q-Q plot (see Appendix C). To test for multicollinearity, the variance inflation factor (VIF) was used. It was

uncovered that there was no clear pattern of the regression standard predicted value fulfilling the Homoscedacity assumption.

From the results, the predictor variables: parent - adolescent relationship and peer pressure together accounted for 2.2% in the variation of student's delinquent behaviour, R =. 147, R^2 = .022, p = .034 This suggests that approximately 97.8% of other variables that have not been considered in this study accounted for the variations of students' delinquent behaviour as compared to the listed predictors. The relative contributions of each of the predictor variables to the outcome variable is presented Table 7.

Table 7: Regression Coefficient of parent- adolescent relationship and peer pressure on delinquent behaviour

Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1 (Constant)	1.349	.068		19.790	.000		
PAR	-.004	.014	-.016	-.292	.771	.999	1.001
PP	.073	.028	.145	2.590	.010	.999	1.001

a*. Dependent Variable: DB= Delinquent Behaviour*
b. *PAR= Parent-Adolescent Relationship   PP= Peer pressure*
Source: Field Survey (2020)

From Table 7, peer pressure (β = .073, p = .010) significantly predicted delinquent behaviour whiles parent - adolescent relationship (β= -.004, p = 0.771) did not. From the standardized coefficients, when peer pressure increases, delinquent behaviour will also increase.

Research Hypothesis 7

H₀7: Parent-adolescent relationship will not predict peer pressure of SHS

   students.

$H_1$7: Parent-adolescent relationship will predict peer pressure of SHS students.

From the research hypothesis above, a simple linear regression was used to analyse the data. This is because there was a single continuous predictor (parent-adolescent relationship) on a single continuous outcome variable (peer pressure) (Uyanik & Guler, 2013).

Before conducting the analysis, normality checks were done and it was observed that the residual errors were approximately normally distributed as determined by the normal Q-Q plot (See Appendix C). To ascertain the multicollinearity the variance inflation factor (VIF) was used. It was uncovered that the VIF values were less than 10 for the predictor (Parent - Adolescent Relationship had VIF value of 1.000). Homoscedacity assumption was fulfilled since there was no clear pattern of the of the regression standard predicted value.

From the results parent - adolescent relationship did not predict peer pressure of Senior High School students, R = .034, R^2 = .001, p = .544. From the results, the predictor variable: parent - adolescent relationship accounted only for 0.1% in the variation of peer pressure. Indicating that approximately 99.9% of other variables account for the variation in negative peer pressure of students as compared to the predictor. The relative contribution of the predictor variable to the outcome variable is presented Table 8.

Table 8: Regression Coefficient of parent-adolescent relationship on peer pressure

Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF

		B	Std. Error	Beta	t	Sig.		
1	(Constant)	1.673	.098		17.000	.000		
	PAR	-.018	.029	-.034	-.608	.544	1.000	1.000

a. *Dependent Variable: PP=Peer Pressure*
   PAR= Parent- Adolescent Relationship
Source: Field Survey (2020)

From Table 8, parent - adolescent relationship (Beta = -.018, p = .544) was not significantly found to be the best predictor of peer pressure.

Research Hypothesis 8

H_08: *Delinquent behaviour will not mediate the relationship between parent-*

adolescent relationship and academic self-concept of SHS students.

H_18: *Delinquent behaviour will mediate the relationship between parent-*

adolescent relationship and academic self-concept of SHS students.

To achieve this purpose and to test for the hypothesis, the process procedure by Hayes (2018) was used. To give focus to the analysis, delinquent behaviour was used as a mediator in the relationship between parent - adolescent behaviour and academic self-concept. Assumptions such as all variables being continuous and should be interval or ratio were fulfilled. Below is the summary for the mediation analysis conducted at 5000 bootstrap samples is presented in Table 9.

Table 9: Mediation analysis

Scale	B	P	LLCI	ULCI
PAR on DB	-.0256	.6474	-.0355	.0221
PAR on ASC	.1607	.0034	.0483	.2423
DB on ASC	-.1586	.0039	-.9191	-.1774
Total effect	.1490	.0030	.0509	.2471
Direct effect	.1453	.0034	.0483	.2423

Indirect effect	.0037	-.0110*	.0233*

*PAR=Parent-Adolescent Relationship; ASC=Academic Self-Concept; DB= Delinquent Behaviour; * Bootstrap*
Source: Fieldwork (2020)

From the results in Table 9, the indirect effect which considers the presence of delinquent behaviour in the relationship between parent - adolescent relationship and academic self-concept was not feasible, and thus the hypothesis that "delinquent behaviour will not mediate the relationship between parent-adolescent relationship and academic self- concept of SHS students was accepted. The result means that, for the SHS students in the Greater Accra Region that were surveyed, delinquent behaviour does not mediate the relationship between parent – adolescent relationship and their academic self-concept.

Research Hypothesis 9

$H_0$9: Delinquent behaviour will not mediate the relationship between peer

influence and academic self-concept of SHS students.

$H_1$9: Delinquent behaviour will mediate the relationship between peer influence

and academic self-concept of SHS students.

To achieve this purpose and to test for the hypothesis, the process procedure by Hayes (2018) was used. To give focus to the analysis, delinquent behaviour was used as a mediator in the relationship between peer pressure and academic self-concept. Assumptions such as all variables being continuous and should be interval or ratio were fulfilled. Below is the summary for mediation analysis conducted at 5000 bootstrap samples is presented in Table 10.

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Table 10: Mediation analysis

Scale	B	P	LLCI	ULCI
PP on DEL	.1449	.0109	.0168	.1286
PP on ASC	-.2572	.0000	-.6499	-.2628
DEL on ASC	-.3322	.0911	-.7179	.0535
Total effect	-.4805	.0000	-.6499	-.2628
Direct effect	-.4563	.0000	.-.6499	-.2628
Indirect effect	-.0254		-.0746*	.0040*

*PP=Peer Pressure; ASC=Academic Self-Concept; DB= Delinquent Behaviour; * Bootstrap*
Source: Fieldwork (2020)

From the results in Table 10, the presence of delinquent behaviour makes the relationship between peer pressure and academic self-concept not feasible, and thus the hypothesis that "delinquent behaviour will not mediate the relationship between peer influence and academic self- concept of SHS students is accepted. The result means that, for the SHS students in the Greater Accra Region that were surveyed, delinquent behaviour does not mediate the relationship between peer pressure and their academic self-concept.

The Final Observed Conceptual Framework

The final observed conceptual framework saw some changes in the direction of the path between some of the antecedents. From the conceptualized framework, it was expected that delinquent behaviour would predict academic self-concept but it did not. It was hypothesized again that parent-adolescent relationship would predict delinquent behaviour but it was also not significant. It was expected that parent- adolescent relationship would predict peer pressure but it also failed to do so. Lastly the mediation of delinquent behaviour between the relationship of peer pressure and academic

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self- concept as well as parent – adolescent relationship and academic self-concept was not feasible. Below is the observed conceptual framework of the study.
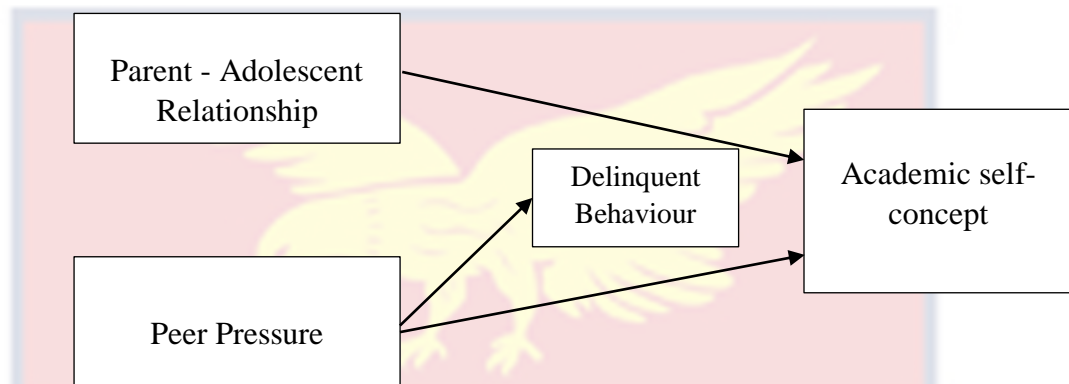
Figure 4: Observed Conceptual Framework
Source: Author's construction 2021

Discussion of Results

A detailed discussion of the main findings of the study were presented here with their relationship to existing literature. Theories were employed to explain the findings and practical as well as theoretical implications of the findings were given for a better appreciation of the study.

Parent type and Delinquent behaviour

The result indicated that there was no difference between the type of parent an adolescent is with and delinquent behaviour. This contradicted the finding of Judy and Farrington (2001) who indicated that adolescent families with disruption as a result of divorce or separation exhibited a higher degree of

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crime than those caused by parental death. It also contradicted the finding of Massoglia, (2008) who opined that when children are from divorced families they have a higher proclivity to indulge in delinquent behaviours in all domains except in the usage of alchohol. It further contradicted the findings of Muehlinberg (2002) that single parents' families most especially the one being led by the mother produces more delinquent children and gang membership than those in intact parent families.

