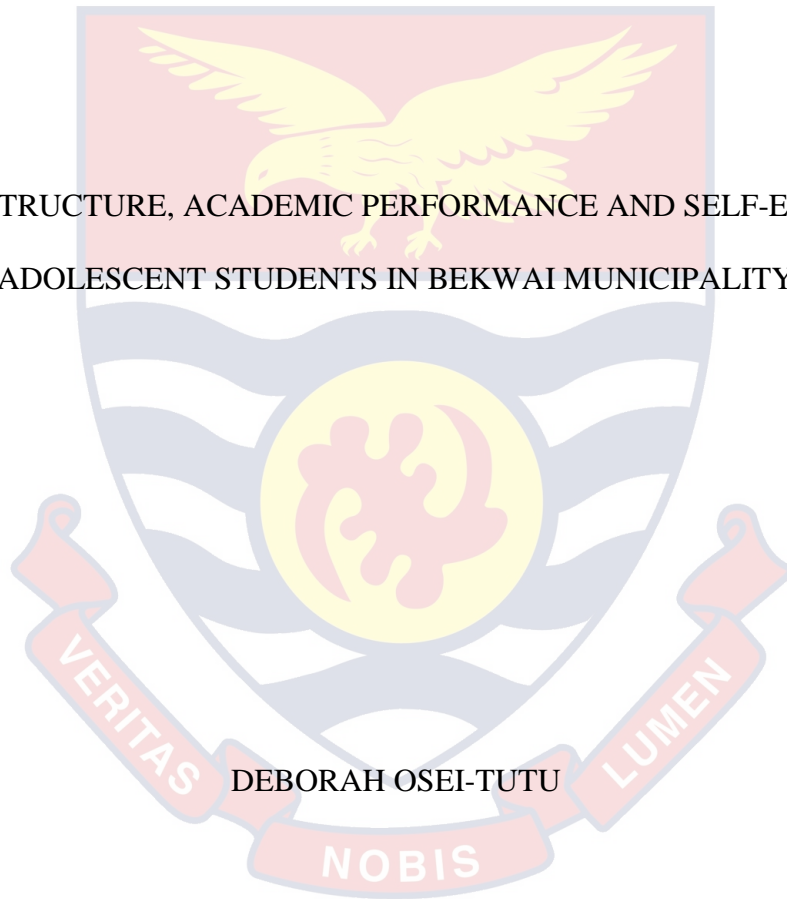


UNIVERSITY OF CAPE COAST

FAMILY STRUCTURE, ACADEMIC PERFORMANCE AND SELF-ESTEEM OF
ADOLESCENT STUDENTS IN BEKWAI MUNICIPALITY



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UNIVERSITY OF CAPE COAST

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ADOLESCENT STUDENTS IN BEKWAI MUNICIPALITY



Thesis submitted to the Department of Guidance and Counselling of the Faculty of Educational Foundations, College of Education Studies, University of Cape Coast, in partial fulfillment of the requirements for the award of Master of Philosophy Degree in Guidance and Counselling

SEPTEMBER 2019

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:

Supervisors' Declaration

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

Principal Supervisor's Signature..... Date.....

Name:

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

Name:

ABSTRACT

This study was conducted to examine family structure, academic performance and self-esteem of adolescent students in Bekwai Municipality. Descriptive survey was adopted as the research design for the study. A sample of 280 adolescents from intact and single parent families were selected from a population of 1,024 JHS students for the study using stratified random sampling technique. Rosenberg's (1965) Self-Esteem Scale was adopted to collect data on the self-esteem of respondents. Their academic performance was measured with their test scores in the four core subjects which include English Language, Mathematics, Social Studies and Integrated Science. Data was analyzed using descriptive statistics and independent samples *t*-test. The findings revealed that there were high levels of self-esteem for adolescent students from single parent families and their counterparts from intact families. There was no statistically significant difference in the academic performance of adolescent students from single parent families and those from intact families. Similarly, there was no statistically significant difference in the self-esteem of adolescent students from single parent families and those from intact families. The study recommended that adolescent students should be helped by their parents to maintain their high levels of self-esteem without taking their type of family structure into consideration. Also, adolescent students should be helped by their teachers to achieve their academic goals without taking their gender into consideration. Again, adolescent students should be helped by their school counsellors to maintain their perception of their self-esteem without taking their age into consideration.

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I am also deeply grateful to the Director and entire Staff of Bekwai Municipal Education Directorate, not forgetting the head teachers, staff and students of the selected schools for their support and cooperation during the collection of data. Finally, I am highly indebted to my mother, Mrs. Grace Osei-Tutu, my entire family and all who have supported me in diverse ways during my education.

DEDICATION

To my mother, Mrs. Grace Osei-Tutu, and my siblings, Benedicta and Daniel



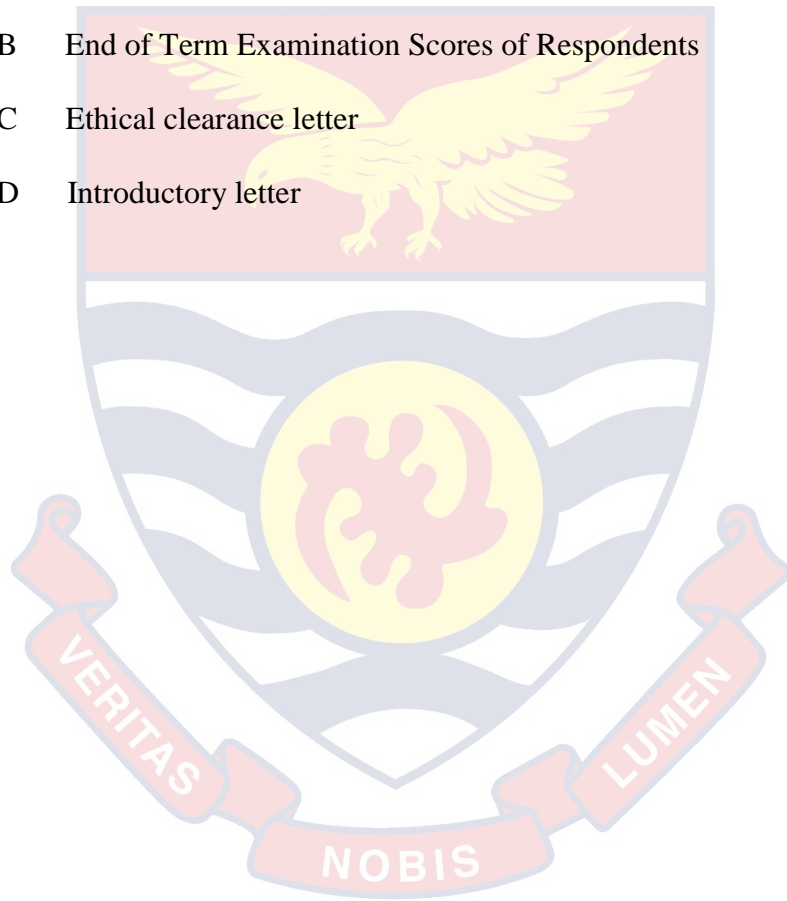
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CHAPTER ONE

INTRODUCTION

Background to the Study

Marriage, also called matrimony or wedlock, is a socially or ritually recognized union or legal contract between spouses that establishes rights and obligations between them, between them and their children, and between them and their in-laws (1992 constitution of Ghana). There are three types of valid marriage recognized by the Ghanaian law namely; customary marriage, marriage under the marriage ordinance and Islamic marriage under the marriage of Mohammedans ordinance (1992 constitution of Ghana). Marriage is the process by which two people make their relationship public, official, and permanent. It is the joining of two people in a bond that putatively lasts until death, but in practice is often cut short by divorce (Gadoua, 2017).

According to Scott, Wilcox, Ryberg and DeRose (2015), the prevalence of marriage varies across the world with the number of adults in their reproductive years who are married declining. Marriage is more common in Asia and Middle East whilst the alternatives to marriage including cohabitation are more popular in Europe, Central and South America. North America, Oceania, and Sub-Saharan Africa fall between marriage and the alternatives to marriage. For instance, from 2000 to 2014, in Asian countries such as India and Indonesia, the percentages of adults in their reproductive years who were married were 63% and 75%

respectively and those who were cohabiting was 10% for India and less than 1% in Indonesia. In Sub-Saharan Africa, the percentage of adults in their reproductive years who were married in Congo was 51%, Ethiopia was 64% and Ghana was 50%. Adults who were cohabiting in Congo stood at 14%, 4% for Ethiopia and 11% for Ghana.

The concept of family as ordained by God arose from the concept marriage. Therefore, a family is a group consisting of parents and children living together in a household (Cavanagh & Fomby, 2012). Potrykus and Fagan (2012) opined that family is a building block of societies. Thus, family is the main pillar supporting societies. Family is the first socializing agent the child interacts with which has great influence on the child's physical, mental, moral, social and academic development (Roska & Potter, 2011). Thus, the family background and the context of a person affect his or her reaction to situations in life. In contemporary times, there are usually two types of family structures identified in societies with regards to the number of parents involved. These include intact and single parent families (Bryan & Devault, 2010).

An intact family has been theorized to have several benefits which include children having easy access to both biological parents (Bryan & Devault, 2010). McLanahan and Sandefur (2012) have argued that intact families create a system of checks and balances for parents to act in appropriate ways such that, they spend quality time with their children and build good relationships with them. Also, intact families generally have higher household incomes, higher levels of psychological well-being and are less likely to engage in antisocial behaviours as

compared to parents in the other family structure (Hassan, 2011; McLanahan & Sandefur, 2012). Just as some parents may want their children to follow their instructions precisely, others may want to be more liberal, or may want their directions followed on more logical grounds. Some parents may have strong ideas on ethics, such as honesty, trust, love, etc., whilst others may take a more negligent view on these matters. The variety of parental opinions and actions are likely to affect the adolescent's self-esteem and his or her academic proficiency (Wared & Spitze, 2013).

Unfortunately, many children, especially, adolescents today are deprived of the comforts provided by families where both father and mother exercise their partnership role in the provision of the needs of the family (McLanahan & Sandefur, 2012). As a result of unmarried parents, separation, divorce and death of one's spouse, single parent families have become a noticeable feature in many societies. This means that parenting becomes the role of one parent (Thwala, 2011; Falana, Bada & Ayodele, 2012). Also, when there is a breakdown in the family's composition, it may have a remarkable effect on children and their capacities to function (Boye-Laryea, 2012). In such a situation, the children no longer have both parents to rely on for their up-bringing (Ajila & Olutola, 2007). For this reason, children have to depend on either their mother or father alone to meet their needs in life.

Over the past three decades, single parent families have become more widespread than the intact or nuclear family system consisting of a mother, father and children (Kerby, 2012). As a result, single parent families including those

headed by mothers, fathers, siblings, uncles, aunties, grandparents and foster parents/guardians are observed in our societies (Kerby, 2012; Falana, Bada & Ayodele, 2012). Organization for Economic Co-operation and Development (2014) has reported that 17 percent of children aged 0-14 are living in single parent households worldwide and mothers head approximately 88 percent of these households.

Furstenberg (2015) stated that countries such as Ghana, Kenya, Rwanda, Trinidad and Tobago, Puerto Rico and Cuba have more than 25 percent of their single parent households headed by mothers. The general trend of single parent families in Ghana today is that more parents continue to neglect their children, with fathers being the worse offenders (Acquah & Danso, 2014). According to Amoakohene (2013) most families in Ghana especially, among the Ashantis are not intact as a result of issues of incompatibility of the couples, death of a parent, marital infidelity and the quest for money leading some parents to travel abroad. Ghana Statistical Service data (2012) confirms that as at 2010, 45 percent of Ghanaian children were living in single parent families.

Bryan and Devault (2010) opined that single parenthood may reduce the financial resources and support of the family thereby reducing the opportunities adolescents in such families could have utilized in terms of their education, health and other necessary opportunities. Wared and Spitze (2013) also hypothesized that single parent families may be responsible for social deficits in adolescents adjustment, low self-esteem and negative academic performance due to the lack of an additional parent and the discord associated with divorce. A research

conducted by Barnett, Marshall and Pleck (2012) concluded that single parent families have significant effects on adolescents and also creates stress and other problems for the single parent involved.

With inadequate finances, time and accessibility, single parents are less likely to offer the needed support that their children require in their self-esteem and academic performance (Acquah & Danso, 2014). Kerby (2012) asserted that children of unmarried parents or separated families often fail academically, have low self-esteem, exhibit negative relationships with others and are at risk of developing emotional problems. However, this may not be completely applicable in all cases of single parent families because Bauserman (2002) has opined that some adolescents work hard and become successful in life irrespective of their family background or structure.

It is commonly understood that adolescence can be a time when the youth attempt to reconcile their own desires and needs with the wishes of their parents. Whilst some adolescents get through this period without many problems, others tend to experience many negative effects (Martínez, García & Yubero, 2007). Kanku (2010) asserted that adolescents can be categorized into two namely, younger and older adolescents, thus those within the age range of 12-14 and 15-18 respectively. Kanku believed that it is possible for parents' role in the relationship with their adolescents to play a part in the development of adolescents' self-esteem and academic performance. The period of adolescence is very important to the development of every individual and any laxity on the part of parents in assisting and guiding the adolescent may result in development of unwholesome

behaviours, low self-esteem and academic backwardness (Hassan, 2011; Martínez, García & Yubero, 2007). Sanders (2013) opined that adolescence is characterized by psychosocial, emotional and cognitive development. Ayodele (2011) stated that the environment in which a child finds him/herself goes a long way in determining his or her learning ability and ultimately his or her academic performance.

Studies by Ichado (1998) and Kerby (2012) reported that most school dropouts are children from single parent homes due to parents' inability to provide the needed school requirement for their children. Also, Murray and Sandqvist (1990) opined that children in single-mother-led families achieve relatively worse grades in mathematics as compared to their reading subject grades, while children in single-father-led families perform relatively worse in their reading subject grades compared with their mathematics grades. This is a clear indication that adolescents need the support of both parents to be able to perform well in school. The school and the home must provide conditions that are favourable for adolescents' positive academic performance and high self-esteem (Keating, 1999; Ochonogor, 2014).

Self-esteem can be defined as an individual's ability to gain independence, assertiveness, and self-expression. This means the individual is able to actively influence his or her own life, has a strong sense of self and is in control of his or her life (Barnett et al., 2012; Azeez, 2007). Adolescents from single parent families are more likely to experience low self-esteem which may hinder their social development and general well-being as compared to their counterparts from

intact families (Lang & Zagorsky, 2001). Research evidence by Smith and Apicelli (2013) indicated that family structure, parenting skills and the types of relationships between parents and their adolescents have strong influences on adolescents' self-esteem and how well they behave.

When an adolescent loses a parent he or she may miss the relationship with the absent parent. Also, he or she is likely to develop low self-esteem and may tend to react negatively to the change in his or her previous intact family life. A young adolescent may not want to go out to play whilst an older adolescent may stop seeing friends or drop out of his or her usual activities as a result of low self-esteem (Mabuza, Thwala & Okeke, 2014). Some researchers have proposed that incongruent perceptions of friendship between adolescents reflect low self-esteem and poor relationship skills which may be an indicator of maladjustment in them (Dornbusch, 2010; Kerlinger, 2010).

From the above, the varied implications of diverse family structure on adolescent students cannot be overemphasized.

Statement of the Problem

Studies conducted by Amadu and Moses (2013), Amoakohene (2013) and Amofa (2013), revealed that adolescents in single parent families struggle significantly to adjust positively to their educational objectives due to the negative influence single parenthood has on their up-bringing. Available literature has given sufficient evidence that previous studies conducted on family structure focused only on the academic performance of adolescents (males and females) (Amoakohene, 2013; Amofa, 2013; Amadu & Moses, 2013) but none combined

the academic performance and self-esteem of adolescent students as this research sought to do.