With respect to adolescents coming from intact homes, the study contradicted the findings of Demuth and Brown (2004) who opined that adolescents living with both parents may not involve themselves in delinquent practices compared to their peers living with other types of parents. It also refuted the findings of Petts (2009) who agreed with Demuth and Brown (2004) that the presence of two parents discourages youths from becoming delinquent and that supportive parental engagements reduces the possibility of they becoming involved in delinquent behaviour early in adolescence. It further contradicted the findings of Piko and Kovacs (2010), who stated that when adolescents stay with both biological parents, there are better developmental outcomes for their adolescents because parents are able to serve these children with their best functions through their emotional support, practical assistance, general guidance and enduring supervision reducing delinquent behaviour.

With respect to guardian and delinquent behaviour, though little studies have been done with respect to these variables, the finding contradicted the ones available. The finding refuted that of Reynald (2011) which indicated that increased availability of guardian supervision and intervention were the

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deterrent for delinquent behaviour. It also refuted the findings of Reynald and Elffers (2015) who opined that the presence and availability of the guardians determine the behaviours they permit from the adolescent leading to decrease in delinquent behaviours as well as Reynald (2011) who stated that the willingness of the guardian to monitor and take decisions to intervene in behaviours that are against the society prevents delinquent behaviours from occurring.

It was realized that delinquent behaviour had the least mean, followed by peer pressure, parent -adolescent relationship then finally academic self-concept. It can therefore be assumed to have accounted for the reason why there was no statistically significant difference between parent type and delinquent behaviour. Delinquent behaviour being the least could be as a result of the presence of the teachers who administered the questionnaire in my absence. It could also be possible that the students did not believe that the answers were going to be confidential hence found it difficult disclosing the truth of their delinquent behaviour in the study.

This notwithstanding, it is also however possible that parent type did not actually predict delinquent behaviour. This is because according to Olubajo (as cited in Ikediashi, 2010), the adolescent stage is the peak of delinquent behaviour, including the lesser infractions. This is inevitable since there is a shift in their personal values, changes in their self-image and their self- concept (Spielhagen & Schwartz, 2013). These changes sometimes influence their decisions on the things they do sometimes to prove a point, to another it is to tell his authorities how he should be treated (Kubrin, Stucky & Krohn, 2009) to another to meet a need, and the list goes on. The age range for

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this study signified the peak period of adolescence therefore logically, it can be assumed that there was no statistically significant difference found between parent type and delinquent behaviour, it is possible that even with the lower delinquent behaviour activities recorded, all the respondents indulge in them one way or another.

Parent-Adolescent Relationship and Academic Self-concept

The results in Table 6 indicated that parent-adolescent relationship could be a reason for change in a person's academic self-concept. This consolidates the findings of Minchekar (2019) that parents' consistent feedback that is pivotal on their children gaining particular skills and expression of some abilities lead to increase in academic self-concept. This is also consistent with Crosnoe (2001) who opined that adolescent's academic self-concept has been found to be positively related to parent's involvement in their academics. Explaining that parental involvement could include parental management, supervision, interest in adolescent's academic work and provision of assistance in areas such as project works, homework, to name a few. Sandefur, Meier and Campbell (2006) stressed that parents' involvement in the academics of their children increased the likelihood of enrollment to college by 16%. Additionally, the adolescents had higher grades and higher academic expectations (Israel & Beaulieu, 2004).

The finding further agrees with Israel, Beaulieu and Harteless (2001) who asserted that when parents are monitoring adolescent's activities after school like time spent with friends and watching television, their children are likely to have good academic performance; influencing their academic self-concept. Israel and Beaulieu (2004) also established that adolescents who have

regular and open discussions with their parents are less likely to be school drop outs.

The finding also affirmed the study of Pomerantz, Altermatt and Saxon (2002) that when parents dedicate resources such as time, finances and emotions to their adolescents' school and educational experiences, there is a high proclivity for the children to do well academically. The finding of the study additionally consolidates the study of Dailey (2009) who pointed out that whenever there is good communication between fathers and mothers to their adolescents, the impact of their communication is felt differently by the adolescents. With the fact that mother's communication affects mostly the academic self-concept of late adolescents and the impact of a father's confirmation found to also have a greater impact at the early stages of adolescents than at any stage of development. Hence a possibility of their contribution to maintain stable academic self-concept of their wards at the early adolescent stage

This finding further puts the Social Ecological Model by Bronfenbrenner (1979,1987) into perspective. According to this theory, the microsystem is the first point of influence and the system is made up the immediate family, peers, school, health services, religious groups and the neighbourhood playground. However, the family is the first point of socialization in the life of every individual. Before growing into adolescents every child depends on their parents for survival, love and warmth. The basic principles of life are learnt here and the relationship the adolescent enjoys with their parent are carried on through life even though attention moves from parents to peers.

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This implies that parent-adolescent relationship is very important in building the academic self-concept of students. The future success of students in their academics first lies in the hands of parents who by their presence, communication, monitoring, support and feedbacks make their adolescents aware for the need to do well academically and how this links to their future. These engagements provide support for academic success, gradually developing their academic self-concept, forming the foundations of their future success.

Even though at the adolescent stage peers became a source of security and support, the impact of parent can still not be overemphasized as seen in the results in Table 6. The impact of parent in the lives of their children is important and for a life time. Hence the absence of parent figures in the life of adolescents would mean a deficiency in their academic self-concept.

Peer Pressure and Academic Self-Concept

From Table 6, the results of the study showed that peer pressure was found to be a factor that predicts a student's academic self-concept. More notable are the figures from the table, highlighting that the lower negative peer pressure, the higher the academic self-concept and vice versa.

This confirmed the study of Wentzel (2004) who opined that adolescents in negative peer pressures do not do well academically and that they are likely to form a group for acceptance, security and support. It also confirms the study of Fuligni (2001) who explained that peers with the pressure for popularity have also been found to have greater behaviour problems, leading to low academic performance. It also confirmed the study of Nansel *et al. (*2001) who found that adolescents in delinquent groups have

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increased anxiety interfering in their concentration in the classroom, impeding learning acquisition and information retention. Adeagbo (2013) also consolidates this by stating that peer pressure can cause students to skip school which will gradually have effect on their academic performance and then their academic self –concept and in cases where there is peer rejection, Fan (2011) indicates that it has effect on school attendance, academic performance and also have the tendency of producing behavioural problems. Hence when an individual has a high negative peer pressure, there will be a decrease in academic self-concept.

On the second part, the finding also revealed that when there is increase in academic self-concept, there will be a decrease in the influence of negative peer pressure. This part of the finding brings in an understanding that it is possible for a person to be in a negative peer pressure group but still maintain their academic self- concept. Mosha (2017) in explanation to this phenomenon indicated that there are other factors that affect peer pressure and its influence on adolescent academic performance which will indirectly affect their academic self-concept. This includes nature of friends, globalisation, economic status and sharing academic matters. It was further explained that the kind of activities engaged in by the group is what has impact on their relationships at school rather than on their academics. It becomes paramount to realise that an adolescent can be in a negative peer pressure group into flouting school rules but still have a positive academic self-concept. According to Lashbrook (2000), the establishment of influence is dependent on self-identity, self-esteem, and self-reliance, making influence a personal affair and a choice.

With this stated, adolescents with negative peer pressures who have positive affinity to academics improve academically whereas those who have negative attitude towards academics decreased in their academic achievement affecting their academic self-concept (Ryan, 2001; Rubin, Bukowski & Parker, 2006; Wigfield & Eccles, 2002). According to Wentzel (2004), peers promote an individual's well-being and academic success.

Further, the presence of negative peer groups with high academic self-concept prevents maladjustments in their academics but not in their relationships (Laursen, Bukowski, Aunola, & Nurmi, 2007). Since adolescents are usually in social groups, these groups are mostly formed based on likes and dislikes, morals and ideals (Steinburg, 2001). The Social Comparison Theory helps put this finding into perspective for better appreciation and understanding.

The finding indicated that negative peer pressure predicts the academic self-concept of students. According to Festinger (1954), social comparison is the bases of the psychological mechanism, influencing the way people make judgements, understand their experiences and behaviour and also of others (Corcoran, Crusius & Mussweiler, 2011) and this works in a dual way. When a person receives information about someone, for example what the person can and cannot do, what the person has achieved and his failure, they compare it with themselves and see how best they can relate with the situation at hand. The individual also in order to access his or her abilities does this by comparing the attribute to that of others.

From Festinger's corollaries and deviations, it can be explained that adolescents evaluate their academic abilities in the various subjects first of all

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with a standard in the school. However, when there are no standards, they will evaluate them with the friends in their groups.

They evaluate their performance with friends in their groups because the group is made up of other adolescents with similar characteristics. If they realize that their abilities are divergent, it has effect on their evaluation. If those in the group are doing well academically, it will have influence on his evaluation. In that if they are all academically good and he is the only one having problems, he will be forced to seek help. If there are others in the group that are struggling academically like him, he can decide to choose their evaluation or form a group that would struggle to make sure that academic performance would not be a priority in the group decreasing the discrepancy affecting their academic self-concept.

To Festinger (1954), if an individual will change his mind to study and make it, then the person might have come to a point of realizing its importance. If he is still not able to do well, he can consider himself a failure and with this he can avoid anything academics as much as possible. When the school insist on students improving their academic performance, they can form another group that have a different opinion like theirs. However, every group formed is toward uniformity and oneness. Those that are close to the standard of academic performance in the group will go towards it and those that are weak will have a weaker opinion when it comes to their academics.