Most studies available in Ghana were conducted among male and female adolescents in Senior High Schools (Amoakohene, 2013; Amofa, 2013) but none concentrated on adolescent students in Junior High Schools. Most studies conducted neglected adolescent students in Junior High Schools so this study sought to investigate those in Junior High Schools. Again, Atindanbila, Asare, and Awuah-Peasah (2012) examined the effect of parenting on self-esteem among adolescents of Labadi Presbyterian Secondary School and concluded that self-esteem of adolescents living with both parents was higher than those living with single parents. Also, a study conducted by Acquah and Danso (2014) concentrated mostly on the effects of single parenting on child's health in Mampong Municipality.

Another study conducted by Puruseh (2017) concentrated on the impact of family structure and study habits on academic performance of students of Senior High Schools. However, these studies did not focus on family structure, academic performance and self-esteem among adolescent students in single parent and intact families as this research sought to do.

Lastly, it appeared that no research had been conducted on family structure, academic performance and self-esteem of adolescent students in the Bekwai Municipality as this study sought to do.

Purpose of the Study

The main purpose of the study was to explore family structure, academic performance and self-esteem of adolescent students in the Bekwai Municipality.

Specifically the study sought to:

1. Investigate the level of self-esteem of adolescent students from single parent families and those from intact families.
2. Examine if any significant difference existed in the mean scores of academic performance of adolescent students from single parent families and those from intact families.
3. Examine if any significant difference existed in the mean scores of self-esteem of adolescent students from single parent families and those from intact families.
4. Investigate if any significant difference existed in the mean scores of academic performance of males and females from single parent families.
5. Examine if any significant difference existed in the mean scores of academic performance of males and females from intact families.
6. Investigate if any significant difference existed in the mean scores of self-esteem of males and females from single parent families.
7. Examine if any significant difference existed in the mean scores of self-esteem of males and females from intact families.
8. Examine if any significant difference existed in the mean scores of self-esteem of younger and older adolescent students.

Research Questions

The following research questions guided the study:

1. What is the level of self-esteem of adolescent students from single parent families?
2. What is the level of self-esteem of adolescent students from intact families?

Research Hypotheses

The following hypotheses were tested in this study:

1. H_0 : There is no statistically significant difference in the mean scores of academic performance of adolescent students from single parent families and those from intact families.
 H_1 : There is a statistically significant difference in the mean scores of academic performance of adolescent students from single parent families and those from intact families.
2. H_0 : There is no statistically significant difference in the mean scores of self-esteem of adolescent students from single parent families and those from intact families.
 H_1 : There is a statistically significant difference in the mean scores of self-esteem of adolescent students from single parent families and those from intact families.
3. H_0 : There is no statistically significant difference in the mean scores of academic performance of males and females from single parent families.

H₁: There is a statistically significant difference in the mean scores of academic performance of males and females from single parent families.

4. H₀: There is no statistically significant difference in the mean scores of academic performance of males and females from intact families.

H₁: There is a statistically significant difference in the mean scores of academic performance of males and females from intact families

5. H₀: There is statistically no significant difference in the mean scores of self-esteem of males and females from single parent families.

H₁: There is a statistically significant difference in the mean scores of self-esteem of males and females from single parent families.

6. H₀: There is no statistically significant difference in the mean scores of self-esteem of males and females from intact families.

H₁: There is a statistically significant difference in the mean scores of self-esteem of males and females from intact families.

7. H₀: There is no statistically significant difference in the mean scores of self-esteem of younger and older adolescent students.

H₁: There is a statistically significant difference in the mean scores of self-esteem of younger and older adolescent students.

Significance of the Study

It is expected that this research work would eventually be of great relevance in the following areas:

Firstly, findings of this research would enable the society have a clear picture of family structure, academic performance and self-esteem of adolescent

students. Secondly, this study would educate parents to consider self-esteem as an important issue for every adolescent in order to assist their adolescents in enhancing their self-esteem. Thirdly, self-esteem plays a critical role in human adjustment and so, results from this study would sensitize counsellors to develop strategies which will enhance self-esteem among adolescent students.

Moreover, findings of this research would help create awareness for Ghana Education Service policy makers to formulate the necessary measures to support adolescent students in order to enhance their academic performance and self-esteem. Lastly, the study would serve as a source of reference for researchers who would like to undertake similar research work.

Delimitation

This study was limited to the Bekwai Municipality in the Ashanti Region of Ghana. It was limited to the views of adolescents from single parent and intact families in 10 randomly selected government-owned Junior High Schools in the Bekwai Municipality. The 10 schools were randomly selected from the 10 circuits in the Municipality in order to make them a representative of the entire population and also, to give each school a chance to be included in the study. It focused on family structure (intact and single parent families), academic performance and self-esteem of adolescent students.

It again focused on their academic performance in terms of their test scores in four subject areas. These were English language, Mathematics, Social Studies and Integrated Science. The choice of these four subjects was made

purposely because they are core subjects which are offered in all Junior High Schools in Ghana.

Limitations

Test scores in English language, Mathematics, Integrated Science and Social Studies were used to measure the academic performance of respondents. These tests scores were obtained from teacher-made tests and hence, lacked standardization. In order to improve upon the reliability of the test scores, the researcher used respondents' test scores from two previous end-of-term examinations. According to DeFranzo (2012), the use of descriptive research design has a limitation which involves a high chance of the situation under investigation changing due to the passage of time. To cater for this, the researcher collected the data within a short time frame.

Questionnaire was used to collect data from respondents. This instrument has its own challenges and limitations. There is the tendency on the part of some students to give incomplete answers to the statements on the questionnaire. The researcher cross-checked all returned questionnaires to make sure that all items on the questionnaires were duly responded to.

Definition of Terms

The following terms are explained in the context of this study in order to get a clear picture of the study:

Academic performance: Refers to the knowledge attained or skills shown in a school subject.

Adolescent: Refers to a young man or woman between the ages of 12 and 18 years.

Family: Refers to a group consisting of parent(s) and their children living together in a household.

Family structure: Refers to two types of family namely intact or two parent family and single parent family.

Intact family: Refers to a group consisting of the two biological parents (both father and mother) and their children living together in a household.

Marriage: Refers to a socially or ritually recognized union or legal contract between spouses that establishes rights and obligations between them, between them and their children, and between them and their in-laws

Older adolescent: An adolescent between the ages of 15 and 18 years.

Self-esteem: Refers to an individual's ability to be in control of and actively influence his or her own life with a strong sense of self, independence, assertiveness, and self-expression.

Single parent family: Refers to a group consisting of only one parent (either father or mother) and his or her children living together in a household.

Single parenthood: Refers to a situation where only one of the two parents (either father or mother) is taking care of his or her child or children alone.

Younger adolescent: An adolescent between the ages of 12 and 14 years.

Organization of the Study

This report presented family structure, academic performance and self-esteem of adolescent students in the Bekwai Municipality, the study was divided into five chapters.

Chapter One covers the background to the study, statement of the problem, purpose of the study, research questions and hypotheses, significance of the study, delimitation, limitations, definition of terms and organization of the study. The second chapter presents an overview of literature review in three frameworks which include conceptual base of the study, theoretical and empirical frameworks.

The third chapter comprises the research methods which covered the research design, study area, population, sampling procedure, data collection instrument, data collection procedures as well as data processing and analysis. The fourth chapter presents the analysis and interpretation of data collected and discussion of findings. Chapter Five includes the summary, conclusions and recommendations as well as implications for counselling and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter presents the review of related literature and some studies conducted by other researchers. The relevant areas discussed were in terms of the conceptual base of the study, theoretical and empirical frameworks. Specifically, the meaning and types of family structure, self-esteem as well as some theories including Social Exchange Theory by Nye (1979), Structural-Functional Theory by McIntyre (1966), Risk and Protective Factor Theory and the Theory of Psychosocial Development by Erickson (1968) have been discussed.

Some empirical studies discussed include family structure and adolescents' academic performance and family structure and adolescents' self-esteem. Adolescents' gender and academic performance, adolescents' gender and self-esteem and adolescents' age and self-esteem have been discussed as well.

Meaning and types of family structure

A family is a group consisting of parents and children living together in a household (Cavanagh & Fomby, 2012). It is the first agent of socialization the child interacts with which has great influence on the child's physical, mental, moral, social and academic development (Roska & Potter, 2011). When parents are married and live together in an intact household, it creates a conducive

atmosphere for their children to be properly catered for and protected against neglect and abuse.

According to Bowen (1966) the family is an emotional unit and uses systems thinking to describe the complex interactions in the unit. It is the nature of a family that its members are intensely connected emotionally. Often people feel distant or disconnected from their families, but this is more feeling than fact. Families so profoundly affect their members' thoughts, feelings, and actions that it often seems as if people are living under the same "emotional skin." People solicit for each other's attention, approval, and support and react to each other's needs, expectations, and upsets. The connectedness and reactivity make the functioning of family members interdependent. A change in one person's functioning is predictably followed by reciprocal changes in the functioning of others. In the context of this study, family structure is defined in two types. These are intact and single parent families.

Intact families

An intact or a two parent family refers to a group consisting of the two biological parents (both father and mother) and their child/children living together in a household (Kerby, 2012). The Oxford Dictionary (2000) defines an intact family as a type of family structure in which both biological parents are present in the home. Bryan and Devault (2010) believed that intact family have several benefits for children. For instance, children have easy access to the support and monitoring of both biological parents. Topor, Keane, Shelton and Calkins (2010) stated that parental involvement is positively associated with students' academic

performance in school. Also, the adolescent's abilities and the school environment also play critical roles in that respect.

An accurate predictor of a student's performance in school is not income or social status, but the extent to which that student's family is able to create a home environment that encourages learning (Peters, 2012). Also, the extent to which an adolescent's family is able to express high expectations for his or her future careers and offer support to his or her education at school and in the home may influence the adolescent's performance in school (Nzewunwah, 1995). However, Donkor (2010) stated that the poor performance of students emanates from lack of proper supervision of students' homework by their parents. Also, Nyarko (2011) further argues that Ghanaian parents often help towards ensuring the completion of their children's homework mostly on a limited basis. Moreover, Chowa, Ansong and Osei-Akoto, (2012) have asserted that married parents are more likely to be involved in their children's education than single parents because they are usually not too stressed-up and also, they co-operate in the child's upbringing.

Uwaifo (2012) in his study of the effects of family structure and parenthood on the academic performance of Nigerian University students indicated that differences existed in academic performance of children from single parent families and those from intact families. This was an indication that attention needed was given to the academic progress of children from intact families than those from single parent families. Again, Fadeiye (1985) posited that in two parent families, both parents have roles to play in the child's

education. The father gives the necessary tools for the educational advancement, while the mother supplements the father's efforts in the provision of resources for educational advancement. Where the father is absent and the mother is not able to cater for all the basic needs as well as supervise the academics of the child, the child is likely to have a negative academic performance.

Baumrind (1967) asserted that parents who clearly communicate expectations for acceptable and mature behaviour, and who monitor and encourage adherence to those standards enhance their children's sense of social responsibility. In outlining the necessary elements of effective parental supervision, Patterson (1980) indicated a number of actions. These include the ability to notice what the child is doing and monitor it over long periods of time. Monitoring children involves awareness of their companions, where about, and free-time activities. Monitoring also includes appropriate communication, accountability of the child to the parents, and the amount of time spent with parents (Larzelere & Patterson, 1990). Snyder and Patterson (1987) have noted that monitoring becomes increasingly important as the child progresses into adolescence. Adequate supervision enables parents to influence the child's selection of friends and activities, express disapproval, and sanction antisocial and delinquent behaviour.

Apparently, effective discipline includes parents backing up their threats, controlling their anger, being consistent regardless of mood, being consistent with each other, being firm, and using reasoning. Parents who do not live together will obviously not be able to have this collaboration to monitor or supervise their

children for good results. From the above, it is evident that the family plays a significant role in the education of children. Meeting basic needs will enable the children to grow up psychologically, emotionally and intellectually balanced. Therefore, both parents need to play their individual roles to ensure the academic success of their children by satisfying if not all, but most of their needs.

Single parent families

Since two adults (male and female) come together to give birth to a child into the world they are therefore expected to be jointly responsible for meeting the needs of that child (Amato & Keith, 1991). However, unmarried parents, separation, divorce or death of one's spouse may leave the roles of both parents in the hands of one parent and whatever vulnerability that parent has can affect the child's self-perception, self-esteem and relationships with peers and others (McLanahan, 2010; Scott & Lilja, 2010).

Single parenthood is a major social problem which is on the rise among communities. Shamiede (2012) viewed single parenthood as the practice of raising children and building a family with either the biological mother or father alone. To be a responsible parent in this context means a situation where a parent is willing and intentionally performs all the duties, roles and obligations of a parent (Ajila & Olutola, 2007; Spera, 2005). However, some irresponsible men shirk their fatherly roles by neglecting their wives and children, especially, the adolescents to struggle for survival. In the same vein, some women leave their marital homes leaving only their husbands to cater for the children which eventually results in single parenthood (Bryan & Devault, 2010). The

Organization for Economic Co-operation and Development (2014) has reported that 17 percent of children aged 0-14 years were living in single parent households worldwide as of 2014 and mothers head approximately 88 percent of these households whilst the rest were headed by fathers.

Coperland (2012) noted that the number of single mothers in the United States has increased from three million to 10 million between 2000 and 2011, while over the same time frame, the number of single fathers has also increased from 393,000 to two million. Coperland further stated that in Japan alone, single mother-led families have increased such that in 2011, 17% of all households were headed by single mothers, while in Australia nearly one in four children were living with only one of their biological parents. In 2008, 30 percent of all households in Ghana were headed by single parents with about a quarter of them having children living with their mothers only whilst about three percent of households have children living with their fathers only (Ghana Statistical Service data, 2008).

Again, Ghana Statistical Service data (2012) has shown that as at 2010, 45% of Ghanaian children were living in single parent homes. The findings from this current study indicated that 162 representing 57.9% of the adolescent students who participated in the study were from single parent families and this is higher than the figure reported by the Ghana Statistical Service data (2012). A possible reason which could have accounted for this is that Bekwai Municipality has mining communities in and around it and the chances of males impregnating

females without taking responsibility is high, thereby, leaving most females to be single parents.

Neequaye and Neequaye (2014) have reported that as at 2013, about 47 percent of Ghanaian adolescents were living in single parent homes as a result of divorce. The demand from work, housework and parenting can be excessive for the single parent as he or she must for all time be accessible to meet his or her own and his or her children's emotional needs (Kunz, 2014; Weldegabreal, 2014). As a result, single parents are likely to be confronted with problems such as loneliness, anxiety and depression for the single parent (Schneider & Coleman, 1993).

Some studies have indicated that single parents in dealing with the issue of raising their children alone may have to as well deal with as issues with their own identities (Copeland, 2010; Roska & Potter, 2011; Sarfo, 2013; Scott & Lilja, 2010). Bumpass, Martin and Sweet (2011) have observed that most adolescents raised by single parent mothers spend a good proportion of their life-time without fathers. The implication of this is that, such adolescents lose the actual and expected parental care and provision which are better provided by the two biological parents. They may expect their parents to spend time with them by helping them to do their homework and other activities but a single parent may not be able to meet up with all these tasks alone (Wared & Spitze, 2013; Hetherington & Kelly, 2002).

According to Adu-Yeboah and Obiri-Yeboah (2008) a single parent family can affect the child psychologically. The immediate effects of single parent

families are isolation, fear and instability of the child to trust people around him or her. This they say can affect the child's lifelong development with respect to his or her low self-esteem, depression and difficulties working with people and peers.

Types of single parents

Single parents fall under four categories namely, unmarried, separated, divorced and widowed single parents (Forster et al., 2000; Schelsinger, 2010; Stewart, 2012).