The criticism raised by Lyubomirsky *et al.* (2001), will also works here. They stated that satisfied and happy people do not make comparisons with people in the society but rather the unhappy ones. Bringing the dimension and understanding that students who are satisfied with their performance will

not compare their academic abilities with their peers so as to even consider evaluating their performance. Implying that there is the possibility that students will be in a negative peer group and would not be perturbed with their academic performances because they are satisfied with what they are able to achieve.

From this finding, certain key implications can be drawn. First, it is possible for adolescent in negative peer groups might come to a point of realizing personally that studying would help him in future and decide to learn improving his academic self-concept but if he tries and he fails, he can give up. It is possible that in the same negative peer group there can be adolescents who have positive academic self-concept and will continue to pursue academic excellence whereas those who are not will have weaker opinions. The last is that those who are satisfied with their academic self-concept whether good or bad would not compare themselves with each other or make any evaluation about their abilities.

Even though adolescents are in groups based on their likes, dislikes and interest, it is possible for some groups to have academics as their priority and for some, other priorities. In the case where academics is not a priority, this would linger in the group and it would depend on the individual to take a stand as to whether they will learn or not. In all these, even though there is group influence, the individual as a part of the group is a major determinant as to whether to do well academically or not.

Delinquent Behaviour and Academic Self-concept

From Table 6, the finding of this study contradicted studies that showed that students who are both high or low risk on delinquent behaviour

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will see its effect in their academics hence influencing their academic self-concept. Studies have showed that high risk delinquent behaviour score lower on intelligent test. Students with some degree of mental retardation score low on test and also have a high tendency of being delinquents mostly because of their low self-concept, low educational achievement or school failure and cognitive delays exhibited by them (Ajibade, 2007; Badru, 2006; Mason, 2005; Onyehalu, 2003; Steinberg & Morris, 2001).

For adolescents who were not in the category of high-risk delinquent behaviour, the finding of this study contradicted the assertion that there is a negative association between their grades and delinquent behaviour as well as other behaviours like truancy, suspension, expulsion, to name a few (Hoffmann, Erickson, & Spence, 2013; Lucia, Killias, & Junger-Tas, 2012; van Lier *et al*., 2012). Similarly, according to Ellis and Walsh (2003), lower risk delinquents scored high on different types of Intelligent Quotient tests and did very well academically (Beaver *et al*., 2013; Schwartz *et al*., 2015; Ttofi *et al*., 2016).

It was realized that delinquent behaviour had the least mean, followed by peer pressure, parent -adolescent relationship then finally academic self-concept hence its inability to predict academic self-concept. Delinquent behaviour being the least could be because of the presence of the teachers who administered the questionnaire in my absence. It is also possible that the students did not believe that the answers were going to be confidential hence found it difficult disclosing the truth of their delinquent behaviour in the study.

However, it is also possible that delinquent behaviour actually did not predict academic self-concept. Delinquent behaviour will predict academic

self-concept when there is an effect of their delinquent acts on their academics. With this finding, it is possible that the students have been able to disassociate their delinquent act from their academics. They have the understanding that their education is paramount and are going out for it. Though they are into the delinquent acts, they still find time to study hence delinquent behaviour having no effect on their academic self-concept.

This can better be explained by a corollary and derivation from Festinger's (1954) Social Comparison theory that though people might find themselves in groups, change is actually dependent on the individuals in the group. Change from the norms and standards of the group is actually dependent on how important that change is to the person. Hence an adolescent can belong to a delinquent group but because of how important their academics is to them; they will find time to study.

This implies that in our senior high schools, it will be possible to see delinquent acts and still have the students passing their final exams. It will therefore be needful for teachers to rather encourage students to learn, hammering on the negative effect of delinquent behaviour on their academic self-concept and still model good character for them to learn.

Parent-Adolescent Relationship and Delinquent Behaviour

From Table 7, the finding of this study contradicted the assertion of Hirschi (1969) in the development of the social bonding theory that for delinquent behaviour to occur, there must be a broken or weakened bond

between an individual and the society and this causes the individual to escape from societal constraints, thereby opening avenue for committing delinquent acts. Parent-adolescent relationship has been identified to be very crucial in the development of the adolescent. However, the finding of this study has denied the claim that a society fighting with much delinquent behaviour is linked to adolescent relationship with their parents (Poduthase, 2012). The finding has also contradicted studies' dating back to the 1950's that tried identifying the role of societal institutions in the development of delinquent behaviour, which found that there is a vital role played by family and the school (Glueck & Glueck, 1950; Nye 1958; Reckless 1961; Reiss 1951) in the development of delinquent behaviour.

The finding denied studies that have showed that there is a link between children who experience patterns of coercive interactions at home and certain misbehaviours in school as well as failure in academics (Sprague & Walker, 2000). Yet the impact of the family on the adolescent is very powerful in influencing the individual for success or failure (McEvoy & Welker, 2000). The finding of the study has also contradicted the study of Dekovic *et al*. (2003) research which indicated that negative relationship between parents and their adolescent has a connection with high levels of externalizing problems in adolescence such as physical aggression, verbal aggression and disturbing of others. It has further been found that adolescent anti-social behaviour has a relationship with the lack of quality of intimacy, mutuality and anger with parents (Dekovic *et al*., 2003).

Keijsers, Frijns, Branje, and Meeus (2009) explored the relationship between disclosure and effects of parental control and found that whenever

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there is a strong decrease in mother-adolescent disclosure and as well as father-adolescent disclosure, it can be anticipated that there is an increase in adolescents' delinquent activity. It was further noted families that are supportive experienced a decline in adolescent delinquent behaviour when parental control was down to the minimum. However, there was a rise in adolescent delinquent behaviour when there was low parental support and decreased parental communication (Hair *et al*., 2008; Keijsers *et al*., 2009; Marcotte, *et al*., 2002). This has also not been reported by the finding of the study.

Though parental monitoring has been considered in many studies of adolescent delinquency and has recently been reviewed more comprehensively, many studies have indicated that parental monitoring significantly decreases delinquent behaviour (Laird *et al*., 2008), the finding of Kerr and Statin (2000) actually gives a contrary view in agreement with the finding of this study. They opined that for parental monitoring to predict delinquency, it was connected to the bond between parents and adolescents with the adolescent openly discussing issues with the parents. Until then, the parental monitoring cannot have any impact on adolescent behaviour thereby increasing delinquent behaviours.

In considering the finding of Kerr and Statin (2000), it could be speculated that there is less or no interaction between parents and their adolescents in the Greater Accra Region. This can be possible because in this region, most parents are out, busy, in search for money, while others put their children in the upkeep of nannies and schools. Some children only see their parents in the mornings and actually have less interaction with them. They are

always absent but gifts are always present hence children are not able to enjoy their presence and to even assume that it is their attitude that has made them or shaped them in the way they are. As they grow into adolescents, they are exposed to varied attitudes and behaviours and with the absence of their parents, they choose any attitude they deem comfortable, generate their personal philosophy of life and live by them.

This confirms the Social ecological model (Bronfrenbrenner,1987) which states that the mesosystem confirms the relationship that exist between the various systems in the microsystem. There are times when the relationship that exist between the system diverges, when this happens the adolescent may feel overly stressed as different set of values are supposed to be sorted by them in order for them to come to a place of equilibrium. With the constant absence of parents' adolescents are able to replace them with other things to keep them going hence their influence not felt in their lives.

According to the Social – Determination theory, at the adolescent stage the individual comes to a place of desiring to take up certain responsibilities and be in charge over their own lives and this is important for their psychological health and well-being. This innate desire pushes the adolescent to desire a state of autonomy but until then, he requires the need of mastery of task which is competency, a need for relatedness which is his peer group then to the place of autonomy. Hence at this stage parents are not so important to them. Their influence over their lives decreases as the adolescent begins to search for these things. An absent parent will never influence these choices of their children neither will the children also include them in their decision making. Hence in the desire for autonomy, the adolescent can decide to make

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a decision to study, get the encouragement of his friends and come to a place of having his own achievement and be in control of his live.

It is also possible to speculate that the low figures of delinquent behaviour could have resulted from teachers being present during the data collection and possibly the lack of confidence of students in the assurance of data being kept anonymous and confidential. If the same results are obtained in this region in further research, then it would mean that parents are absent in the lives of their children. Hence their influence over their lives will not be seen and this is dangerous to the psychological wellbeing of the adolescents as some will not be able to make sound decisions as compared to those who had their parents available. Which would later have effect on the productivity of the country.

Peer Pressure and Delinquent Behaviour

The finding as showed in Table 7 of this study confirmed studies that opined that negative peer groups have great influence on adolescent delinquent behaviour. The finding showed that the higher the negative peer pressure, the higher the delinquent behaviours. Peer groups are major agent of socialization and govern to a large extent, the behaviour that would be portrayed by the adolescents in those groups (Allen, 2003). This implies that a group into criminal act would influence its members to learn and internalize more criminal acts for their operations than those that conform to the norms of the society. According to Haynie and Osgood (2005), adolescents spend most of their time with friends and regard them as the most important people in their lives. Hence adolescents who are into criminal acts learn within their groups.

It also agrees with the assertion of Ogbebor, (2012) who indicated that imitation and observation are the major learning process among groups of adolescents. Hence delinquent behaviours are learnt by this process. Henslin (2008) and Raphael (2009) indicated that to protect the group's interest, members of the group are willing to go to every extent to protect the group's goal. Hence its members are willing to diverge from the social norm protect so that they can protect interest, values, norms and expectations of their group not to gain a lower status in the group.