Unmarried single parents

Schelsinger (2010) has indicated that a single parent family occurs when parents fail to marry each other after the first born. Smith and Apicelli (2013) also noted that as of 2012, estimates for United States revealed that over two million children under 18 years were living with single mothers who had never been married.

Separated single parents

Forster et al (2000) defined separation as a situation where one spouse moves out of the relationship with notice to the other spouse, leaving the children with the other spouse to cater for them alone. In this case, both parties remain married to each other even though they live apart with one spouse taking care of the children alone (Copeland, 2010). A couple can also separate with legal sanctions determined by the court which the couple must follow (Kinard & Reinherz, 2010). These conditions may include financial support, custody of children, visitation rights and division of property (Stewart, 2012).

Knox as cited in Boye-Laryea (2012) has opined that separation can be sought by a couple who for religious or personal reasons does not want a divorce or do not have grounds for annulment. Apart from the reasons stated above, infidelity, financial constraints and migration are some of the factors that contribute to separation of couples (Schelsinger, 2010).

Divorced single parents

Gerlach (2004) noted that 'divorce' has its root from the Latin verb 'divert ere' which means 'to turn aside.' Divorce can be defined as, the legal dissolution or the formal termination of marriage (Dowd, 1997). Fletcher (2010) defined divorce as a legal termination of the marriage contract. In the World Book Encyclopaedia as cited in Boye-Laryea (2012) divorce is explained as the ending by law of a valid marriage.

Stewart (2012) noted that divorced is becoming quite common even in societies that were known to be close-knit or societies who held fast to the traditional norms of unity, community and cohesion. Forster et al., (2000) described divorce as the legal dissolution of a marriage usually following a more or less protracted stage of marital misunderstandings and quarrels. This leads to a situation where one of the parents, either the father or mother lives with the children or child alone without the support of the other parent (Davis, 2011; Forster et al., 2000).

Widowed single parents

Widowhood is a shift to single parenthood as a result of the death of one's spouse or one of the parents of a child. Widowhood occurs when one spouses dies

leaving the other one, either the man or woman behind to cater for the children (Schelsinger, 2010). Stewart (2012) noted that widowed parents are likely to endure difficult situations including dealing with their grief, caring for the children and handling other problems associated with single parenthood.

Self-esteem

To the lay person, self-esteem may simply refer to feeling good about one's self. This definition of self-esteem needs an in-depth definition since the concept of self-esteem has received considerable attention from many researchers. Smith and Mackie (2007) defined self-esteem as the positive or negative evaluations of the self, as in how we feel about it. Sedikides and Gress (2003) stated that self-esteem refers to individual's perception or subjective appraisal of one's own self-worth, one's feelings of self-respect and self-confidence and the extent to which the individual holds positive or negative views about self.

Self-esteem is an important psychological construct in the sense that self-esteem is believed to be a predictor to one's success or failure in academic performance and happiness (Marsh, 1990); satisfaction in marriage and relationships (Baumeister, Campbell, Krueger & Vohs, 2003) and criminal behaviour (Orth & Robbins, 2014). Humans develop their self-esteem from their social interaction with other people particularly, their significant others such as parents, siblings and teachers. Self-esteem is on a continuum and it ranges from low, moderate to high. The period of adolescence is important for the process of self-esteem formation.

Lavoie (2012) gave the following as the characteristics of individuals with low self-esteem; Heavy self-criticism and dissatisfaction, hypersensitivity to criticism with resentment against critics and feelings of being attacked, chronic indecision and an exaggerated fear of mistakes, excessive will to please and unwillingness to displease any petitioner, perfectionism, which can lead to frustration when perfection is not achieved, pessimism and a general negative outlook which sees temporary setbacks as permanent and intolerable conditions.

On the other hand, adolescents with a high level of self-esteem exhibit the following characteristics: they are capable of influencing positively the opinion and behaviour of others; they tackle new situations positively and confidently; they have a high level of tolerance towards frustration; they accept early responsibilities, they assess correctly situations; they communicate positive feelings about themselves; they succeed in having a good self-control and the belief that the things they are undergoing are the result of their own behaviour and actions. According to Raboteg-Saric and Sakic (2014) childhood experiences such as being listened to, being spoken to respectfully, receiving appropriate attention and affection and having accomplishments recognized contribute immensely to the development of healthy self-esteem whilst experiences such as being harshly criticized, being physically, sexually or emotionally abused, being ignored, ridiculed or teased all partly contribute to development of low self-esteem.

Conceptual framework

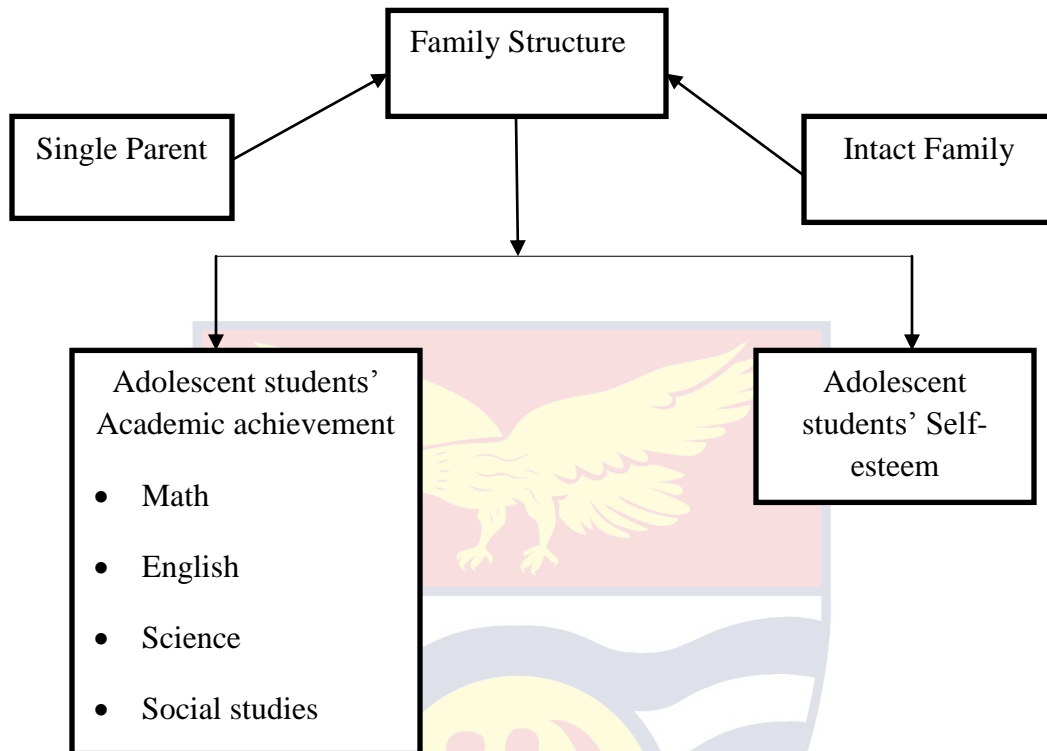


Figure 1: A conceptual framework on family structure, academic performance and self-esteem of adolescent students

Figure 1 is a diagrammatic representation of family structure, academic performance and self-esteem of adolescent students. Single parent and intact families constitute the family structure. Adolescents' academic performance is measured with their test scores in the four core subject areas thus, Mathematics, English language, Integrated science and Social studies. A high or low self-esteem or academic performance of an adolescent student will depend on the adolescent's gender and age as well as whether he or she is from a single parent family or an intact family.

The self-esteem of an adolescent student from an intact family may differ significantly from that of an adolescent student from a single parent family and vice versa. Similarly, the academic performance of an adolescent student from a single parent family may vary significantly from that of his or her counterpart from an intact family and vice versa. Also, a male adolescent student from an intact family may demonstrate a high self-esteem as compared to a female from the same family structure. Likewise a female adolescent student from a single parent family may demonstrate a positive academic performance as compared to her male counterpart from the same family structure. A male adolescent student from a single parent family's academic performance may differ significantly in his test scores in these four subject areas as compared to that of a female adolescent student from single parent family and vice versa. Similarly, A male adolescent student from an intact family's academic performance may differ significantly in his test scores in these four subject areas as compared to that of a female adolescent student from an intact family and vice versa.

Kanku (2010) asserted that adolescents can be categorized into two namely, younger and older adolescents, thus those within the age range of 12-14 and 15-18 respectively. The self-esteem of a 12-14 year old (younger adolescent student) or 15-18 year old (older adolescent student) may be high or low depending on whether he or she is from a single parent family or intact family. Also, the self-esteem of a 15-18 year old adolescent student from an intact family may be high as compared to that of his or her 12-14 year old counterpart and vice versa for those from single parent families. The self-esteem of an adolescent

student within the age range of 12-14 may differ significantly from that of an adolescent student within the age range of 15-19.

Theoretical Framework

Social exchange theory by Nye (1979)

Ivan Nye called his theory “Choice and exchange theory” in order to emphasize the fact that while exchanges are not always made, choices are. An individual can choose not to make an exchange, but this decision is still motivated by social exchange, even when the exchange was not deemed worthwhile. In this way, exchange always involves choice but not all choices require direct exchange. In the exchange theory, rewards, costs and profits are important. Rewards are the pleasures, satisfactions, statuses, relationships, experiences and feelings which provide gratification, while costs are those which are disliked (Nye, 1979).

Key assumptions

1. Humans are rational beings. Nye (1979) explained that within the limitations of the information that humans possess and their ability to predict the future, they make the choices that will bring the most profit. In other words, humans make rational/sensible decisions based on the amount of information available to them at that moment in time and that these decisions are made in order to receive the greatest rewards with the least amount of costs.
2. Individuals must experience costs in order to obtain future rewards. Nye (1979) has explained that all behaviour is costly, in that it requires

expenditure of energy and pre-empts time that might otherwise produce other rewards.

3. The standards that humans use to evaluate rewards and costs differ from person to person and can vary over the course of time. Nye (1979) has explained that individuals vary in the value they place on their specific objects, experiences, relationships and positions they hold. This contrast in the evaluation of rewards and costs may be attributed to cultural, religious or economic differences between individuals.

Key concepts of the theory

1. Rewards and Costs: Klein and White as cited in Nye (1979), explained reward as anything that is perceived as beneficial to an individual's interest. Although costs may be negative, rewards perceived as not beneficial to an individual's self-interest may also be regarded as implicit costs in which rewards are missed or forgone. Nye (1979) has defined two types of costs which includes punishments and rewards forgone. Nye (1979) added to the descriptions of these two concepts and explained that in general, we can learn what is rewarding to people in society both by observing their behaviour and by asking them what they like or do not like. We are also able to determine what is costly to an individual by following the same process of observing behaviours and questioning the individual about their likes and dislikes.
2. Profit or Maximizing utility: Profit, as described by Nye (1979), can be determined in terms of rewards and punishments involved in a

contemplated sequence of actions. Profit is determined by the relative amount of rewards and costs associated with action or predicted to follow an action. Klein and White as cited in Nye (1979) have described profit in terms of a ratio of rewards to costs.

This implies that individuals rationally calculate this ratio for all possible choices in a situation and then choose the action they calculated, which will bring the greatest rewards or the least costs. Individuals make decisions for themselves or their families based on the predicted amount of profit they receive from the choice (Klein & White as cited in Nye, 1979).

3. Comparison Level (CL) and Comparison Level for Alternatives (CL+).
Thibaut and Kelly as cited in Nye (1979) explained that these two concepts are useful in further understanding of the effort of an individual to maximize profit. Comparison level is the profit which an individual views to be appropriate for him or herself based on past experience or comparison with similar others (Thibaut & Kelly as cited in Nye, 1979). Roles can be seen to be important here because an individual would be comparing his or her profit to those of other individuals in similar role positions.

If an individual perceives that the profit, thus, an evaluation of the rewards and costs, from a relationship is not what he or she deserves, he or she will be dissatisfied with the relationship (Thibaut & Kelly as cited in Nye, 1979). Comparison level for alternatives also takes into account what an

individual would receive if he or she is to leave his or her present relationship or role. These alternatives change over time, and when an individual predicts that he or she could be far better outside the present relationship, he or she will leave it even when the costs associated with leaving the relationship are taken into consideration. In this way, if the costs of leaving a relationship were high, an individual would remain in the relationship even if it is not satisfying (Thibaut & Kelly as cited in Nye, 1979).

Comparison Level for Alternatives has been explained by Klein and White as cited in Nye (1979) to mean how well an individual is doing relative to others outside his or her position that supply an alternative choice. Wife may not only compare her benefits relative to women in other marriages, but she may also make an alternative comparison of the rewards of her current marriage to the possible rewards of being divorced or remarrying. The Comparison Level of Alternatives is very subjective. If the wife perceives that she will receive more benefits or rewards if she divorces her husband she is more likely to leave her current marriage.

The Social Exchange Theory can be used to explain many situations such as; why couples marry, why married people divorce or separate to become single parents, have children, make major purchase decisions (house and vehicles), or relocate the family to a new city. According to the exchange theory, individuals are motivated out of self-interest and they make decisions based on maximizing their

rewards or profits and minimizing their costs (Nye, 1979). This is the main premise of Social Exchange Theory.

Implication for the study

This theory is relevant to this research because of its implications on both intact and single parent families. It gives an explanation to why a mother or father who lives in an intact family may choose to become a single parent by calculating his or her rewards in divorcing his or her spouse. Thus, if the rewards of leaving a marriage far outweigh the rewards in staying in the marriage, the individual is motivated to leave the marriage and vice versa. Also, a mother or father who lives in an intact family may choose to become a single parent by calculating his or her costs in staying in the marriage and may choose to divorce if the costs outweigh the rewards of staying. It emphasizes how intact and single parent families affect adolescent students' academic performance and self-esteem. For instance, a single parent may calculate his or her costs and rewards in ensuring positive academic performance and a high self-esteem of his or her adolescents and make a decision as to how to socialize his or her adolescents, likewise parents from intact families.

This theory explains how economic hardship in single parent families is likely to require adolescents to work long hours and take greater responsibility for younger siblings. They are likely to calculate their costs and rewards in their actions and choose to work at the expense of attending school or furthering their education. When parents separate or divorce, children often lose both the financial and emotional support of both parents and this can negatively affect their academic performance and self-esteem. Schneider and Coleman (1993) posited

that family structure, especially, single parent family can constrain the availability of economic and social resources such as parent(s) ability to spend time with their children, be involved in educational activities, and expend monetary resources that can promote their children's academic performance, self-esteem and general well-being.

This theory also educates adolescents to develop a high self-esteem as they choose to make certain decisions pertaining to life situations; because they are likely to calculate their costs and rewards in every situation they find themselves in and make their own choices in that regard and this may enhance their self-esteem. It also motivates adolescents to study well in order to have positive academic performances.

Structural-Functional Theory by McIntyre (1966)

Jennie McIntyre was the first scholar to discern the curious paradox of Structural-Functionalism (SF) within the realm of research and theory about families. The Structural-Functional Theory posits that the family is made up of sub-components such as the father, mother and children and each sub-component has a vital interdependent function to perform in the system (McIntyre, 1966). The structural-functionalism perspective sees the family as one of the important systems in the society. Thus, the family prepares its members in a way that will benefit the society. The family is the backbone of the society and if it fails to pass on certain values and attitudes to its members, society will be affected. The values include good behaviour, attitudes, beliefs, values and norms. However, this will vary according to the family type (McIntyre, 1966).

The family is like a body or system and each member performs a function. Each function performed is different and vitally important in the development of the family. The members in a family, typically, the nuclear family are interdependent. Thus, each depends on the other for the proper functioning of the system. If one part or a person is not doing its or his or her part, then the system is said to be dysfunctional. The family is said to be not functioning as a whole and thus, something is wrong with that family (McIntyre, 1966).