Peer delinquent behaviour is one major factor affecting adolescents into delinquent behaviour (Mccord & Conway, 2002; Savnecki, 2004). Adolescents in delinquent groups seek approval from friends and want attachment or allegiance to peers (Piquere, Farrington & Al Blumstein, 2003). Studies have shown that there is a relationship between juvenile delinquents and their peers, which confirms the finding of this study. Adolescents who report of having delinquents as their friends have been found to be at risk of problematic behaviour (Nagin & Tremblay, 2001; Sarneki, 2004). Those who claim to be a gang have their degree of criminality to be on the increase (Thornberry *et al*., 2003).

The finding of the study is also in agreement with Le Blanc and Morizot (2000) who indicated that the degree of involvement of an adolescent in criminal act has a correlation with the degree of level of intimacy with friends. This goes to say that the extent to which an adolescent involves themselves in delinquent behaviour is related to the level of intimacy he has with friends. If intimacy is low, their level of influence also decreases.

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With respect to relationship with the opposite sex, it has been found that peer pressure also affects this area. One's early involvement with peers into relationships and sex leads to teenage sex and pregnancy among adolescents (Friedlander *et al*., 2007). Another interesting study done by Woodward *et al*. (2002), indicates that when they found the effect of the involvement of the delinquent and non-delinquent adolescent, they realized there was a high risk of the non-delinquent to become delinquent.

Substance use has been found to be connected to adolescent delinquent behaviour. According to Childs *et al.,* (2011) adolescent's substance use is directly proportional to peer substance use. They indicated that if their peers use a unit of substance, it can be anticipated that the frequency of adolescent who would use these substances would be 13.4% and if there is a unit increase in delinquent behaviour, it can be expected that there will be a 5.1% increase in adolescent delinquent behaviour

The social learning theory puts this finding into perspective. According to Bandura (1973), learning takes place when one observes and imitate the pattern of behaviours of others. Being in peer groups is very important for adolescent development. It brings security, respect and significance (Santor, 2000). Adolescent groups are mostly formed based on likes and dislikes, morals and ideals (Steinburg, 2001). By deciding to relate with some peers, adolescents choose a social path which causes them to interact with certain values, behaviours and opportunities (Scales, 2010) which they learn through imitation and observation. Normally, these set of values and behaviours are learnt so that there is uniformity.

The peer groups provide opportunities for them to practice, participate and model different behaviours which include delinquent acts. New forms of behaviours are learnt constantly (Scaramella *et al.*, 2002). Wood and Alleyne (2010) opined that for adolescents to be delinquents, there should be a sustained contact between the individual and those who harbour the norms of delinquency. This indicates that constant exposure to delinquent activity would increase emulation of such acts (Bandura, 1977).

Parent -Adolescent Relationship and Peer Pressure

The finding of this hypothesis as indicated in Table 8 contradicted studies which showed that adolescents with the father and the mother at home have the advantage of being equipped with skills that helps them to establish and maintain friendships and further benefit from the peer relationships (Updegraff *et al.*, 2001). Also, a finding which stated that parents who display warmth and acceptance of the adolescents help the adolescent to join socially recognized and competent peers (Wilkinson, 2004).

It has also contradicted research findings that assert that adolescents during interaction at home acquire various skills and behaviours which are transferred to their peer group (Schualtz & Schualtz, 2001). It also contradicted the study of Dekovic *et al.* (2003) that established that there is a relationship between adolescent obtaining a healthy peer relationship to a fulfilling parent- adolescent relationship.

The finding of this study further bemoans the study of Bijra *et al.* (1994) who found that adolescents would have good social skills for better friendships when there is good parent-adolescent development and Ruble and Martin (1998) who posited in agreement that the relationship of adolescents

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with same sex parents is significant in the socialization process. Contradicting also their finding that Mother-adolescent relationship was linked with girl's friendship experiences and father-adolescent experiences being pivotal to boy's friendship formation.

From the finding of this study, it can be speculated that the behaviour of these adolescents among their friends is independent of their behaviour in the family acquired through parent-adolescent relationships. It is possible for an adolescent to be known as well- trained but among his or her friends does otherwise and it is also possible for an adolescent known to be disrespectful at home to show good character among peers. Hence parent-adolescent relationship cannot interfere with peer pressure.

This can be possible because the training received by an adolescent from home will not be applicable to the peer group. Participation among these peer groups is based on agreement and protection of the norms of the group (Steinburg, 2001). Which has been explained by Festinger (1954) as the strife for uniformity. Interest, likes and dislikes, are the same, keeping the ideals of the group and defending it at all cost. Contrary behaviour is not tolerated (Kellough & Kellough, 2008).

It can also be guessed that the finding of the study is in agreement with the relatedness aspect of the Self – Determination theory (Deci & Ryan, 2008), which bothers on the fact that there is an innate desire for a person at a particular stage to connect with others where he or she can feel accepted and relate freely (Veronneau *et al*., 2005) and this is independent of parental influence. Having found such peer group, they conform with the ideals of the group.

Mediation effect of Delinquent Behaviour on the effect of Parent-Adolescent Relationship and Academic Self-Concept

The finding of this hypothesis contradicts the study of McNeal (1999) who found that parent – adolescent relationship and knowing family of their children's friends often serve as social controls to delinquent behaviours, hence increasing the likelihood to stay in school. Also emphasizing that fewer behavioural problems can occur when there is a strong social support from the family by this, increasing adolescent academic success (Hill & Craft, 2003; Parcel & Menaghan, 1993).

The finding did not also agree with the study of Adedokun and Balschweid (2008) who discovered in their study that delinquent behaviour was a strong mediator of the relationship between parent - adolescent relationship and adolescents' academic self-concept. Indicating that positive parent - adolescent relationship would encourage educational achievement by reducing the occurrences of delinquent behaviour and promoting a positive academic self - concept.

Though the direct relationship between parent-adolescent conflict and academic self-concept was significant and delinquent behaviour and academic self-concept was not significant, when delinquent behaviour mediated the relationship between parent – adolescent relationship and academic self-concept, the relationship was not significant. Leading to a speculation that delinquent behaviour is not a possible mediator in the relationship between parent-adolescent relationship and academic self-concept. Implying that in the presence or absence of delinquent behaviour in a positive or negative parent-

adolescent relationship and academic self-concept, there will be no change in a student's academic self – concept.

It can further be guessed from this finding that when a student comes to establish the fact that he has a positive or negative academic self-concept delinquent behaviour cannot make any change to it. The mind-set is established and even if the student has a positive academic-self-concept and is failing academically, he or she still has the believe that he or she is good, it is just that he or she has not had time to study and vice versa. This does not change the mind-set. Hence for progress and productivity in future, academic self-concept must be early established in the lives of students.

This resonates with the limitation as stated in the social ecological model (Bronfrenbrenner, 1987) that resilience will set a person apart, looking at it from the mind-set point of view. A person can come from a family with a negative parent-adolescent relationship and be in delinquent behaviours but with the knowledge of his academic self-concept can either excel or not academically and vice versa. Hence focus should be on building students' academic self-concept very early in their lives to establish this mind set.

Mediation effect of Delinquent Behaviour on Peer Pressure and Academic Self- Concept

Most studies done by researchers in relation to delinquent behaviour, peer pressure and academic self -concept has been to find direct relationship between them (Harris, 2000; Mason, 2005; Ryan, 2001; Wing *et al*., 2011). Most of the studies done indicated a significance in the relationship between these variables making it easy to deduce that with the presence of delinquent behaviour in the relationship between peer pressure and academic self-

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concept, there should be a significant change in academic self-concept. However, the finding of this study contradict this deduction.

When delinquent behaviour mediated the relationship between peer pressure and academic self-concept, there was no significant change in academic self-concept. Indicating that among peers who are into delinquent behaviour, the awareness about a student's academic self-concept does not change. It is intact. This can be explained by the self-determination theory (Deci & Ryan, 2008) that naturally as human beings we are born with innate desires to establish a basis on which self-motivation is built and this drives the individual to persevere in activities to achieve a desired external goal. A student achieving a positive academic self-concept would hold on to it and work hard to maintain it even in delinquent acts. Even in situations where his or her academics begin to dwindle, the student still holds this assertion and knows how to come back.

The social comparison theory (Festinger, 1954) also gives a better appreciation of this phenomenon. To Festinger (1954), if an individual will change his mind to study, then he has come to a point of knowing its importance whiles comparing with those in his group. With this, it is possible that students can be among delinquent peer groups and still do well academically knowing its importance.

Chapter Summary

This chapter presented the results and discussion of the topic understudy. The study analysed and presented the data with descriptive, inferential statistics and logical explanations. The results from the study indicated that parent -adolescent relationship predicted academic self-concept.

Peer pressure was found to predict academic self-concept confirming several studies that indicate that the presence of peers influences one's academic self-concept. Amazingly, delinquent behaviour did not predict academic self-concept.   Bringing the assumption that students can exhibit delinquent behaviour but disassociate it from its impact on their academics, affecting their academic self-concept.

Peer pressure was found to predict delinquent behaviour, agreeing with several researches. Parent-adolescent relationship was found not to predict peer influence, contradicting most studies done in this area. The study also showed that delinquent behaviour was not found to mediate the relationship between parent-adolescent relationship and academic self-concept and also the relationship between peer influence and academic self-concept.
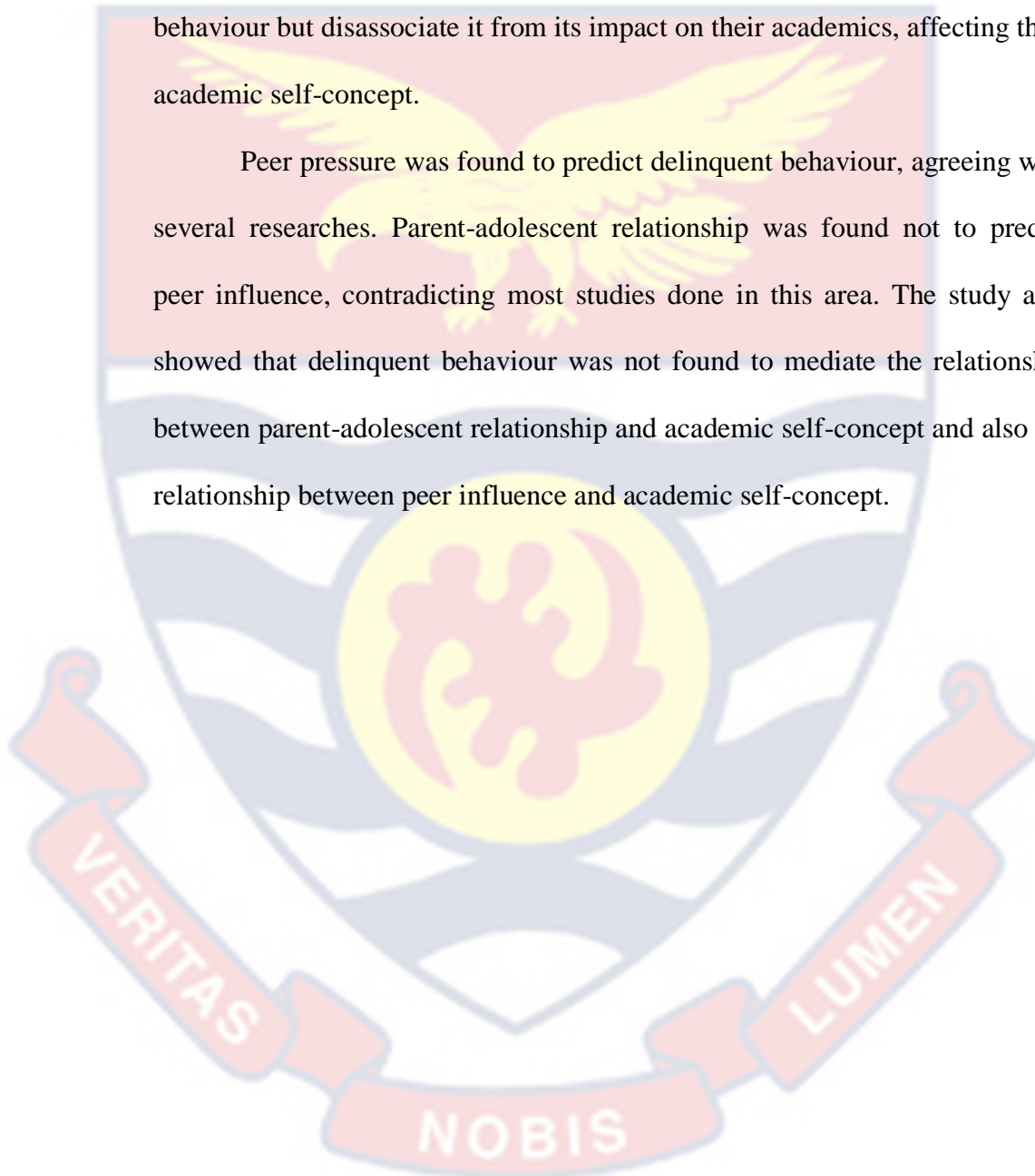
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter dwells on the summary of the study, conclusions drawn as well as recommendations to specific stakeholders and finally, suggestions for further research.

Summary

The main thrust of the study was to find out if there is a difference between the type of parents (intact, mother, father, guardian) and delinquent behaviour. To explore if parent-adolescent relationship and peer pressure will be predictors of academic self-concept of Senior High School students. The second part was to find out if delinquent behaviour will mediate the relationship between parent-adolescent relationship and academic self-concept of these students as well as peer pressure and academic self-concept.

A correlational research design specifically the predictive purpose was used since it sought to find out the relationship that exist among two or more variables without any attempt to influence them. A sample of 331 respondents were used made up of 162 males and 169 females. The simple random sampling technique, proportionate stratified sampling and convenience sampling were used.

A questionnaire was used for the data collection. It had five sections. Section A looked at the demography of the respondents, Section B contained items measuring parent-adolescent relationship. It was on a five-point Likert scale from *strongly disagree* (1) to strongly *agree* (5). Section C considered items that measured peer pressure. It had 25 items measuring from *strongly disagree* (1) to *strongly agree* (5). Section D implored responses on

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Delinquent behaviour. It had 19 items on the scale, measuring from *never* (1) to *always* (6). Finally, the Section E measured Academic self - concept with scale response ranging from *strongly disagree* (1) to *strongly agree* (5). The Cronbach alpha for the various scales are summarized in Table 3.

The various ethical issues dictated by the Institutional Review Board (IRB) of the University of Cape Coast (UCC) were adhered to. Additionally, objectivity was maintained, findings presented were a true reflection of the study and the results were used for academic purpose as outlined in the research protocol of the IRB of UCC.

The ANOVA, simple linear regression tool, multiple linear regression and the process for mediation was used for the analyses. Hypothesis one was analysed using ANOVA. Hypotheses two, three and four were analysed using the multiple linear regression, as well as hypotheses five and six. Hypothesis seven was analysed using simple linear regression and hypotheses eight and nine were analysed using the process.

To be able to carry out these inferential statistics, the basic requirements were adhered to. The measurement of the data was on an interval scale, the test for normality was carried out to make sure the data was normally distributed in the population and during data collection emphasis was placed on students answering the questionnaires individually to prevent the influence of values on them (Ofori & Dampson, 2011).

To effectively use the statistical tools and also assess the normality of the various variables, their composite scores were used. Additionally, to perform the linear regressions it also became necessitous to inspect the pattern of variation of the bivariate correlations of the variables involved using a

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scatter plot to ensure that the simple linear regressions analyses could be carried out.

Key Findings

The following major findings emerged.

1. There was no difference between delinquent behaviour exhibited by adolescents living with the different types of parents (single, intact and guardian).

2. Parent-adolescent relationship had an influence on academic self-concept.

3. Negative peer pressure was found to have an impact on academic self-concept.

4. Delinquent behaviour did not have any effect on academic self-concept.

5. Parent-adolescent relationship did not have influence on delinquent behaviour.

6. Negative peer pressure was found to cause a change in delinquent behaviour.

7. Parent-adolescent relationship did not have any effect on peer pressure.

8. Delinquent behaviour did not have any influence on the relationship between parent-adolescent relationship and academic self – concept.

9. Delinquent behaviour did not cause any change when it was present between the relationship between negative peer pressure and academic self-concept.

Empirical Contribution of the Study

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This study has an enormous significance practically, empirically, methodologically and theoretically in the field of Educational Psychology. Empirically, most studies carried out in Africa in relation to academic self-concept have not looked at parent-adolescent relationship and peer pressure as possible predictors of it. Hence the findings of this study have added to literature by explaining that these two antecedents are potent predictors of it.

Secondly, methodologically, delinquent behaviour has not been considered as a mediator in the relationship between parent-adolescent relationship and peer pressure on academic self – concept in many studies. Hence this study has added to literature by indicating that delinquent behaviour does not directly affect academic self - concept. When used as a mediator in the relationship between parent-adolescent relationship and peer pressure on academic self - concept, it will not have any effect on academic self-concept.

Theoretically, with respect to the Social Ecological Model, resilience was not considered in the explanation of the various system on the individual. Generally, as humans we are affected by the environment in which we find ourselves. However, there are times when a person can decide to stand out despite the odd. From the findings it was observed that delinquent behaviour did not predict academic self -concept. With this, it was speculated that some adolescents can be in bad company but still have a positive academic self-concept. It can also be that some do not depend both on their parent and peers but on their own conviction about life to excel academically.

This study also adds to the critique of Kelley (1996) on the Psychology of the Mind theory that our thoughts as humans are powerful. From the study,

it was found that parent-adolescent relationship did not predict delinquent behaviour though many studies have found a relationship. From this finding there was a cause to reason that parent-adolescent relationship not predicting delinquent behaviour may be because the actions of the adolescents are a result of their own thoughts and experiences they have faced in the absence of their parents. Hence certain decisions taken may not be as a result of the influence of their parents but as a result of their own convictions.

Practically, from the findings of this study, educational psychologists will be encouraged to educate and encourage parents, teachers, heads of school and other stakeholders of education to develop strategies that can be used to improve every student's academic self-concept, leading to focused, intelligent and well-adjusted young individuals. Educational Psychologist in collaboration with the school management and opinion leaders can create a platform that would educate parents during PTA's and Parent Teacher Conferences about the active role that

their presence plays in building the academic self- concept of their adolescents.

Conclusion

From the study, the following conclusions were pinned:

1. All adolescents practice the lesser infractions of delinquent behaviour. It does not matter which family structure (intact, father, mother and guardian) the individual is staying with.

2. In order to improve and maintain the academic self-concept of adolescents, there is the need for the involvement and guidance of parents in the academics of the adolescent.

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3. The more an adolescent is involved in the activities of these negative peer pressure group the negative its impact on the person's academic self-concept and vice versa.