According to McIntyre (1966), family deviation includes divorce, non-marital sex, single-parent families, and teen delinquency. In the Structural-Functional theory, all of these patterns of behaviours are dysfunctional and are not accepted because they serve as threats which will threaten the survival of society (McIntyre, 1966). The family performs four main functions which include; sex, socialization, provision of economic support and procreation (McIntyre, 1966). It is the function of parents to socialize and convey important values to their child. The values are all related to their society and culture. It is also the function of the child to learn those values and bring it out to the school and workplace in the future. The child will be integrated into their society by adopting the suitable values. He or she will have to perform very well in the society and not violate the societal norms (McIntyre, 1966).

All the messages can be sent across to the child when parents socialize with their child appropriately. For example, parents will teach their children what they should or not do, the consequences of their negative behaviours and their roles. In the nuclear (intact) family according to the structural–functionalism

perspective, the father has the instrumental function as the breadwinner or provider and mother plays the expressive functions such as the home-maker (McIntyre, 1966).

McIntyre's (1966) discussion of the structural-functional framework has implications for understanding families and communities (though this framework had a problem with family diversities and explaining pivotal aspects of family life, such as role differentiation). According to this approach, the nuclear (intact) family gives adherence and group participation from which it receives support and identity as perceived by the community (McIntyre, 1966). An important underlying aspect of this framework was the interchange between the family as an institution, and primary societal systems such as the economy and the community. Another primary idea is that the functional interchange between the family and societal subsystems would balance out in the long run, and that change occurs when there is an imbalance.

Implication for the study

In view of this research, this theory is applied because it's implications on intact and single parent families are beneficial to this study. Family deviation such as divorce and single parent families may impact children's development negatively as compared to when the family is intact. This is as a result of the absence of the other parent, thus the mother or father in the family. The functions of the absent parent in the family will be lacking and this may make the family dysfunctional. The single parent left in the family is likely to combine his or her

own role with that of the absent parent which may be burdensome for the single parent as a result.

Children, especially, adolescents in such a family may lack the full support from both parents as the parent left may not be able to meet all their needs. This may go a long way to negatively affect the academic performance and self-esteem of the adolescent students in such a family.

Risk and Protective Factor Theory

Research has revealed many possible protective factors that children experience which help to amend the effects of risk on them (Seifer, Sameroff, Baldwin & Baldwin as cited in Thiessen, 1997). Three main categories of factors include personality, availability of social support and family cohesion, these can impact a child's life positively or negatively (Zimiles & Lee as cited in Aquilino, 1994). Researchers have defined personality factors as internal characteristics found in every child, including the child's intellectual ability and approach to learning, attitude and disposition, self-esteem, and impulse control (Alan & Mair, 2000). Availability of social support factors is whether or not the child has advocates at home, at school and elsewhere in the community (Zimiles & Lee as cited in Aquilino, 1994).

Family cohesion includes family structure and background characteristics such as the parent's occupation, family income, parent's education, parental mental illness, parenting style, race, ethnicity, and family size. In addition to family cohesion factors also include life events such as divorce, remarriage, death,

and other changes that can influence child development (Kaplan & Liu as cited in Ajidahun, 2011).

Elements of each of the three categories can serve as either risk or protective factors (Zimiles & Lee as cited in Aquilino, 1994). For instance, researchers regard family size as a risk factor when there are four or more children, close in age, within the same household, but a protective factor in families with fewer than four children or when children are spaced 3 or more years apart (Zimiles & Lee as cited in Aquilino, 1994). In this theory, family structure is seen as the only possible risk factor for children that can be improved by other protective factors, or worsened with certain risk factors (Seifer, Sameroff, Baldwin & Baldwin, 1992). For instance, single parenting is one risk factor that in combination with others could have multiplicative effects on the development of children, especially, on their cognitive, social and emotional development (Thiessen, 1997).

Several risk factors have been identified by this theory as affecting children's adjustment, performance, self-esteem and behaviour. Examples include mental illness in a parent, high anxiety in a parent, low educational status of parent, low occupational status of parent, father absence, rigid parenting values, inadequate interaction style of parent, negative life events for child, minority racial status, and large family size (Sameroff, Seifer, Baldwin & Baldwin, 1993). Furthermore, Knox as cited in Agulanna (1999) has asserted that risk is cumulative. In other words, more risk factors are related to a worse outcome in child adjustment. The emphasis is mostly placed on the number of risk factors

rather than which risk factors (Thiessen, 1997). Children who have a combination of risk factors such as poverty, many siblings close in age, and a single parent are at greater risk of poor academic performance and other negative child development outcomes than children from single parent families with higher incomes and fewer siblings.

The more risk factors children have, the more likely they will experience negative outcomes as a result. Risk factors can lead to negative results, but the presence of risk factors does not guarantee poor outcomes (Zimiles & Lee as cited in Aquilino, 1994). According to this theory, risk factors do not have great specificity; rather their effects are multiplicative and they do not occur separately, but simultaneously. Some researchers considering risk factors focused on specificity, addressing risk in a linear nature (Sameroff et al., 1993). In other words, the child of a criminal is at a much greater risk for other adjustment difficulties in addition to a slightly higher risk for criminal behaviours.

Indeed protective factors mediate and limit the impact risk factors have on academic performance and other aspects of the child's development. According to research in this area, protective factors include high self-esteem, strong social support at home and at school, low rates of criticism from parental figures, positive parent mental health, college-educated parents, high income, and parenting strategies that effectively address high-risk situations (Zimiles & Lee as cited in Aquilino, 1994). For example, children who are considered high-risk because of exposure to several risk factors often do well in school when their parents and teachers believe that they have the ability to do so.

Similarly, strong parenting is a protective factor, and children who live in impoverished areas can successfully avoid negative outcomes if parent(s) develop higher expectations for their children's school performance or performance (Knox as cited in Agulanna, 1999). Essentially the strengths and protection families offer children are more important than the structure of the family unit itself. Family income also influences parental support and involvement in education, thus, factors related to school performance (Knox as cited in Agulanna, 1999). Students who regard their parent(s) as warm, firm, and involved in their education earn better grades than their classmates with uninvolved parents (Zimiles & Lee as cited in Aquilino, 1994). In these families, parental support acts as a protective factor countering some of the risk factors these children encounter.

Although economic pressures often limit or prevent parental involvement in single parent families, when single parents make the effort to support their children's education, their effort acts as a protective factor (Knox as cited in Agulanna, 1999). These factors when increased in the family can help enhance the academic performance and self-esteem of adolescents in either intact or single parent families.

Implication for the study

In the context of this study, this theory is applied because it's implications on children in intact and single parent families are beneficial to this study. The factors, personality, availability of social support and family cohesion are paramount to the positive academic performance and high self-esteem of adolescent students from intact and single parent families. This is because these

adolescents may develop high self-esteem when the risk factors are reduced and the protective factors are rather heightened by their parents, teachers, peers and others in the home, school and wherever they may find themselves. On the other hand, they may exhibit low self-esteem and negative academic performance when the protective factors are not observed but the risk factors are rather enhanced in the home, school and wherever they may find themselves.

Likewise, these adolescents may have positive academic performance when the risk factors are minimized and the protective factors are promoted by others in wherever they may find themselves and vice versa. Adolescent students from either intact or single parent families may achieve positive academic performances and enhance their self-esteem when they are protected from high-risk situations.

Theory of Psychosocial Development by Erikson (1968)

The theory of Psychosocial Development by Erik Erikson (1968) was also adopted for this study. In Erikson's (1968) theory, the eight stages of development unfold as people go through their life span and each stage consists of a unique development task that confronts individuals with crisis that must be resolved. Erikson (1968) emphasized that, this crisis is not a catastrophe but a turning point of increased vulnerability and enhanced potential. The more successful an individual resolves the crisis, the healthier development will be (Diane, 2007; Santrock, 2006; O'Connor & Scott, 2007).

Erikson (1968) proposed eight life stages through which each person must develop. In order to move on to the next stage, the person must work out a "crisis"

in which a new dilemma must be solved (Constantinople, 1969). In each stage, an individual must understand and balance two conflicting forces. With this, parents must choose a series of parenting styles that will help each child as appropriate at each stage. The first five of the eight stages occur in childhood (Erikson, 1968). This includes the virtue of hope which requires balancing “trust with mistrust”. This typically occurs from birth to one year. Will balances “autonomy with shame and doubt” around ages 2-3. Purpose balances “initiative with guilt” around ages 4-6. Competence balances “industry against inferiority” around ages 7-12. Fidelity contrasts “identity with role confusion” in ages 13-19.

Erikson (1968) identified adolescence as a crisis of identity versus role confusion. Rapid body growth and new genital maturity emphasize to young people on their impending adulthood and they begin to question their roles in adult society. The most important task of adolescence is to discover “who I am”. A significant aspect of this search for identity is the young person’s decision about a career. Adolescents’ ability to positively discover who they are and build that sense of self implies them demonstrating high self-esteem (Erikson, 1968). Erikson (1968) sees the prime danger of this stage as identity confusion. He says this can express itself in a young person’s taking an excessively long time to reach adulthood. Adolescents may also express their confusion by acting impulsively to commit themselves poorly throughout courses of action, by portraying the characteristics of low self-esteem, or by regressing into childishness to avoid resolving the conflicts. Erikson sees the childishness of adolescence and its intolerance of differences as defenses against identity confusion. Erikson also

sees falling in love as an attempt to define identity. By becoming intimate with another person and sharing thoughts and feelings, the adolescent offers his or her own identity, sees it's reflected in the loved one, and is better able to clarify the self. The rapid body changes and physical appearance of an adolescent such as awkwardness, increase appetite, low self-esteem and skin problems may affect negatively his or her self-concept and personality which may result in the development of low self-esteem. The remaining adult virtues are love, care and wisdom (Erikson, 1968).

Implication for the study

In view of this research, this theory is applied because it's implication on adolescents' development is beneficial to this study. Many developmental theories only cover up to adulthood, whereas Erikson (1968) includes psychosocial development throughout the entire lifespan of an individual. The stages of adulthood are divided into the experiences of young adults, middle aged adults and older adults (Heffner, 2004). Development according to Naug (2000) is an on-going process and failure to meet the personal-social needs of a child at an early stage will result in personality disorder and unhappiness in future. Erikson's (1968) theory integrates cognitive, emotional and personal-social development called "psychosocial development" rather than focusing on one aspect of human growth.

Erikson's (1968) theory gives a clear guideline for understanding human, most importantly, adolescents' behaviour in the context of this study. The fifth stage which includes fidelity contrasting "identity with role confusion" happens in

the adolescence stage, thus, between ages 13-19. All adolescent students share common characteristics and those in either intact or single parent families are no exception.

This theory gives a clear guideline for understanding how these adolescents behave in relation to their self-esteem. In the context of this study, a high or low self-esteem of such adolescents may be determined by how they are able to resolve the crises or conflicts at this stage successfully or not. This goes a long way to impact their academic performance either positively or negatively depending on how well they are able to resolve the crises. Identity formation is very crucial for adolescents (Diane, 2007). Adolescent students may develop high or low self-esteem during the process of identifying who they are and their roles as individuals, precisely, adolescent students.

Empirical Review

Family structure and adolescents' academic performance

Academic performance can be defined as the knowledge attained or skills shown in a school subject (Igbiosa, 2014). It is believed that, the adolescent student should be psychologically prepared at home before he or she gets to school. This implies that, the parent(s) of the adolescent have a part to play in the early preparation and education of the adolescent (Moime, 2009). Parents are to provide for the needs of the adolescent student and if these needs are not met, the adolescent student may lack the quality of mind that will allow him or her to do serious academic work (Lewis, 2012). Dowd (1997) opined that the academic performance of adolescents from single parent families as compared to that of

adolescents from intact families is often adversely affected, thus, the stress of inadequate financial resources often has adverse effect on such adolescents.

Again, Wiseman (2012) in a study conducted examined the causes of poor academic performance among secondary school students. Some of the factors identified are low intellectual ability, poor study habit, low performance motivation, lack of vocational goals, low self-concept, low self-esteem, low socio-economic status of the family, poor family structure and anxiety. The consequences of these include indiscipline in schools and low level of educational standards.

Uwaifo (2012) in a study conducted on the effect of family structure on the academic performance of university students in Nigeria found that there is a significant difference at .05 significant level between the academic performance of students from single parent family and those from two-parent or intact family. The findings agree with the conclusion of Nzewunwah (1995) in his study conducted on the effects of single parenthood on the academic performance of students. Nzewunwah noted that there is a significant difference between students from single-parent families and those from two-parent families in terms of attitude to examination malpractices, attitude to studies and academic performance. On the contrary, Oluwatosin (2011) in his study revealed that there is no correlation or relationship between the type of home through which a student comes from and his or her academic performance in the school. Also, Oluwatosin's study revealed that children in single parent families were no less

happy and comfortable than children from intact families and as a result their academic performance was no different.

Further, Fry and Scher (1984), in a study conducted using a multivariate analysis with repeated measures found that children from father-absent homes declined in performance motivation dimensions of competitiveness, perseverance, desire for mastery and willingness to endure negative consequences as compared to father-present children. Another study was conducted by Weldegabreal (2014) to investigate single mother's experience of raising their dependent children in Lideta sub city of Addis Ababa; Ethiopia. Qualitative research methodology was used with a sample size of 11 children and 11 single mothers. Data was collected using semi-structured interviews and they were analyzed using thematic analysis or major idea analysis. The findings revealed that, children from single mothers received little support in their educational engagement from their single mothers. This had a negative effect on their performance in school.

Ochonogor (2014) conducted a research to investigate the impact single parenthood has on adolescents' educational achievements in Mamelodi Township. Descriptive survey design was used. The findings revealed that, there was a strong positive relationship between adolescents' educational performance and single parenthood. Data was collected using questionnaire and interview methods and they were analyzed using t-test statistics and Spearman Rank correlation coefficient. The situation in Africa is not all that different from similar patterns reported in developed countries.

In Igbinosa's 2014 study that investigated the influence of broken homes on academic performance and personality development of adolescents in Lagos State Metropolis. Descriptive survey design was used. The findings revealed that, single parent families negatively affect the academic performance of adolescents as compared to intact families. Data was collected using questionnaire and analyzed using both independent samples *t*-test and Pearson Product Moment Correlation statistical methods.

In Ghana, Amoakohene (2013) conducted a research to investigate the relationship between single parenting and academic performance among secondary school students in Afigya Sekyere East District of the Ashanti Region. Exploratory research design was used with a sample size of 200 students with 109 from intact families and 91 from single parent families. The findings revealed that, there was a negative relationship between single parenting and academic performance of students. Students from single parent families performed poorly as compared to students from intact families.

Puruseh (2017) found that there was no significant difference in the academic performance of students from single parent families and those from intact families in the Kassena-Nankana Municipality. The descriptive survey research design was adopted with a sample of 263 students and the use of stratified and simple random sampling procedures. An adapted version of the Study Habit Inventory of Essuman (2006) was used for the collection of data and the findings revealed. The study found a significant difference in study habit of students from single parent families and those from intact families with students

from intact families having better study habit than those from single-parent families. Finally, concentration was found to be the best significant predictor of academic performance. The other variables of study habit (i.e., time management, consultation, note taking and reading) were found as no significant predictors of academic performance.

From the aforementioned literature, adolescents from single parent families generally have negative academic performance in school as compared to those from intact families. This implies that, single parent families have negative impact on the academic performance of adolescents as compared to intact families. This supports Onzima's (2011) assertion that, single parent and step parent families adolescents have the tendency of not finishing-up their studies at the high school and college levels because they have less social supervision, less parental care and less monitoring of school work as compared to those from intact families.

School performances including academic performance and the ability to relate well with peers may decline as adolescents struggle to adjust to living in single parent families (McCombs & Forehand, 1989; Bush & Peterson, 2007). Also, the ability of the adolescent to progress academically largely depends on the conditions prevailing in their families such as the social economic status of his or her parent(s) (Ochonogor, 2014). If as a result of the absence of a parent the adolescent has to take on extra responsibilities in the home, this is likely to have negative effects on his or her academic performance (Guest, 2007; Nzewunwah, 1995). From the above, there is a difference in the academic performance of

students from single and intact families. This can be attributed to the emotional burdens of the families. Hence, a comfortable family whether intact or single parent may influence academic performance of adolescents positively or negatively depending on the circumstances surrounding the family structure.

Family structure and adolescents' self-esteem

Bachman, O'Malley, Freedman-Doan, Trzesniewski, and Donnellan, (2011) reported from a study conducted that, adolescents from single parent families are somewhat worse off than adolescents who have lived in intact families. These adolescents have more negative self-concepts, low self-esteem and trouble getting along with their parents and peers. Female adolescents from single parent families experienced more of these as compared to their male counterparts.

Asima, Aqsa and Sehrish (2015) conducted a study to assess the connection between satisfaction with life and self-esteem in adolescents in single parent families. With a sample size of 120 respondents from both intact and single parent families, thus, 60 males and 60 females, from different institutions (schools and colleges) in the city of Faisalabad-Pakistan, the outcomes of results indicated that, the level of self-esteem in male adolescents from single parent families was higher than that of female adolescents and the level of self-esteem in adolescents from intact families was higher than that of those from single parent families.

Another study was conducted by Mabuza, Thwala and Okeke (2014) on single parenting and its effects on the psychosocial development of children in Swaziland. The study used an exploratory design to examine how children who

are raised by single parents develop cognitively, socially and emotionally. It employed a questionnaire instrument distributed to a purposive sample of 397. Descriptive statistics and chi square were used. Quantitative and qualitative research findings revealed that single parent families as compared to intact families have negative effects on the self-esteem and psychosocial development of children and that, children from single parent families usually exhibit low self-esteem which affects them cognitively, socially and emotionally. Scott and Lilja (2010) have reported in a study conducted involving 115 adolescents from both intact and single parent families that, adolescents from single parent families usually develop low self-esteem as a result of the divorce of their parents unlike those from intact families. The divorce of their parents was not a single cycled event but rather, it involved years of continued negotiation and restructuring of tasks, composition and boundaries of previously valued family celebrations, traditions and ceremonies.

However, a study was conducted on the influence of paternal involvement on the child's well-being by Furstenberg, Morgan and Allison (1987). With a nationally representative sample of children aged 11-16 who had experienced their parents' marital dissolution was used. The study by Furstenberg, Morgan and Allison (1987) revealed that frequency of visitation and closeness of relationship to father showed no consistent influence on the available measures of child well-being such as the child's self-esteem. Also, studies conducted by McKay and Fanning (2000) and Canadian Mental Health Association (2011) have shown that the level of self-esteem depends on several parental factors, not just whether the

child grows in a single or duo parent family. The situation in Africa is not all that different from similar patterns reported in developed countries.

For instance, Alami, Khosravan, Moghadam, Pakravan and Hosseni (2014) researched on adolescents' self-esteem in single and two-parent families. They used a sample of 356 High School students with 250 students from two-parent nuclear families and 106 students from single-parent families. According to the results of t test analysis, the mean scores of self-esteem among adolescents who lived in two-parent families were significantly higher than those who lived in single parent families.

On the contrary, Kinga, Kimani and Muriithi (2014) did a comparative study of levels of self-esteem among secondary schools students of single parent and dual parent families in Nakuru Municipality, Kenya. A sample size of 360 students from both single parent and dual parent families took part in the study. Stratified and Purposive sampling techniques were used to obtain the sample and their findings indicated that there was no statistically significant comparison in the level of self-esteem among students from single parent families and those from duo parent families. This suggests that the level of self-esteem of a student does not depend on the type of family structure or parenthood per se but on a complex interaction of other factors such as the type of relationship between parents and children, the school environment and teaching conditions among others.

In Ghana, a research by Amofa (2013) revealed that out of 100 secondary school students from both intact and single parent families (50 from each family

structure) used for the study, 81 percent of the respondents from single parent families do not share their future dreams with their parents as a result of their low self-esteem whilst their counterparts from intact families exhibited high self-esteem. 67 percent of the student respondents from intact families responded affirmatively when asked if they could share their academic needs with their parents, whilst 33 percent of them responded they could not share such needs with their parents. This revealed that respondents from intact families exhibited high self-esteem as compared to those from single parent homes.

Again, Atindanbila et al., (2012) examined the effect of parenting on self-esteem among adolescents of Labadi Presbyterian Secondary School. A total number of 165 respondents of both sexes from both intact and single parent families with ages ranging from 15-20 years were selected from the students in the school using the stratified sampling technique. The cross sectional survey design was used for the study. Rosenberg's (1965) Self-Esteem Scale was used to collect data on the self-esteem of respondents. The results from the data analyses showed that the self-esteem of adolescents living with both parents was higher than those living with single parents. Again, male adolescents from intact and single parent families had higher self-esteem than their female counterparts. It was argued that this significant difference between the males and females might be because boys and girls respond differently to the separation, death, and divorce situations of their parents.

From the aforementioned, adolescent students' self-esteem plays a critical role in their everyday life. When adolescents behave right, think positively and

are socially successful, their enhanced self-esteem becomes a source of identity, pride and well-being (Azeez, 2007; Ayodele, 2011). Adolescent students from single parent families mostly have low self-esteem as compared to those from intact families. Lee, Kushner, and Cho (2007) are of the view that a single parent family structure is a threat to a child's development. Such children may exhibit low self-esteem since such a unit lacks appropriate responsibilities towards the child unlike an intact family. However, Lee, Kushner, and Cho (2007) noted that some children from single parent families registered some degree of success in different developmental aspects including good quality socialization. Clemens and Oelke (2010) have also noted that an adolescent who has a happy relationship with his or her parent(s) and a high self-esteem is likely to make a good spouse in future.

Hence, single parent families in general have negative impact on adolescent students' self-esteem whereas intact families have positive impact on adolescent students' self-esteem. This confirms Santrock's (2006) assertion that adolescents should have a good and solid background or family environment which will help them to develop positive self-image and identity, and high self-esteem. This implies that, adolescent students from either intact or single parent families need good environment in order to develop high self-esteem.

Adolescents' gender and academic performance

Okoye (1982) postulated that sex differences may have little or no effect on academic performance; rather, eventual performance by learners is predicted more on personal effort than sex variable. However, Okoye's study suggests that

males and females may learn and achieve differently in academics. Also, Farooq, Chaudhry, Shafiq and Berhanu (2011) conducted a research on factors affecting secondary school students' quality of academic performance in a metropolitan city of Pakistan. 600 grade 10th students from intact and single parent families (300 males and 300 females) were randomly selected for the study. Data was collected by using a questionnaire. The findings revealed that, females from single parent families performed academically better than males from the same family type, whilst males from intact families performed better than females.

The findings from Uwaifo (2012) indicated there is no significant difference in the performance of male and female university students from the two family structures in Nigeria. Fry and Scher (1984), in a study conducted using a multivariate analysis with repeated measures found that, children from father-absent homes, compared to children from father-absent homes, declined in achievement motivation dimensions of competitiveness, desire for mastery, perseverance and willingness to endure negative consequences. The performance scores of boys declined significantly over a five-year period of living in a single parent family while the scores of girls in similar family environments remained stable. Salami and Alawode (2000) have conducted a research on influence of gender on adolescents' academic achievement. The findings revealed that, there is a significant difference between the academic performance of the male and female adolescents from intact and single parent homes with girls scoring higher than boys.

In Ghana, Amadu and Moses (2013) conducted a research on influence of single parenting on pupils' academic performance in basic schools in the Wa Municipality. With a sample size of 70 male and female pupils from intact and single parent families, the results showed that female pupils from single parent families had better academic performance than males from the same family structure. Also, Female pupils from intact families had better academic performance than their male counterparts. Female pupils in general performed better than male pupils. Variant as depicted by the mean score (i.e., mean values for males =53.5667 and females =72.2000).

Again, another study was conducted by Puruseh (2017) on the impact of family structure and study habits on academic performance of students of senior high schools in the Kassena-Nankana Municipality. The descriptive survey research design was adopted with a sample of 263 students and the use of stratified and simple random sampling procedures. An adapted version of the Study Habit Inventory of Essuman (2006) was used for the collection of data and the findings revealed that there was a significant difference in the academic performance of female students from single parent families and female students from intact families. There was a significant difference in the academic performance of male students from single parent families and male students from intact families. Finally, concentration was found to be the best significant predictor of academic performance. The other variables of study habit (i.e., time management, consultation, note taking and reading) were found as no significant predictors of academic performance.

From the above, it has been observed that, female adolescents from single parent homes have positive academic performance as compared to male adolescents from single parent families. Hence, such females achieve better academically than their males counterparts.

Adolescents' gender and self-esteem

Asima et al., (2015) conducted a study to assess the connection between satisfaction with life and self-esteem in adolescents in single parent families. With a sample size of 120 respondents, thus, 60 males and 60 females from different institutions (schools and colleges) comprising adolescents from intact and single parent families in the city of Faisalabad-Pakistan, the outcome of results indicated that, the level of self-esteem in male adolescents from single parent families was higher than that of their female adolescents. Likewise, the level of self-esteem in male adolescents from intact families was higher than that of their female counterparts. Bachman, O'Malley, Freedman-Doan, Trzesniewski, and Donnellan, (2011) reported from a study conducted that, adolescents from single parent families are somewhat worse off than adolescents who have lived in intact families.

These adolescents have more negative self-concepts, low self-esteem and trouble getting along with their parents and peers. Female adolescents from single parent families experienced more of these as compared to their male counterparts. In a study examining how family characteristics affect African American youth, Mandara and Murray (2000) found that African American adolescent boys with non-married parents are more at risk for developing low self-esteem compared

with their female counterparts, whilst, African American adolescents boys from intact families generally had high self-esteem as compared to their female counterparts. The study illustrated the apparently valuable role of the African American father in raising his children, particularly his boys.

Mandara and Murray (2000) studied perceptions of self-esteem and family functioning from a sample of 116 adolescents comprising of 15-year-old African American girls and boys and their parents from various high schools in southern California. 50% of the parents were married, 38% were divorced and 13% were never-married single mothers. The results showed that, boys with married parents had higher self-esteem compared with boys with non-married parents, even when family income and family functioning were taken into consideration. Parental marital status had no effect on girls' self-esteem.

Mahmoudi (2011) did a study on influences gender on adjustment and self-esteem among adolescents. A total of 100 adolescent students from intact and single parent families studying in Yasouj city were randomly selected. They were administered the Self-esteem inventory developed by Coopersmith (1967). The results revealed that male students from single parent families were found to have higher levels of self-esteem as compared to their female counterparts, likewise that of male and female students from intact families. Also, male students from intact families were found to have higher levels of self-esteem as compared to males from single parent families. Similarly, female students from intact families were found to have higher levels of self-esteem as compared to females from single parent families.

Guthman and Robles-Pina (2002) conducted a research to find demographic and educational influences on the self-esteem of adolescents from divorced and intact families in rural areas. With 64 students from both intact and divorced families (31 males and 33 females), and with age range of 15-18 years, the findings revealed that, there was a slight difference of self-esteem scores in relation to gender. Females in intact and divorced families scored slightly higher ($M = 75.69$, $SD = 11.40$) than males ($M = 74.87$, $SD = 7.52$); yet, a second examination of the means and a t test for independent samples [$t(64) = -0.34$, $p > .05$] indicated essentially no significant difference in gender when comparing the self-esteem scores of respondents in intact families. The finding from a study conducted by Krider (2002) on the relationship of parental divorce during childhood and self-esteem of young adult offspring revealed that there was no difference between the self-esteem of young adult males and their female counterparts.

Atindanbila, Asare, and Awuah-Peasah (2012) examined the effect of parenting on self-esteem among adolescents of Labadi Presbyterian Secondary School. A total number of 165 respondents from intact and single parent families of both sexes with ages ranging from 15-20 years were selected using a stratified sampling technique from the students in the school. The cross sectional survey design was used for the study. The Rosenberg Self-Esteem Scale was used to collect the data on the self-esteem of the students. The results from the data analyses showed that male adolescents who lived in single parent families had higher self-esteem than their female counterparts. It was argued that this

significant difference between the males and females might be because boys and girls respond differently to the separation, death, and divorce situations of their parents. Similarly, male adolescents who lived in intact families had higher self-esteem than their female counterparts. Also, male adolescents who lived in intact families had higher self-esteem as compared to male who lived in single parent families. In general, male adolescents had higher self-esteem than females.

From the studies reviewed in the area of adolescent students' self-esteem in relation to their gender, it can be noted that male adolescent students from single parent families usually have high self-esteem as compared to their female counterparts. Similarly, male adolescent students from intact families usually have higher self-esteem than their female counterparts. Also, male adolescent students from intact families usually have higher self-esteem as compared to males from single parent families and vice versa. There is a significant difference in gender when comparing the self-esteem scores of adolescent students.

Adolescents' age and self-esteem

Guthman and Robles-Pina (2002) conducted a research to find demographic and educational influences on the self-esteem of adolescents from divorced and intact families in rural areas. With 64 students from both intact and divorced families (31 males and 33 females), and with age range of 15-18, the findings revealed that, there was no difference in self-esteem scores in relation to age. This implies that, there was no relationship between the age and self-esteem of adolescents from intact and divorced families.

Another study was conducted on the influence of paternal involvement on the child's well-being by Furstenberg, Morgan and Allison (1987). A nationally representative sample of children aged 11-16 who had experienced their parents' marital dissolution was used. It revealed that, frequency of visitation and closeness of relationship to father showed no consistent influence on the available measures of child well-being such as the child's self-esteem. Also, there was no difference in self-esteem scores in relation to age. This implies that, there was no relationship between the age and self-esteem of children from intact and divorced families.

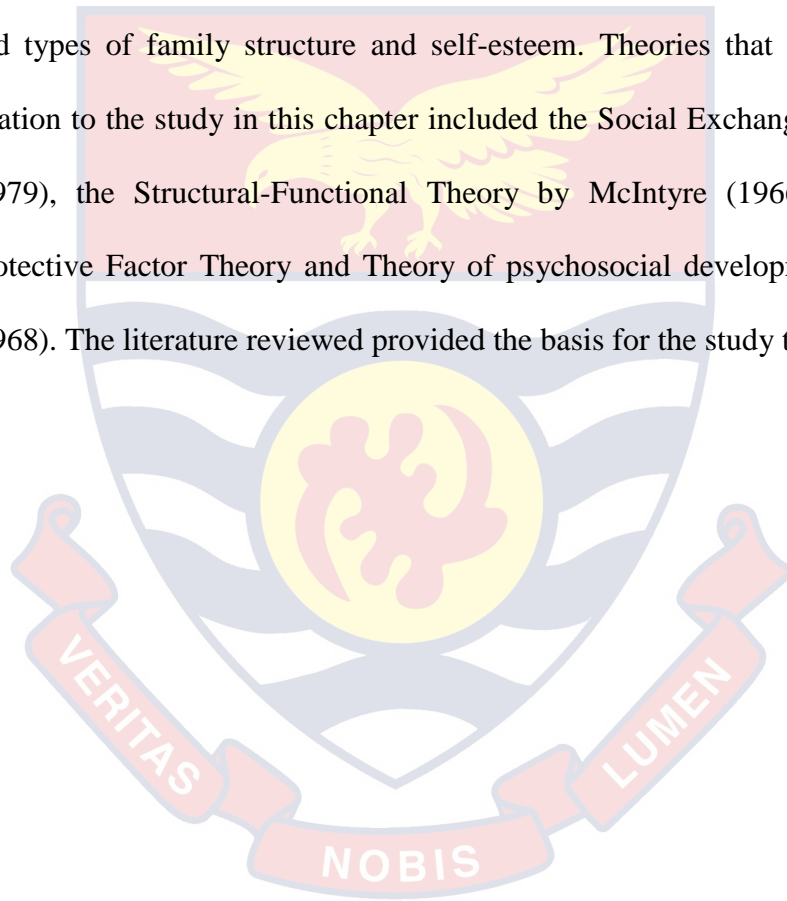
Atindanbila et al (2012) examined the effect of parenting on self-esteem among adolescents of Labadi Presbyterian Secondary School. A total number of 165 respondents of both sexes with ages ranging from 15-20 were selected using a stratified sampling technique from the students in the school. The cross sectional survey design was used for the study. The Rosenberg's (1965) Self-Esteem Scale was used to collect the data on the self-esteem of the students. The results from the data analyses showed that there was no relationship between age and self-esteem of adolescents from intact and single parent families. The results gathered made clear that the availability of both parents is related to the self-esteem of their adolescents.