4. Some parents are absent in the lives of their adolescents though they are living together hence a decrease in communication and monitoring thereby having no influence on adolescent delinquent behaviour.

5. Adolescents found in negative peer pressure groups are into delinquent behaviours. The more their activities in delinquent acts, the more delinquent behaviours will be exhibited by them.

6. Parent - adolescent relationship is minimal hence its inability to causes a change in adolescent's negative peer pressures. Confirming that parents are absent in the lives of their adolescents.

7. When there is an establishment of parent-adolescent relationship in the development of academic self-concept, delinquent behaviour cannot be a source of change in the relationship.

8. Even though adolescents will be in delinquent activities due to negative peer pressure, their delinquent behaviour will not affect the academic self – concept.

Recommendations

Hinged on the key findings and conclusions of the study, a number of recommendations for improving the academic self-concept of students were made to achieve their optimal success:

1. Teachers, parents and guardians should be educated on the adolescent stage, it peculiarities and characteristics like exhibition of delinquent

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behaviours so that they will understand and appreciate their adolescents as they go through the process.

2. Parents and guardians should be educated to know that they are influencers of their adolescent's academic self-concept. Therefore, they should be available to provide all the support and care necessary for their wards to boost their academic self-concept.

3. Educational psychologist in collaboration with guidance and counselling coordinators should educate adolescents on what academic self - concept is, its importance to their future and the impact their engagement in negative peer group activities would have on it.

4. Educational Psychologist in collaboration with curriculum developers can incorporate peer reviews and peer activities in lessons. So that adolescents in negative peer group will be sensitized to build the desire for learning.

5. Ghana Education Service should give a directive that makes it obligatory for parents to visit their adolescents, be present for their Parent Teacher Association meetings and any other activities their wards are involved in.

6. Guidance and counselling coordinators in the SHS should create individual and group counselling times for adolescents involved in negative peer pressure groups to educate them on the effect of their involvement in delinquent behaviours, listen, guide and encourage them.

7. Educational Psychologist in collaboration with curriculum developers can incorporate peer reviews and peer activities in lessons. So that

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adolescents in negative peer group will be sensitized to build the desire for learning.

8. Ghana Education Service should give a directive that makes it obligatory for parents to visit their adolescents, be present for their Parent Teacher Association meetings and any other activities their wards are involved in.

9. Guidance and counselling coordinators in the SHS should create individual and group counselling times for adolescents involved in negative peer pressure groups to educate them on the effect of their involvement in delinquent behaviours, listen, guide and encourage them.

Suggestions for Further Studies

The following suggestions were made for further studies:

1. The study can be replicated in other regions for further study into the findings.

2. The type of school (public or private) an adolescent goes to and teacher's mode of delivery can be influencers of their academic self-concept.

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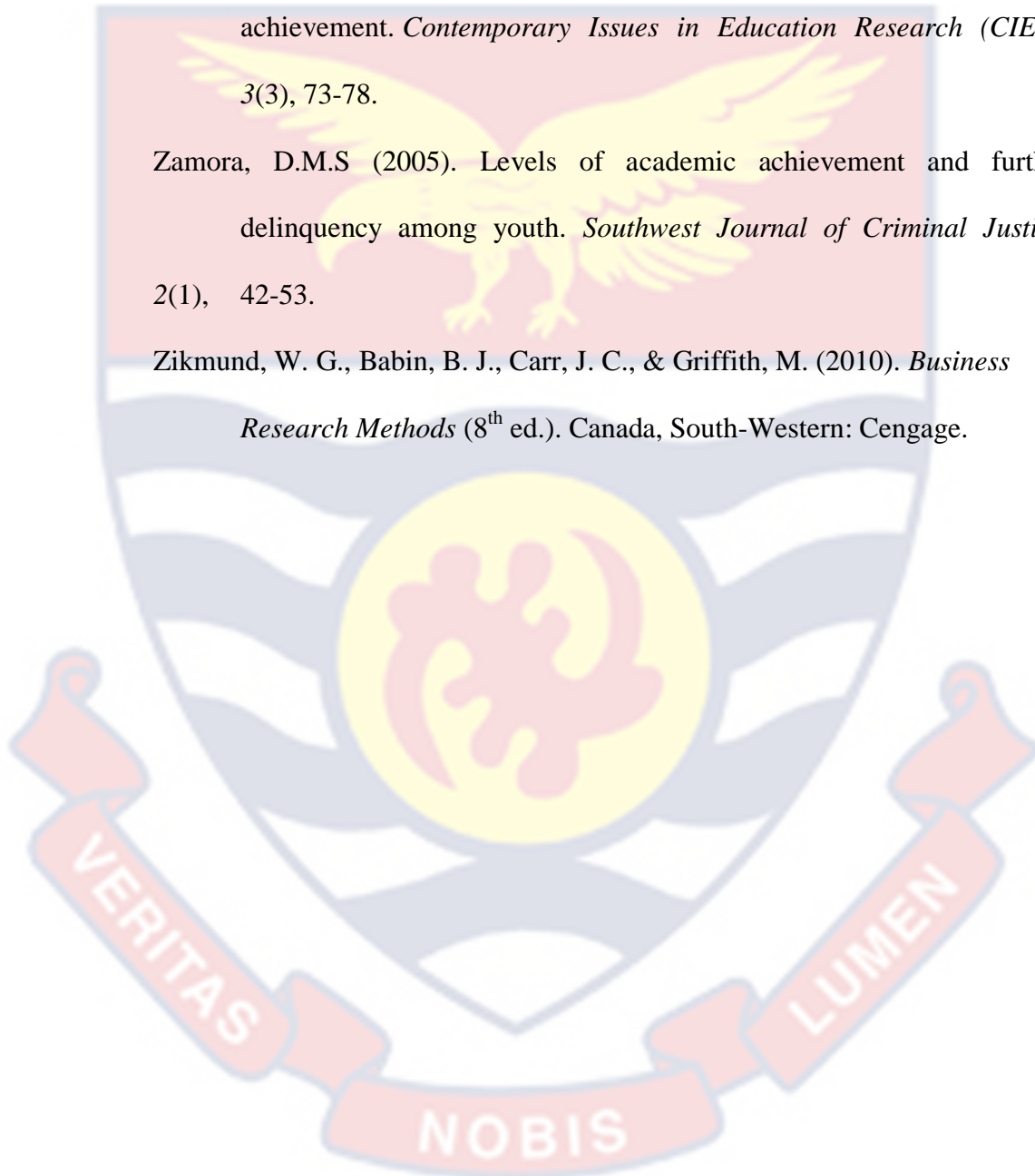
APPENDIX A

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Telephone: 0332091697
Email:dep@ucc.edu.gh

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref:

Your Ref.

26th August, 2020

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION
MS. FREDA OSEI SEFA

We introduce to you **Ms. Sefa**, a student from the University of Cape Coast, Department of Education and Psychology. She is pursuing Doctor of Philosophy Degree in Educational Psychology and she is currently at the thesis stage.
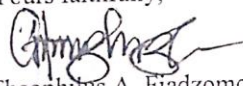
Ms. Sefa is researching on the topic: PARENT-ADOLESCENT RELATIONSHIP AND PEER INFLUENCE AS PREDICTORS OF ACADEMIC SELF-CONCEPT; THE ROLE OF DELINQUENT BEHAVIOUR AS A MEDIATOR."

She has opted to collect or gather data at your institution/establishment for her Thesis work. We would be most grateful if you could provide her the opportunity and assistance for the study. Any information provided would be treated strictly as confidential.

We sincerely appreciate your co-operation and assistance in this direction.

Thank you.

Yours faithfully,

Theophilus A. Fiadzomor
Principal Administrative Assistant
For: HEAD

APPENDIX B

QUESTIONNAIRE
University of Cape Coast
Department of Education and Foundation

The purpose of this questionnaire is to provide information for a study which seeks to find out the influence of parent-adolescent relationship and peer pressure on one's Academic self-concept. It also seeks to find out the indirect role that delinquent behaviour would play on Academic self-concept if it is mediated with parent – adolescent relationship and peer pressure.

Your objective answers to the questions provided would contribute effectively to the success of the study and to provide the required information for informed decisions in the future. Kindly respond to the items to the best of your knowledge and please note that the confidentiality of your responses and anonymity are assured. Thank you for your co-operation.

DIRECTIONS: For each item tick [√] the appropriate box which indicates your choice.

Section A
1. Gender: Male [   ]   Female [   ]
2. Age: 15 [   ]   16 [   ]   17 [   ]   18 [   ]   19 above [   ]
3. I am living with: Both parents [   ] Mother [   ]   Father [   ]
   Guardian [   ]

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Section B

Please kindly indicate by ticking [√] whether you Strongly Disagree = 1, Disagree = 2, Uncertain =3, Agree=4 and Strongly Agree= 5 with the following questions:

Parent – Adolescent Relationship Scale(PARS)

No.		1	2	3	4	5
4.	I am close to my mother					
5.	I tell my mother about everything I am going through					
6.	I am careful when I am talking to my mother					
7.	I feel comfortable admitting my doubts and fears to my mother					
8.	My mother shows interest in what I want to tell her.					
9.	My mother makes me aware that she likes me.					
10.	My mother knows what I really like					
11.	I am confident that my mother would help me if I have a problem					
12.	I feel comfortable when asking my mother for money.					
13.	My mother is interested in the things I do					
14.	I am close to my father					
15.	I tell my father about everything I am going through					
16.	I am careful when I am talking to my father.					
17.	I feel comfortable admitting my doubts and fears to my father.					
18.	My father shows interest in what I want to tell him.					
19.	My father makes me aware that he likes me					
20.	My father knows what I really like.					
21.	I am confident that my father would help me if I have a problem.					
22.	I am comfortable when asking my father for money					
23.	My father is interested in the things I do.					