From the above, it can be observed that, there is no relationship between the age and self-esteem of adolescent students from either intact or single parent families.

Also, there is no significant difference in self-esteem in relation to the age of adolescent students.

Summary

This chapter was done in three sections. This included the conceptual base of the study, theoretical framework and empirical review. The conceptual base of the study was done by reviewing topics related to the study in areas of meaning and types of family structure and self-esteem. Theories that were reviewed in relation to the study in this chapter included the Social Exchange Theory by Nye (1979), the Structural-Functional Theory by McIntyre (1966), the Risk and Protective Factor Theory and Theory of psychosocial development by Erickson (1968). The literature reviewed provided the basis for the study to be carried out.



CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter discusses the research design, study area, population, sample and sampling procedure, data collection instrument, data collection procedures as well as data processing and analysis.

Research Design

The descriptive survey was adopted for the study. According to Creswell (2014), a descriptive survey basically enquires into the status quo. The design entails the collection and use of data systematically from a given population to describe certain characteristics or features of the population (Quartey, Awoyemi, Mereku, Onivehu & Quashigah, 2002). It specifies the nature of a given phenomenon. The descriptive survey was chosen for the study because it can be used to provide a lot of information from quite a large sample of individuals and describe some aspects of a population sample in an unbiased way (Coolican, 2011). It is also used to observe, describe, and document situation as it naturally occurs. It sometimes, serves as a starting point for hypothesis generation or theory development (Creswell, 2014). In descriptive survey, the events or conditions either already exist or have occurred and the researcher merely selects the relevant variables for an analysis of their relationships (Coolican, 2011). In addition, it was

appropriate as the researcher felt that it employed a method where data collection cannot be ruled out completely.

The design, however, has its disadvantages as well. It is difficult to construct, since the questions posed in the questionnaire to be answered must be very clear to the respondents if the right responses is to be elicited (Coolican, 2011). Also, in using this design, the researcher has to ensure that a sufficient number of the questionnaires have been answered and returned otherwise a meaningful analysis cannot be made (Creswell, 2014). It is susceptible or easily influenced to distortions through the introduction of biases in the measuring instruments. For example, errors due to the use of questionnaires or interviews might distort research findings. Again, there is the need to organize and present data systematically in order to arrive at valid and accurate conclusions (Coolican, 2011).

Despite these misgivings, the researcher considered the descriptive research to be the most appropriate for this study because the researcher intended to describe the current state of family structure, academic performance and self-esteem of some selected adolescent students in Bekwai Municipality.

Study Area

The study was conducted in the Bekwai Municipality in the Ashanti Region of Ghana. According to Ghana Statistical Service Report (2014), Bekwai Municipality was located in the southern part of Ashanti Region. The boundaries of the Municipality were shared to the North with Bosomtwe District, to the South

with Adansi North District, to the East with Bosome-Freho District and to the West with Amansie Central and Amansie West Districts.

The Municipality had a population of about 118,024, constituting 47.1% males and 52.9% females. The Municipality had a household population of 115,445 with a total number of 27,258 households. Children constituted the largest proportion of the household members accounting for 42.3%. Spouses formed about 9.4%. Nuclear households (spouses and children) constituted 27.2% of the total number of households in the Municipality. About 41.0% of the population aged 12 years and older was married, 38.3% had been never married, 7.0% were in consensual unions, and 6.0% were widowed.

The main occupations of the people of this Municipality were farming and trading (Ghana Statistical Service Report, 2014). The Bekwai Municipality boasted of 10 circuits with 72 Junior High Schools, 90 primary schools and six Senior High Schools (Bekwai Municipal Education Directorate, 2018).

Population

The target population consisted of all adolescents from intact and single parent families in all Junior High Schools in the Bekwai Municipality. The accessible population of the study comprised all adolescents in 10 randomly selected Junior High Schools in the Bekwai Municipality with a total population of 1,024 students. This was made up of 545 males and 479 females (Bekwai Municipal Education Directorate, 2018). Table 1 is a distribution of the population.

Table 1- *Distribution of Population by School, Class and Gender*

Name of school	Class									Total		
	JHS 1			JHS 2			JHS 3			M	F	T
	M	F	T	M	F	T	M	F	T			
Asanso Kyekye-rewere JHS	24	15	39	14	15	29	14	16	30	52	46	98
Afransie M/A JHS	7	10	17	8	7	15	16	11	27	31	28	59
Boagyaa -Besease Ang. JHS	19	15	34	15	10	25	15	10	25	49	35	84
Dotom M/A JHS	12	9	21	4	5	9	5	2	7	21	16	37
Kensere M/A JHS	31	20	51	30	27	57	20	23	43	81	70	151
Pepedan S.D.A JHS	7	6	13	9	8	17	17	17	34	33	31	64
Asanso M/A JHS	24	13	37	13	15	29	26	15	41	63	43	106
Akyere-made M/A JHS	15	11	26	19	6	25	21	8	29	55	25	80
Senfi M/A JHS	31	41	72	34	41	75	35	32	67	100	114	214
Ntinank-o M/A JHS	18	30	48	18	16	34	24	25	49	60	71	131
Total										545	479	1024

Source: Bekwai Municipal Education Directorate (2018)

From Table 1, Senfi M/A JSS had the highest population of 214 comprising 100 males and 114 females. Dotom M/A JSH had the least population of 37 students which is made up of 21 males and 16 females. Furthermore, males dominated the total school enrollment in all the schools except Senfi M/A JSS and Ntinanko M/A JHS.

Sample and Sampling Procedure

A total sample size of 280 adolescent students was used for the study. The sample comprised 162 from single parent families and 118 from intact families. The sample size was selected based on Krejcie and Morgan's (1970) table for determining sample size of a known population. According to Krejcie and Morgan, for a population of 1000, the minimum sample size is 278. Therefore, the sample size of 280 for this study is justifiable.

Stratified random sampling procedure was used to select the sample for the study. The stratified random sampling procedure was used to select the total number of respondents from each school based on the school's population. Stratified random sampling is a probability sampling strategy used when the population is composed of several strata that are vastly different in number. The number of participants from each stratum was determined by their number relative to the entire population (Beggs & Lewis, 2010). This method was used because the schools had unequal population sizes and also it was used in order to make the sample for the study more representative.

To obtain the number of adolescents from each school, a sampling fraction was necessary. This was obtained by dividing the population of a school by the

total population of all the schools and multiplied by the total sample size. For example, to obtain the sample size for Asanso Kyekyerewere JHS, $98/1024 \times 280 = 27$. This formula was used to calculate for the sample size for all the selected schools. However, to obtain the number of males for a particular school, the population of males in a school was divided by the total population of the school and multiplied by sample size for the school. For example, to obtain the sample size for males in Asanso Kyekyerewere JHS, $52/98 \times 27 = 14$. This formula was used to calculate for the sample size for males and females in all the 10 selected schools.

Simple random sampling was then used to sample male and female adolescents for the study. The simple random sampling is a probability sampling procedure which gives all the units of the target population equal chance of being selected (Blood & Budd, 2010). It was appropriate because the population of the study was similar in characteristics, thus adolescents. This procedure was used by the researcher to sample the required 280 respondents from the selected schools. The total sample size for adolescent students within the two age groups (12-14 and 15-18) and from the two types of family structure (single parent families and intact families) was obtained after the participants responded to the items on the questionnaire. Table 2 is a representation of the sample.

Table 2- *Distribution of Sample by School, Family Structure and Gender*

Name of school	Family Structure						Total		
	Single parent			Intact family			M	F	T
	M	F	T	M	F	T			
Asanso Kyekyerewere JHS	9	7	16	5	6	11	14	13	27
Afransie M/A JHS	5	4	9	3	4	7	8	8	16
Boagyaa-Besease Ang. JHS	5	6	11	8	4	12	13	10	23
Dotom M/A JHS	3	2	5	3	2	5	6	4	10
Kensere M/A JHS	12	10	22	10	9	19	22	19	41
Pepedan S.D.A JHS	5	6	11	4	3	7	9	9	18
Asanso M/A JHS	8	7	15	9	5	14	17	12	29
Akyeremade M/A JHS	9	5	14	6	2	8	15	7	22
Senfi M/A JHS	18	20	38	10	11	21	28	31	59
Ntinanko M/A JHS	10	11	21	6	9	15	16	20	36
Total	84	78	162	64	55	118	148	132	280

Source: Field Survey (2018)

From Table 2, Senfi M/A JSS had the highest sample size of 59 comprising 28 males and 31 females. Dotom M/A JSH had the least population of 10 participants which is made up of 6 males and 4 females. Also, males dominated the total sample for the study in all the schools with the exception of Senfi M/A JSS and Ntinanko M/A JHS. Again, participants from single parent

families were highest with 84 males and 78 females totaling 162 whilst participants from intact families were 118 comprising 64 males and 55 females.

Ghana Statistical Service data (2012) has shown that as at 2010, 45% of Ghanaian children were living in single parent homes. The findings from this current study indicated that 162 representing 57.9% of the adolescent students who participated in the study were from single parent families and this is higher than the figure reported by the Ghana Statistical Service data (2012). A possible reason which could have accounted for this is that Bekwai Municipality has mining communities in and around it and the chances of males impregnating females without taking responsibility is high, thereby, leaving most females to be single parents.

Data Collection Instrument

An adopted questionnaire developed by Rosenberg, (1965) was used as the instrument to collect data on adolescents' self-esteem and scores from their two previous end-of-terms examination in the four core subjects which include; English language, Mathematics, Social Studies and Integrated Science was used to measure their academic performance.

Rosenberg's (1965) Self-Esteem Scale is a 10 self-report measure of global self-esteem. It consists of five positive and five negative items related to overall feeling of self-worth or self-acceptance. The items are measured on a four-point Likert-type scale ranging from strongly agree, agree, disagree and strongly disagree. Rosenberg's Self-Esteem Scale is a standardized instrument and has an internal consistency of 0.77 and minimum coefficient of reproducibility was at

least 0.90 (Rosenberg, 1965). Rosenberg's Self-Esteem Scale is the world's most used tool for assessing global self-esteem and it is mainly used for adolescents (Crandal, 1973). Rosenberg's Self-Esteem Scale was used because it was found to be the most appropriate instrument to be used to collect data on self-esteem from adolescents for the study. The respondents were asked to rate the extent to which they strongly agree, agree, disagree or strongly disagree to statements which measured positively how they believed themselves to possess good qualities, to be able to do things as well as others, to have a positive attitude towards themselves, to have respect for themselves and to be overall satisfied with their lives. Negative statements measured the extent to which adolescents felt like failures, felt useless, did not have much to be proud of, and wished that they could respect themselves more. When scoring positive items on Rosenberg's Self-Esteem Scale, Strongly agree =4, agree =3, disagree =2 and strongly disagree =1. Negative items are reversely scored. The questionnaire was divided into two sections (A and B). Section A sought information on the demographic data (Age, Gender and Family structure) of respondents. Section B contained 10 items which solicited for information on the self-esteem of respondents.

The academic performance of respondents was measured with their end of two terms examination scores in the four core subjects which include; English language, Mathematics, Social Studies and Integrated Science. These scores were obtained from the report books with the help of some teachers in the selected Junior High Schools. Each participant's scores in the four subjects for the two terms were converted into 100%.

Pre-Testing

The questionnaire was pre-tested on 30 adolescent students comprising 13 from intact families and 17 from single parent families randomly selected from Denyase M/A Junior High School in the Bekwai Municipality. Again, the sample comprised 18 males and 12 females. It also included 10 and 20 adolescent students within the ages of 12-14 and 15-18 respectively. The researcher obtained a Cronbach's Alpha of 0.74. Radhakrishna (2007) stated that reliability alpha coefficient of 0.70 or higher is considered an acceptable reliability; hence the reliability for this instrument is justifiable. Denyase M/A Junior High School was selected because the students have similar characteristics as that of the target population for the study. Thus, the school had adolescent students (males and females) from intact and single parent families. Students of Denyase M/A Junior High School were not included in the actual study.

Validation of instrument

Validity of the instrument was established by giving copies of the instrument to the supervisors of the researcher for their perusal. Content validity was established because the instrument was already standardized.

Reliability of instrument

The Rosenberg's (1965) Self-Esteem Scale has an internal consistency of 0.77 and minimum coefficient of reproducibility was at least 0.90. The current study yielded a Cronbach's correlation Alpha co-efficient of 0.83 for the instrument used for the study. This reliability coefficient was used in establishing the appropriateness of the instrument to the respondents. Radhakrishna (2007)

asserted that reliability alpha coefficient of 0.70 or higher is considered an acceptable reliability; hence the reliability for this instrument is justifiable.

Ethical considerations

The researcher obtained ethical clearance form from the Institutional Review Board before the collection of data. Ethical approval and administrative permissions for the study was obtained prior to data collection from the Municipal Education Directorate and the heads of the 10 selected Junior High Schools. The researcher adhered to ethical concerns to respondents including informed consent, anonymity and confidentiality to their responses. Respondents were informed that their participation in the study is voluntary and that they were free to accept or decline to engage in the research.

Data Collection Procedures

The researcher obtained a letter of introduction from the Head of the Department of Guidance and Counselling in the University of Cape Coast and sent it to the Director of Bekwai Municipal Education Directorate, and the Heads of the selected Junior High Schools to sought for their permission for data collection. The instrument was administered to the selected sample in the various schools solely by the researcher. The purpose of the study and instructions about responding to the questionnaire were explained to them by the researcher after which the questionnaires were administered. The researcher was available to explain points that are not clear about the instrument to respondents. The respondents were guided to complete it on their own in 15 minutes and the

instrument was collected back by the researcher on the same day. This was done to ensure 100 percent return rate.

The test scores of respondents in the four core subjects from first and second term reports were also collected and recorded with the assistance of the head teachers and some teachers in the selected schools. The procedure was repeated for all the selected respondents in the all the selected schools until the required number of responses was acquired. Data was gathered within a period of one month.

Data Processing and Analysis

Descriptive statistics (frequencies and percentages) was used to analyze the demographic data of respondents. Research questions 1 and 2 were answered using descriptive statistics (means and standard deviations).

Research hypotheses 1, 2, 3, 4, 5, 6 and 7 were tested using independent samples *t*-test with the aid of IBM SPSS Statistic version 21.

Summary

The study adopted the descriptive survey research design. The study was conducted in the Bekwai Municipality using 280 adolescents from intact and single parent families selected from 10 randomly selected Junior High Schools. The sample was selected through stratified random sampling procedure. Rosenberg's (1965) Self-Esteem Scale was adopted as instrument and used to collect data on self-esteem for the study. The academic performance of respondents was measured with the test scores of respondents in the four core subjects which include English Language, Mathematics, Social Studies and

Integrated Science. Pre-testing was done with 30 students in Denyase M/A JHS and a Cronbach alpha of 0.74 was obtained. Data collected was analyzed using descriptive statistics and independent samples *t*-test with the help of Statistical Product and Services Solution (SPSS).



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This study sought to investigate family structure, academic performance and self-esteem of adolescent students in Bekwai Municipality. The results have been presented in two sections. The first section dealt with the demographic information of the respondents and the second section is made up of the results of the main data. The results of the data analyzed are presented with discussions.

Analyses of Demographic Data of Respondents

Data gathered on the respondents' characteristics covered age, gender and family structure. The results have been presented in Table 3.

Table 3- *Distribution of Demographic Information of Respondents (N=280)*

Variable	Frequency (f)	Percentage (%)
Age range		
12-14	116	41.4
15-18	164	58.6
Total	280	100.0
Gender		
Males	147	52.5
Females	133	47.5
Total	280	100.0

(Table 3, continued)

Family structure		
Single parent family	162	57.9
Intact family	118	42.1
Total	280	100.0

Source: Field Survey (2018)

The data in Table 3 revealed adolescent students within the age range of 12-14 were 116 forming 41.4% whilst those within the age of 15-18 were 164 representing 58.6%. This implies that majority of the respondents selected for the study were older adolescent students (15-18 years) as compared to younger adolescent students (12-14 years). With respect to the gender of respondents, males constituted 147 representing 52.5% and females constituted 133 representing 47.5%. Therefore, the opinion of males is more likely to form the greater part for the study. Furthermore, 162 adolescent students representing 57.9% were from single parent families whilst 118 adolescent students representing 42.1% were from intact families. Therefore, adolescent students from single parent families formed the majority of the respondents used in the study as compared to their counterparts from intact families.

Results of the Main Data

Research Question One

What is the level of self-esteem of adolescent students from single parent families?

This research question sought to find out whether adolescent students from single parent families have a high or low self-esteem. To answer this research question,

adolescent students from single parent families responded to Rosenberg’s 10 items self-esteem scale on a four point Likert measure. Scoring was based on measurement of Strongly Agree =4, Agree =3, Disagree=2 and Strongly Disagree =1 for positive items and the negative items (2, 5, 6, 8 and 9) were reversely scored. An item mean was calculated to be 2.5 and an overall cut-off point of 25 was calculated for the 10 items. Self-esteem scores above 25 indicate a high level of self-esteem whilst scores below 25 indicate a low level of self-esteem. The result is presented in Table 4.

Table 4- *Level of self-esteem of adolescent students from single parent families*

Gender	N	Mean	Std. Dev.
Males	83	27.82	5.49
Females	79	26.03	6.38
Total	162		

Source: Field Survey (2018)

It can be observed from Table 4 that the means scores were above the calculated midpoint of 25. Therefore it can be concluded that adolescent students (males and females) from single parent families have a high level of self-esteem.

Research Question Two

What is the level of self-esteem of adolescent students from intact families?

This research question investigated the level of self-esteem of adolescent students from intact families. To answer this research question, adolescent students from intact families responded to Rosenberg 10 items self-esteem scale on a four point Likert measure. Scoring was based on measurement of Strongly Agree =4, Agree =3, Disagree=2 and Strongly Disagree =1 for positive items and the negative

items (2, 5, 6, 8 and 9) were reversely scored. An overall cut-off point of 25 was calculated for the 10 items. Self-esteem scores above 25 indicate a high level of self-esteem whilst scores below 25 indicate a low level of self-esteem. The result is presented in Table 5.

Table 5- *Level of self-esteem of adolescent students from intact families*

Gender	N	Mean	Std. Dev.
Males	64	28.20	5.74
Females	54	27.74	6.65
Total	118		

Source: Field Survey (2018)

The mean scores from Table 5 were above the calculated midpoint of 25. Therefore it can be inferred from the result that adolescent students from intact families have a high level of self-esteem.

Research Hypothesis One

H₀: There is no statistically significant difference in the mean scores of academic performance of adolescent students from single parent families and those from intact families.

This research hypothesis sought to test whether there is a statistically significant difference in the mean scores of academic performance of adolescent students from single parent families and those from intact families. The hypothesis was tested at an alpha level of 0.05. The independent samples *t*-test was used to test for the difference. This was deemed appropriate because family

structure was measured on nominal scale whilst academic performance was measured on interval scale. The results are presented in Tables 6 and 7.

Table 6- *Test for homogeneity of variance*

	F	Sig.	t	df	Sig. (2 tailed)
Equal variance assumed	.741	.390	-.758	278	.449
Equal variance not assumed			-.768	259.67	.445

Source: Field Survey (2018)

From Table 6, the significant value (sig) for Levene’s test is 0.390 which is greater than the alpha value of 0.05. This implies that the assumption of homogeneity was not violated, therefore equal variance assume values was used for the reporting.

Table 7- *Results of t-test comparing academic performance of adolescent students from single parent families and those from intact families*

Family structure	N	Mean	SD	t	df	Sig (2 tailed)
Single Parent	162	55.69	11.63			
				-.758	278	.449
Intact	118	56.73	11.01			

Source: Field Survey (2018)

An independent samples *t*-test was conducted to compare the mean scores of academic performance of adolescent students from single parent families and those from intact families. There was no significant difference in the mean scores of the academic performance of respondents from single parent families (M=55.69, SD=11.63) and those from intact families (M=56.73, SD=11.01); *t* (278) =-.758, $p>0.05$. Therefore, the null hypothesis which states that there is no statistically significant difference in the mean scores of academic performance of

adolescent students from single parent families and those from intact families was not rejected. This implies that the academic performance of adolescent students from single parent and intact families do not differ significantly.

Research Hypothesis Two

H₀: There is no statistically significant difference in the mean scores of self-esteem of adolescent students from single parent families and those from intact families.

This hypothesis sought to test whether differences exist in the mean score of self-esteem of adolescent students from single families and those from intact families. The hypothesis was tested at an alpha level of 0.05. The independent samples *t*-test was used to test for the difference. This was deemed appropriate because family structure is measured on nominal scale whilst self-esteem was measured on interval scale. To know the level of adolescent students' self-esteem, adolescent students were asked to respond to ten (10) statements adopted from Rosenberg's self-esteem scale. Scoring was done by assigning strongly agree=4, agree=3, disagree =2 and strongly disagree =1. Items 2, 5, 6, 8 and 9 were scored in reverse. An item mean of 2.5 was calculated for each item and a midpoint of 25 was calculated for overall ten items. Scores below 25 imply low self-esteem whilst 25 and above indicate high self-esteem. The results are presented in Tables 8 and 9.

Table 8- *Test for homogeneity of variance*

	F	Sig.	t	df	Sig(2 tailed)
Equal variance assumed	.047	.828	-1.428	278	.154
Equal variance not assumed			-1.422	248.41	.156

Source: Field Survey (2018)

From Table 8, the significant value (sig) for Levene’s test is 0.828 which is greater than alpha value of 0.05. This implies that the assumption of homogeneity was not violated. Therefore equal variances assume values were used for the reporting.

Table 9- *Results of t-test comparing self-esteem of adolescent students from single parent families and those from intact families*

Family structure	N	Mean	SD	t	df	Sig (2 tailed)
Single Parent	162	26.49	5.99			
				-1.428	278	.154
Intact	118	27.99	6.15			

Source: Field Survey (2018)

From Table 9, the independent samples *t*-test analysis found a no significant difference, $t(278) = -1.428$, $p > 0.05$, in the mean scores of self-esteem of adolescent students from single parent families and those from intact families. Therefore, the null hypothesis which states that there is no statistically significant difference in the mean scores of self-esteem of adolescent students from single parent families and those from intact families was not rejected.

Research Hypothesis Three

H₀: There is no statistically significant difference in the mean scores of academic performance of males and females from single parent families.

This hypothesis sought to investigate the statistically significant difference in the means scores of academic performance of males and females from single parent families. The hypothesis was tested at an alpha level of 0.05. The independent samples *t*-test was used to test for the differences in the mean scores of these two independent groups because the independent variable (gender) is measured on nominal scale and the dependent variable (academic performance) is a continuous variable. The result is presented in Tables 10 and 11.

Table 10- *Test for homogeneity of variance*

	F	Sig.	t	df	Sig(2 tail)
Equal variances assumed	.039	.844	.307	160	.760
Equal variance not assumed			.307	159.65	.760

Source: Field Survey (2018)

From Table 10, the significant value (sig.) for Levene's test is 0.844 which is greater than the alpha value of 0.05. This implies that the assumption of homogeneity was not violated for these samples; therefore equal variances assume values will be used for reporting.

Table 11- *Results of t-test comparing academic performance of males and females from single parent families*

Gender	N	Mean	SD	t	df	Sig (2 tailed)
Males	83	55.96	11.68	.307	160	.760
Females	79	55.40	11.64			

Source: Field Survey (2018)

From Table 11, the independent samples *t*-test analysis found no significant difference, $t(160) = 0.307$, $p > 0.05$, in the mean scores of academic performance of males and females from single parent families. The null hypothesis was not rejected. This implies that the academic performance of males and females from single parent families were approximately not different.

Research Hypothesis Four

H_0 : There is no statistically significant difference in the mean scores of academic performance of males and females from intact families.

This hypothesis sought to investigate the statistically significant difference in the mean scores of academic performance of males and females from intact families. The hypothesis was tested at an alpha level of 0.05. The independent samples *t*-test was used to test for the differences in the means of these two independent groups because the independent variable (gender) is made up of two unrelated groups and the dependent variable (academic performance) was measured on an interval scale. The result is presented in Table 12.

Table 12- Results of *t*-test comparing academic performance of males and females from intact families

Gender	N	Mean	SD	t	df	Sig (2 tailed)
Males	64	56.78	11.19			
				.052	116	.959
Females	54	56.67	10.91			

Source: Field Survey (2018)

The detailed results from the independent samples *t*-test indicated that there is no significant difference $t(116)=0.052$, $p>0.05$, in the mean scores of academic performance of males and females from intact families. This implies that the academic performances of male and female adolescent students from intact families are approximately the same.

Research Hypothesis Five

H_0 : There is no statistically significant difference in the mean score of self-esteem of males and females from single parent families.

This hypothesis sought to investigate the statistically significant difference in the mean scores of self-esteem of males and females from single parent families. This hypothesis was tested at an alpha level of 0.05. The independent samples *t*-test was used to test for the differences in the means of these two groups because the independent variable (gender) had two categorical groups and the dependent variable (self-esteem) was measured on an interval scale. The result is presented in Tables 13 and 14.

Table 13- *Test for homogeneity of variance*

	F	Sig.	t	df	Sig(2 tail)
Equal variances assumed	1.531	.218	1.921	160	.056
Equal variance not assumed			1.914	154.009	.057

Source: Field Survey (2018)

From Table 13, the significant value (sig) for Levene’s test is 0.218 which is greater than the alpha value of 0.05. This implies that the assumption of homogeneity was not violated for these samples; hence equal variances assume values will be used for reporting.

Table 14- *Results of t-test comparing self-esteem of males and females from single parent families*

Gender	N	Mean	SD	t	df	Sig (2 tailed)
Males	83	27.82	5.49	1.921	160	.056
Females	79	26.03	6.38			

Source: Field Survey (2018)

The independent samples *t*-test analysis found no significant difference, $t(160) = 1.921$, $p > 0.05$, in the mean scores of self-esteem of males and females from single parent families. Hence the null hypothesis which states that there is no statistically significant difference in the mean scores of self-esteem of males and females from single parent families was not rejected. Further analysis from the mean scores have shown that males scored slightly higher ($M=27.82$, $SD=5.49$) than their female counterparts ($M=26.03$, $SD=6.38$) but such a difference is not significant.

Research Hypothesis Six

H₀: There is no statistically significant difference in the mean scores of self-esteem of males and females from intact families.

.This hypothesis sought to investigate the statistically significant difference in the mean scores of self-esteem of males and females from intact families. This hypothesis was tested at an alpha level of 0.05. The independent samples *t*-test was used to test for the differences in the means of these two independent groups because the independent variable (gender) had two categorical groups and the dependent variable (self-esteem) was measured on an interval scale. The result is presented in Tables 15 and 16.

Table 15- *Test for homogeneity of variance*

	F	Sig.	t	df	Sig(2 tail)
Equal variances assumed	1.416	.236	0.406	116	.686
Equal variance not assumed			0.400	105.45	.690

Source: Field Survey (2018)

From Table 15, the significant value (sig) for Levene’s test is 0.236 which is greater than alpha value of 0.05. This implies that the assumption of homogeneity was not violated. Therefore equal variances assume values were used for the reporting.

Table 16- Results of *t*-test comparing self-esteem of males and females from intact families

Gender	N	Mean	SD	t	df	Sig (2 tailed)
Males	64	28.20	5.74	.406	116	.686
Females	54	27.74	6.65			

Source: Field Survey (2018)

From Table 16, the independent samples *t*-test shows that there is no significant difference $t(116)=0.406$, $p>0.05$, in the mean scores of self-esteem of males and females from intact families. Consequently the null hypothesis was not rejected.

Research Hypothesis Seven

H_0 : There is no statistically significant difference in the mean scores of self-esteem of younger and older adolescent students.

This hypothesis sought to investigate the statistically significant difference in the mean scores of self-esteem of adolescent students between the age range of 12-14 (younger adolescent students) and 15-18 (older adolescent students). The hypothesis was tested at an alpha level of 0.05. The independent samples *t*-test was used to test for the difference. This was deemed appropriate because age was measured on nominal scale while self-esteem was measured on interval scale. The results are presented in Tables 17 and 18.

Table 17- *Test for homogeneity of variance*

	F	Sig.	t	df	Sig(2 tail)
Equal variance assumed	.438	.509	.025	278	.980
Equal variance not assumed			.025	256.445	.980

Source: Field Survey (2018)

From Table 17, the significant value (sig) for Levene’s test is 0.509 which is greater than alpha value of 0.05. This implies that the assumption of homogeneity was not violated. Therefore equal variances assume values were used for the reporting.

Table 18- *Results of t-test comparing self-esteem of younger and older adolescent students.*

Age range	N	Mean	SD	t	df	Sig (2 tailed)
12-14	116	27.40	5.87			
				.025	278	.980
15-18	164	27.38	6.23			

Source: Field Survey (2018)

From Table 18, the independent samples *t*-test analysis found a no significant difference, $t(278) = .025, p > 0.05$, in the mean scores of self-esteem of adolescent students between the age range of 12-14 and those between the age range of 15-18. Hence the null hypothesis which states that there is no statistically significant difference in the mean scores of self-esteem of younger and older adolescent students was not rejected.

Discussion of the results

Level of self-esteem of adolescents

The findings from the study revealed that adolescent students from single parent families have a high level of self-esteem. Both males and females from single parent families have a high self-esteem. A possible explanation to this finding is that there is a good relationship between children and parents in single parent families. Kinga, Kimani and Muriithi (2014) believe that children are the reflection of the lives of their parents. If parents have certain weaknesses, negative self-talk or maladaptive behaviours, the likelihood of their children developing such negative behaviours is high.

Another explanation to the high level of self-esteem of adolescent students from single families is that in our Ghanaian culture there is no stigma or shame attached to children from single parent families. Coleman (1996) said that if single parenting is the norm in a community, the stigma of being a member of it does not have the same impact on families who live in communities where single parenting is seen as abnormal. This finding is not consistent with the finding of Hetherington (2003) that children from divorced and remarried parents have high level of depression and low level of self-esteem as compared to children from non-divorced homes. Elfhag, Tynelius and Rasmussen (2010) also found out that children from single parent families had lower self-esteem compared to those raised by both parents. In the Ghanaian context, it could be possible that the role of the absent parent is being performed by other family members such as

grandparents, aunts and uncles. Hence, adolescent students from single parent families may not have low level of self-esteem.

The finding from the second research question revealed that adolescent students from intact families have a high level of self-esteem. This finding concords with the finding of Elfhag, Tynelius and Rasmussen (2010) and Hetherington (2003) that adolescents from intact families have high level of self-esteem. Hetherington explained this to be that adolescents in such families internalise the optimistic nature of their parents. In the Ghanaian context, adolescent students from intact families may have high level of self-esteem because their parents are likely to demonstrate the characteristics of high self-esteem in the home for their children to emulate.