Section C

Please read all the statements carefully and give the first natural answer as it comes to you. Please indicate whether you: Strongly Disagree =1, Disagree = 2, Can't say=3, Agree = 4 and Strongly Agree = 5 by ticking [√] the box.

Peer pressure scale (PPS)

No.		1	2	3	4	5
24.	Sometimes I miss classes because my friends urge me to do so					

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25.	I cannot resist going for a late-night party with friends.					
26.	I go for date with my friends despite the warnings from my parents.					
27.	Sometimes I do things because my friends want me to do so.					
28.	I feel pressure to chat long hours on the internet.					
29.	Sometimes I do something wrong just to be in the good view of my friends					
30.	I cannot say "NO" to my friends even if my parents do not agree.					
31.	There is always pressure from my peers to get a girl/boyfriend.					
32.	At times I smoke because of my peers.					
33.	At times I feel pressure to smoke.					
34.	Sometimes I do violent acts to keep up with my peers.					
35.	Among my peers, we have to approve pressures from peers					
36.	I know when to stop certain behaviours when I am with friends.					
37.	I find it difficult to escape from peer pressure.					
38.	Sometimes I have to undergo peer pressure to be liked in a group.					
39.	Many times, I will go for a peer's party instead of doing my homework.					
40.	Sometimes I want to please my peers by doing the things I don't want to do.					
41.	I force my parents to buy me expensive things because of my peers.					
42.	I do not take advice from my parents when it is about my peers.					
43.	It is difficult to think about the negative consequences of what we do with peers					
44.	There is no harm in doing one wrong with friends when I do a number of good things with them.					
45.	It is very difficult for me to deny peer's request to drink in a party or other occasions.					
46.	Sometimes I do risky and harmful acts to get acceptance from my friends.					
47.	When I feel uncomfortable in a group, I do not know how to say NO.					
48.	I usually compromise with peers' request for					

	a movie, party, etc.					
49.	At times my peer pressure me to watch pornography.					

Section D

Please indicate Never = 1, Rarely =2, Sometimes = 3, often = 4, very often = 5, always = 6 by ticking [√] in the box.

Delinquency scale: During the last 12 months, how often have you:

No.	Item	1	2	3	4	5	6
50.	Been to school or to class after drinking alcohol?						
51.	Lied to adults?						
52.	Used cocaine or heroin?						
53.	Used motorbike or a car to go for a ride without the owner's permission?						
54.	Insulted an adult example teacher, family, security guard, etc.						
55.	Used public transport without paying?						
56.	Damaged public or private property (e.g. cars, windows, machines, etc.						
57.	Used marijuana						
58.	Stole something worth more than 50 Ghana cedis (in shops, at school, to someone, etc.,)						
59.	Skipped school for several days without my parents knowing?						
60.	Sold drugs (marijuana, cocaine, etc.)						
61.	Stole something worth between 50 and 500 Ghana cedis (in a shop, at school, to someone, etc,)						
62.	Skipped classes because you don't feel like going, to stay with colleagues, or to go for a ride.						
63.	Drove a motorbike or a car without having a driver's license.						
64.	Used cocaine or heroin?						
65.	Carried a weapon (e.g. knife, pistol, etc.)						
66.	Stolen something worth less than 50 Ghana cedis (in a school, in a shop, to someone, etc.)						

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NO:	Item						
67.	Written on buildings or other locations (e.g. school, public transport, walls, etc.)						
68.	Broken into a car, a house,shop, school or other building.						

Section E

Please indicate by ticking [√] whether you Strongly Disagree=1, Disagree = 2, Somewhat disagree= 3, Somewhat agree = 4 , Agree = 5 and Strongly Agree = 6 (D).

Academic self-concept scale

NO:	Item	1	2	3	4	5	6
69.	I can follow class lessons easily.						
70.	I day dream a lot in class.						
71.	I am able to help my class mates to do their school work						
72.	I often do my class work without thinking (00)						
73.	If I work hard, I think I can get better grades						
74.	I pay attention to my teachers during lessons.						
75.	Most of my class mates are smarter than I am.						
76.	I study hard for my tests.						
77.	My teachers feel that I am poor in my academics.						
78.	I am usually interested in my school work.						
79.	I often forget what I have learnt.						
80.	I will do my best to pass all my subject this semester.						
81.	I get frightened when I am asked a question by my teachers.						
82.	I often feel like stopping school.						
83.	I am good in most of my subjects						
84.	I am always waiting for school to end so that I can go home.						
85.	I do not do well in my class exercises and test.						
86.	I do not give up easily when I am faced with difficult topics						
87.	I am able to do better in most of the subjects than my friends						
88.	I am not willing to put in more effort in my school work.						

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APPENDIX C

Q-Q PLOTS

Parent-adolescent relationship

Normal Q-Q Plot of OVERALL PAR

Peer pressure

Normal Q-Q Plot of OVERALL PPS

Academic self-concept

Normal Q-Q Plot of OVERALL ASC

Delinquent Behaviour

Normal Q-Q Plot of Overall Del
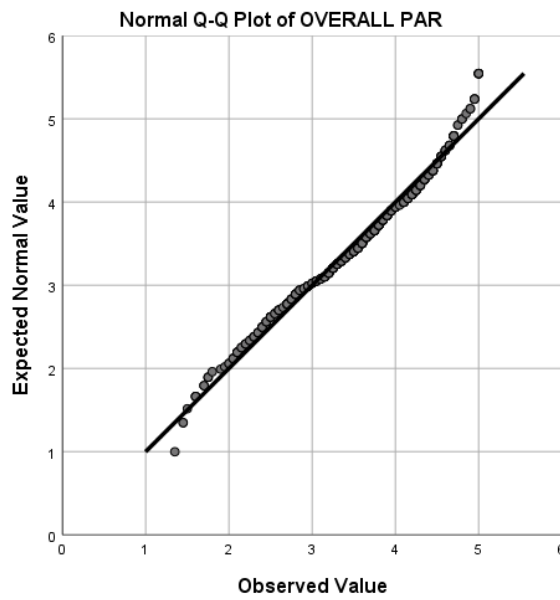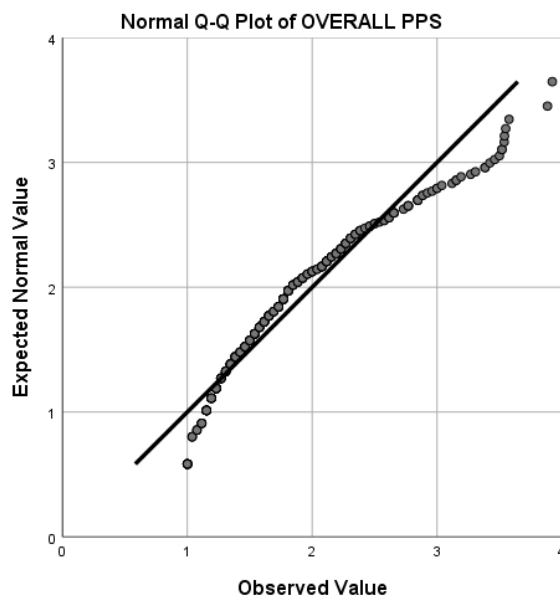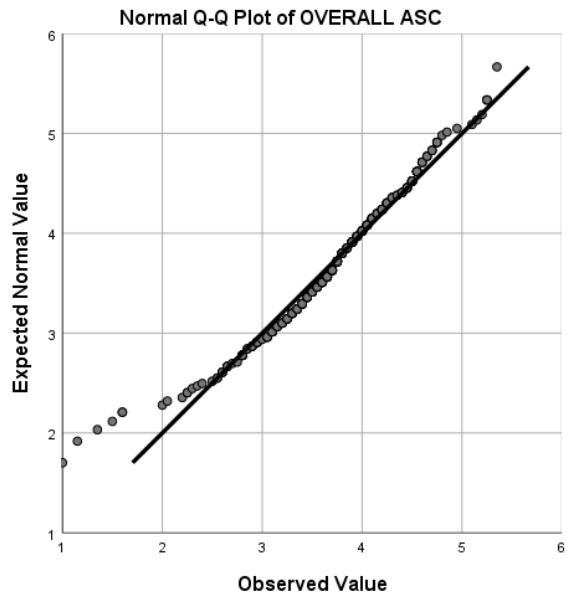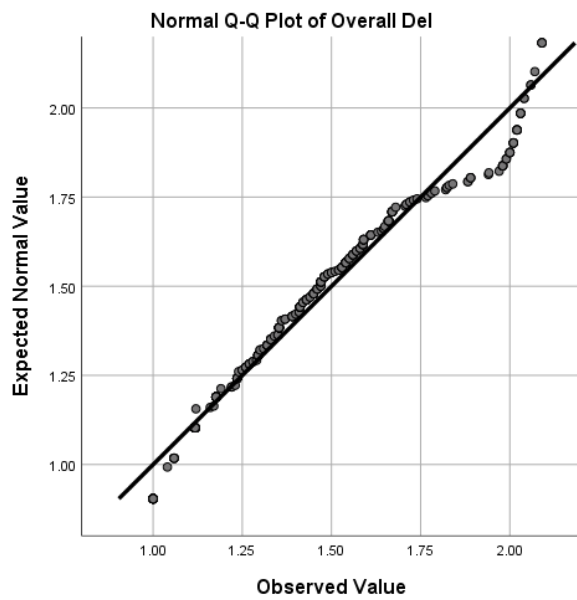
APPENDIX D

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES-ERB/UCCedu/V.H/20-56

Date: 2nd September, 2020

Your Ref: ....

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

The bearer, Freda Osei Sefa............., Reg. No. EF/EPY/17/0001 is an
M.Phil. / Ph.D. student in the Department of Education and......
Psychology.............................. in the College of Education Studies,
University of Cape Coast, Cape Coast, Ghana. He / She wishes to
undertake a research study on the topic:

Parent-Adolescent relationship and peer influence
as predictors of students academic self-concept:
The role of delinquent behaviour as a mediator.

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)

Chairman, CES-ERB
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APPENDIX E

PARENT-ADOLESCENT RELATIONSHIP SCALE (PARS)

Closeness to Parents Scale was used to assess adolescent perceived father-adolescent and mother-adolescent relationships. It contained nine items and each item included father and mother as two categories. The following questions were asked about each parent using a scale from 1(not at all) to 5 (very) The Cronbach's alphas in the study were 0.91 (father) and 0.91 (mother):

How close do you feel to your [mother/father]?

How openly do you talk with your [mother/father]?

How careful do you feel you have to be about what you say to your [mother/father]?

How comfortable do you feel admitting doubts and fears to your [mother/father]?

How interested is your [mother/father] in talking to you when you want to talk?

How often does your [mother/father] express affection or liking for you?

How well does your [mother/father] know what you are really like?

How confident are you that your [mother/father] would help you if you had a problem?

If you needed money, how comfortable would you be asking your [mother/father] for it?

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How interested is your [mother/father] in the things you do?

Code:

PPSQ - Revised

Sunil Saini and Sandeep Singh

Age: Gender: Educational Qualification:

Instructions: Please read all the statements carefully and give the first natural answer as it comes to you. It is compulsory to answer all the statements by marking a 'tick' (√) in the given circle in front of each statement.

1	2	3	4	5
Strongly Disagree	Disagree	Can't say	Agree	Strongly Agree

① ② ③ ④ ⑤

1. Sometimes I miss classes because my friends urge me to do so.
2. I cannot resist going for a late night party with friends.
3. I go for a date with my friend despite parental warnings.
4. Sometimes I do things because my friends want me to do so.
5. I feel pressure to chat long hours on internet.
6. Sometimes I do something wrong just to be good on friends view.
7. I cannot say 'NO' to my friends even if my parents do not agree.
8. There is always a peer pressure for dating.
9. At times I feel peer pressure to smoke.
10. Sometimes I do violent acts to keep up with peers.
11. In close relationships, we have to approve pressures of peers.
12. I know my limits when with friends.
13. I find it difficult to escape from peer pressure.
14. Sometimes I have to undergo peer pressure to be liked in a group.
15. Many times I put off my homework and other important assignments for friends' party.
16. Sometimes I have to appease my peers by doing things that I don't want to do.
17. To maintain a status in a peer group, sometimes I pressurize my parents to buy an expensive item.
18. I do not take advice from my parents about peer group activities.
19. It is difficult to think about the negative consequences of what we do with peers.
20. There is no harm in doing one wrong with friends when we do a number of good things with them.
21. It is very difficult for me to deny friend's request to drink in a party or on other occasions.
22. Sometimes I do risky and harmful acts to get acceptance in the peer group.
23. When I feel uncomfortable in a group I do not know how to say NO.
24. I usually compromise with peers' request for a movie, party, etc.
25. At times I feel peer pressure to watch pornography.

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Table 1 Percentage of positive answers on the scale items

During the last year, have you ever…	%
[*Durante o último ano, alguma vez…*]	
1. Been to school or to class after drinking alcohol?[mi]	14
[*Foste para a escola ou para as aulas depois de teres bebido bebidas alcoólicas*]	
2. Lied to adults (e.g., family members, teachers, etc.)?[mi]	74.5
[*Mentiste a adultos (ex: familiares, professores, etc.)*]	
3. Used cocaine or heroin?[si]	1.6
[*Consumiste cocaína ou heroína*]	
4. Used a motorbike or a car to go for a ride without the owner's permission?[si]	4.1
[*Usaste uma mota ou um carro para ir dar uma volta sem a autorização do dono ou proprietário*]	
5. Hitted an adult (e.g., teacher, family, security guard, etc.)?[si]	7.9
[*Bateste a um adulto (ex: professor, familiar, agente de segurança, etc.)*]	
6. Used public transport without paying?[mi]	51
[*Andaste em transportes públicos sem pagar bilhete*]	
7. Damaged or destroyed public or private property (e.g., parking meters, traffic signs, product distribution machines, cars, etc.)?[si]	14.2
[*Estragaste ou destruíste bens públicos ou privados (ex: parquímetros, sinais de trânsito, máquinas de distribuição de produtos, carros, etc.)*]	
8. Used hashish ("hash") or marijuana ("grass")?[mi]	27.8
[*Consumiste haxixe ("ganzas") ou marijuana ("erva")*]	
9. Stolen something worth more than 50 euros (e.g., in shops, at school, to someone, etc.)?[si]	7
[*Roubaste alguma coisa que valesse mais de 50 euros (ex: em lojas, na escola, a uma pessoa, etc.)*]	
10. Skipped school for several days without your parents' knowing?[mi]	18.3
[*Faltaste vários dias à escola sem os teus pais saberem*]	
11. Sold drugs (e.g., hashish, marijuana, cocaine, ecstasy, amphetamines, etc.)?[si]	5.1
[*Vendeste droga (ex: haxixe, marijuana, cocaína, ecstasy, anfetaminas, etc.…)*]	
12. Stolen something worth between 5 and 50 euros (e.g., in shops, at school, to someone, etc.)?[si]	16.7
[*Roubaste alguma coisa que valesse entre 5 e 50 euros (ex: em lojas, na escola, a uma pessoa, etc.)*]	
13. Skipped classes because you didn't felt like going, to stay with colleagues, or to go for a ride?[mi]	48.5
[*Faltaste às aulas porque não te apeteceu ir, para ficar com colegas ou para ir dar uma volta*]	
14. Drove a motorbike or a car without having a driver's license?[si]	20.6
[*Conduziste uma mota ou um carro sem ter carta de condução*]	
15. Used LSD ("acid"), ecstasy ("tablets") or amphetamines ("speeds")?[si]	5
[*Consumiste LSD ("ácidos"), ecstasy ("pastilhas") ou anfetaminas ("speeds")*]	
16. Carried a weapon (e.g., knife, pistol, etc.)?[si]	18.3
[*Transportaste uma arma (ex: navalha, pistola, etc.)*]	
17. Stolen something worth less than 5 euros (e.g., in shops, at school, to someone, etc.)?[mi]	24.8
[*Roubaste alguma coisa que valesse menos de 5 euros (ex: em lojas, na escola, a uma pessoa, etc.)*]	
18. Done graffiti on buildings or other locations (e.g. school, public transports, walls, etc.)?[mi]	12.9
[*Fizeste graffitis em edifícios ou noutros locais (ex: escola, transportes, muros, etc.)*]	
19. Broken into a car, a house, shop, school or other building?[si]	4.2
[*Assaltaste um carro, uma casa, loja, escola ou outro edifício*]	

Note. [mi] items classified as "minor infractions"; [si] items classified as "serious infractions"

APPENDIX A

1= strongly Disagree, **2** = Disagree, **3** = Disagree some-what, **4** = neither agree nor disagree,
5 = Agree some-what, **6** = Agree, **7** = Strongly Agree

1.	I can follow the lectures easily.	1	2	3	4	5	6	7
2.	I day-dream a lot in lectures.	1	2	3	4	5	6	7
3.	I am able to help my course mates in their school work.	1	2	3	4	5	6	7
4.	I often do my course work without thinking.	1	2	3	4	5	6	7
5.	If I work hard, I think I can get better grades.	1	2	3	4	5	6	7
6.	I pay attention to the lecturers during lectures.	1	2	3	4	5	6	7
7.	Most of my course mates are smarter than I am.	1	2	3	4	5	6	7
8.	I study hard for my tests.	1	2	3	4	5	6	7
9.	My lecturers feel that I am poor in my studies.	1	2	3	4	5	6	7
10.	I am usually interested in my course work.	1	2	3	4	5	6	7
11.	I often forget what I have learned.	1	2	3	4	5	6	7
12.	I will do my best to pass all the courses this semester.	1	2	3	4	5	6	7
13.	I get frightened when I am asked a question by the lecturers.	1	2	3	4	5	6	7
14.	I often feel like quitting the degree course.	1	2	3	4	5	6	7
15.	I am good in most of my courses.	1	2	3	4	5	6	7
16.	I am always waiting for the lecture to end and go home.	1	2	3	4	5	6	7
17.	I always do poorly in course works and tests.	1	2	3	4	5	6	7
18.	I do not give up easily when I am faced with a difficult question in my course work.	1	2	3	4	5	6	7
19.	I am able to do better than my friends in most courses.	1	2	3	4	5	6	7
20.	I am not willing to put in more effort in my course work.	1	2	3	4	5	6	7