Family structure and adolescents' academic performance

The findings from this present study indicated that there is no significant difference in the mean scores of academic performance of adolescent students from single parent families and those from intact families. This suggests that their academic performance level is similar. It is could be possible that teachers with similar qualifications and the same syllabus are teaching these students at the Junior High School level. It may also be possible that some extended family members are assisting these adolescents from single parent families both financially and emotionally.

This current study finding can be explained that adolescent students can be well monitored at home when either single or both of their parents are around. In this regard, their parents put in much effort in making sure that they learn hard. In

the case of adolescent students from intact families, it is important to state that even when one of their parents is not so concerned with their academic lives, the other parent would. At least one parent might be interested in making sure that the adolescents fulfill their academic duties. It is also likely that the adolescent students from single parent families have much attention from their single parents and even though most single parents solely carry the burden of taking care of their children, they are notwithstanding still able to take full control of the activities of their children. The finding is in line with the study of Oluwatosin (2011) which revealed that there is no correlation or relationship between the type of home of family in which a student comes from and his or her academic performance in the school. Also, his study revealed that children in single parent families were no less happy and comfortable than children from intact families and as a result their academic performance was no different.

This finding is again in agreement with a study conducted by Puruseh (2017) on the impact of family structure and study habits on academic performance of students of senior high schools in the Kassena-Nankana Municipality. The findings revealed that there was no significant difference in the academic performance of students from single parent families and those from intact families. This result suggests that adolescents' academic performance is not based on whether they are staying with a single parent or both parents but as long as there is a parent factor in their lives to monitor their academics, they are likely to have a high academic performance. Uwaifo (2012), concluded that the cultural practice in Africa, which allows support for widows, widowers and other

categories of single parents, helps to reduce the inconsiderable terms and the negative effects of single parenthood. It could also be that single parents are putting in additional efforts to absorb the role that the absent parents could have played in the lives of their adolescents.

The findings is in sharp contrast with the findings of Uwaifo (2012), that there is a significant difference in the academic performance of students from single parent homes and those from intact parent homes in Nigeria. The results also did not agree with that of Igbinosa (2014) that broken homes negatively affect the academic performance of adolescents as compared to intact homes. The differences in the two findings could lie in the instrument used to measure the academic performance of the respondents. Igbinosa used 20 multiple choice items in English language and Biology extracted from 2013 Unified examination conducted for all Senior High Schools in Nigeria but this current study used the end of term examination scores in English language, Integrated Science, Social Studies and Mathematics for Junior High Schools. The findings from this present study were again inconsistent with that of Amoakohene (2013) that there is a negative relationship between single parenting and academic performance of students. This could be explained to the fact that family resources (e.g., number of books in the home and financial resources) are more adequate in most intact families than in most single parent families. It could also be that the use of only two core subjects thus, English and Mathematics for Senior High School adolescents by Amoakohene and the use of the four core subject areas for Junior

High School adolescents by the researcher accounted for the disparity in the finding.

Again, this finding counteracts the statement of Weldegabreal (2014), that children from single mothers received little support in their educational engagement from their single mothers which had a negative effect on their performance in school. Also, the result of this research contradicts the findings of Ochonogor (2014) who revealed that there was a strong positive relationship between adolescents' educational performance and single parenthood. Moreover, Dowd (1997) reported in a study that the academic performance of adolescents from single parent families as compared to that of adolescents from intact families is often adversely affected because the stress of inadequate financial resources often has adverse effect on adolescents from single parent families and this is not in agreement with the finding of this current research. This finding does not support Onzima's (2011) assertion that, adolescents from single parent and step parent families have the tendency of not finishing-up their studies at the high school and college levels because they have less social supervision, less parental care and less monitoring of school work as compared to those from intact families.

The finding again disconfirms the findings of Nzewunwah (1995) that there is a significant difference between students from single-parent families and those from two-parent families in terms of academic performance. Nzewunwah offered an explanation that life in a single parent family can be traumatic and children brought up in such a family structure often suffer some emotional

problems such as lack of warmth, love and disciplinary problems, which may hinder their academic performance. On the other hand, children raised in a two-parent family structure are often stable emotionally and they suffer less emotional problems thereby making them less anxious in the pursuit of their academic work.

By implication, the findings support the idea that family structure does not necessarily affect the academic performance of adolescent students, as this study and previous studies show contradictory findings in response to the academic performance of adolescent students from single parent and intact families.

Family structure and adolescents' self-esteem

The finding from this study revealed that there is no significant difference in the mean scores of self-esteem of adolescent students from single parent families and those from intact families. This result from the study is consistent with that of Kinga et al (2014), who indicated that there was no statistically significant comparison in the level of self-esteem among students from single parent families and those from duo parent families. They went further to argue that the level of self-esteem of a student does not depend on the type of family structure or parenthood of family structure per se but on a complex interaction of other factors such as the type of relationship between parents and children, the school environment and teaching conditions among others.

According to Kinga et al (2014), self-esteem in children largely depends on the relationship between a child and his or her parent(s). In fact, children tend to have a high level of self-esteem when they have a good relationship with their single parent than when they have been brought up by two parents who are always

quarreling (Huger, 2012). In addition, inaccessible, rejecting or hostile parent(s) can be more damaging than an absent one (Hetherington, 2003). The study by McKay and Fanning (2000) and Canadian Mental Health Association (2011) shows that the level of self-esteem depends on several parental factors, not just whether the child grows in a single parent or duo parent family.

It could be that in the Ghanaian culture there is little or no stigmatization attached to growing up in single parent families so adolescents from single parent families do not suffer from the negative consequences of stigmatization. This analogy is complementing the assertion of Coleman as cited in Alami et al (2014) that the stigma of being a member of a father absent household can be destructive, but it depends on a child's development. Also, if a father's absence is a norm in the community, then the stigma does not have the same impact on families who have lived in communities where father absence is abnormal. Again, the result of this research is in agreement with the findings of Furstenberg et al (1987) which indicated that frequency of visitation and closeness of relationship to father showed no consistent influence on the available measures of child well-being such as the child's self-esteem. Santrock's (2006) asserted that adolescents should have a good and solid background or family environment which will help them to develop positive self-image, identity and self-esteem. This implies that, adolescents from either intact or single parent families need good environment in order to develop a high self-esteem.

However, the finding of this current study was not in agreement with Bachman et al (2011) who reported from a study conducted that, adolescents from

single parent families are somewhat worse off than adolescents who have lived in intact families. These adolescents have more negative self-concepts, low self-esteem and trouble getting along with their parents and peers. Again, the result of this research is in contrast with that of Asima et al (2015) whose study indicated that the level of self-esteem in adolescents from intact families was higher than that of those from single parent families in the city of Faisalabad-Pakistan. A possible explanation to these findings is that the culture of the people placed high value on intact families than single parent families.

Similarly, this finding did not echo the finding of the study conducted by Mabuza et al., (2014) which showed that single parent families as compared to intact families have negative effects on the self-esteem and psychosocial development of children and that, children from single parent families usually exhibit low self-esteem which affects them cognitively, socially and emotionally. Scott and Lilja (2010) have also reported in a study conducted that adolescents from single parent families usually develop low self-esteem as a result of the divorce of their parents unlike those from intact families and this is not in line with the finding of this research. The divorce of their parents was not a single cycled event but rather, it involved years of continued negotiation and restructuring of tasks, composition and boundaries of previously valued family celebrations, traditions and ceremonies.

Again, Atindanbila et al., (2012) asserted that the self-esteem of adolescents living with both parents was higher than those living with single parents. Using the same instrument (Rosenberg's Self-Esteem Scale), a

tentative explanation to this disparity may be due to differences in the educational level of the respondents. Atindanbila et al. used Senior Secondary School students as this study used Junior High School students.

Adolescents' gender and academic performance

The results from the independent samples *t*-test indicated that there is no significant difference in the mean scores of academic performance of males and females from single parent families. This suggests that adolescent students from single parent families irrespective of their gender have approximately the same academic performance. It could be that single parents inspire and support their children to achieve higher in academics in order to become great personalities in the future and to enable them support the family especially, with the absent of the other parent.

This finding is in agreement with Okoye (1982), when he postulated that sex differences may have little or no effect on academic performance; rather, eventual performance by learners is predicted more on personal effort than sex variable. This finding has debunked the notion that teachers mostly favour female students when it comes to academic excellence. Girls and boys have this notion because girls who raise their hands to respond to question in class often see themselves as getting called often by teachers than their male counterparts (The Metropolitan Life Survey of the American Teacher, as cited in Kumar & Lal, 2014). The finding of this current study that there is no significant difference in the academic performance of males and females from single parent families contradicts the findings of Farooq et al (2011) and Amadu and Moses (2013) that

females from single parent families performed academically better than males from the same type of family.

Again, the finding of this study contrasts that of Salami and Alawode (2000) who researched into the influence of gender on adolescent's academic performance and revealed that there is a significant difference between the academic performance of male and female adolescents from single parenting families with girls scoring higher than boys. The differences in the results can be ascribed to the fact that the two studies were conducted in different context. Whereas this study was conducted in Ghana, that of Salami and Alawode (2000) was conducted in Nigeria.

On the other hand, the hypothesis which tested for a statistically significant difference in the mean scores of academic performance of males and females from intact families revealed that no significant difference existed in the mean scores of academic performance in the two groups. Thus, the mean scores of academic performance of males from intact families as compared to their female counterparts was almost the same. The finding did not echo the findings of Amadu and Moses (2013) that female pupils from intact families had better academic performance than their male counterparts in Wa Municipality. It may be that males in the Wa Municipality mostly assisted their parents with farm work thereby absenting themselves from school which might contribute to their low academic performance compared to their female counterparts.

The finding contrasted the finding of Puruseh (2017) that female adolescents from intact homes have high academic performance than their male

counterparts. Female students perform better when they are staying with both parents as compared to when they are living with single-parents, and they achieve better academically than their male counterparts. A plausible explanation to Puruseh's finding is that female students can be well monitored when both parents are around. Most parents supervise the home work of their female adolescents more often than the males because females normally stay at home and cooperate with their parents unlike males who go roaming about outside the home. Females are normally seen as vulnerable and as such, are given much attention by parents, teachers and other stakeholders than males.

Adolescents' gender and self-esteem

This study revealed that there was no significant difference in the mean scores of self-esteem of males and females from single parent families. Although the mean score of males (27.82) was higher than the mean score of their female counterparts (26.03) that difference of 1.79 was not significant. A reason for this may be that males and females from single parent families respond to separation, death and divorce of their parents in a similar way and this accounted for no difference in their self-esteem. The finding of this study is consistent with the study conducted by Krider (2002) on the relationship of parental divorce during childhood and self-esteem of young adult offspring. It was realized after the study that there was no difference between the self-esteem of young adult males and their female counterparts. The result of this current research is also in line with that of Guthman and Robles-Pina (2002) which indicated that there was a slight difference in self-esteem scores in relation to gender. Females in intact and

divorced families scored slightly higher ($M = 75.69$, $SD = 11.40$) than males ($M = 74.87$, $SD = 7.52$). The t -test for independent samples [$t(64) = -0.34$, $p > .05$] indicated essentially no significant difference in gender when comparing the self-esteem scores of the respondents in intact families.

On the contrary, Mahmoudi (2011) and Asima et al (2015) reported that male students from single parent families were found to have higher levels of self-esteem as compared to their female counterparts. The differences in the context in which the two studies were carried out may account for the contradictory findings. Comparing the self-esteem of males and females from intact families depicted that no difference exist between these two groups and this is not in line with the findings of Atindanbila et al (2012) that male adolescent students from intact and single parent families had higher self-esteem than their female counterparts. It is possible from the study that males and females from intact families receive similar care, love and support from their parents and teachers and this reflected in their self-esteem levels.

Finding of this research is not in agreement with Bachman et al (2011) who reported from a study conducted that female adolescents from single parent families experienced more of parental love, care and support as compared to their male counterparts. The finding is again not in line with that of Mandara and Murray (2000) who found that African American adolescent boys with non-married parents are more at risk for developing low self-esteem compared with their female counterparts, whilst, African American adolescents boys from intact families generally had high self-esteem as compared to their female counterparts.

The study illustrated the apparently valuable role of the African American father in raising his children, particularly his boys.

Again, the result of this study is in contrast with that of Mandara and Murray (2000) which indicated that boys with married parents had higher self-esteem compared with boys with non-married parents, even when family income and family functioning were taken into consideration. Parental marital status had no effect on girls' self-esteem.

Adolescents' age and self-esteem

This current study's finding indicated that there was no significant difference in the mean scores of self-esteem of younger and older adolescent students. The finding is in agreement with the findings of Guthman and Robles-Pina (2002) that there was no difference in self-esteem scores in relation to the age of students. Also, the findings were consistent with that of Atindanbila et al (2012) that there was no relationship between age and self-esteem of adolescents from intact and single parent families. The result of this research was again in agreement with that of Furstenberg et al (1987) which revealed that there was no difference in self-esteem scores in relation to age. This implies that, there was no relationship between the age and self-esteem of children from intact and divorced families. A possible explanation could be that parents and significant others accord adolescent students with the needed respect no matter their age. Also, it is possible that they positively compliment these adolescents in such a way that has manifested in their self-esteem levels.

Summary

The study highlighted that there were high levels of self-esteem of adolescent students from single parent families and their counterparts from intact families. Findings from this present study indicated that there was no significant difference in the mean scores of academic performance of adolescent students from single parent families and those from intact families. The study revealed that there was no significant difference in the mean scores of self-esteem of adolescent students from single parent families and those from intact families.

Again, the results of the study indicated that there was no significant difference in the mean scores of academic performance of males and females from single parent families. Similarly, there was no significant difference in the mean scores of academic performance of males and females from intact families. Furthermore, the study brought to light that no significant difference was found in the mean scores of self-esteem of males and females from single parent families. And interestingly, no significant difference was found in the mean scores of self-esteem of males and females from intact families as well. Lastly, there was no significant difference in the mean scores of self-esteem of younger and older adolescent students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter comprises the summary, conclusions and recommendations of the study. Implications for counselling and suggestions for further research were also given in this chapter.

Overview of the Study

The study sought to investigate family structure, academic performance and self-esteem of adolescent students in Bekwai Municipality. The descriptive research design was used for the study. The stratified random sampling procedures were used to sample 280 adolescent students for the study. Rosenberg's (1965) Self-Esteem Scale was adopted to collect data on respondents' self-esteem and their end-of-term examination scores in the four core subject areas collected for two terms were used to measure their academic performance. The study was guided by two research questions and seven hypotheses.

Research question one

What is the level of self-esteem of adolescent students from single parent families?

Research question two

What is the level of self-esteem of adolescent students from intact families?

The following hypotheses were tested under this study;

1. There is no statistical significant difference in the mean scores of academic performance of adolescent students from single parent families and those from intact families.
2. There is no statistical significant difference in the mean scores of self-esteem of adolescent students from single parent families and those from intact families.
3. There is no statistical significant difference in the mean scores of academic performance of males and females from single parent families.
4. There is no statistical significant difference in the mean scores of academic performance of males and females from intact families.
5. There is no statistical significant difference in the mean scores of self-esteem of males and females from single parent families.
6. There is no statistical significant difference in the mean scores of self-esteem of males and females from intact families.
7. There is no statistical significant difference in the mean scores of self-esteem of younger and older adolescent students.

Summary of Findings

The study highlighted that there were high levels of self-esteem for adolescent students from single parent families and those from intact families. Findings from this present study indicated that no significant difference existed in the mean scores of academic performance of adolescent students from single parent families and those from intact families. Also, the study revealed that there

was no significant difference in the mean scores of self-esteem of adolescent students from single parent families and those from intact families.

Again, the results of the study indicated that no significant difference was found in the mean scores of academic performance of males and females from single parent families. Similarly, there was no significant difference in the mean scores of academic performance of males and females from intact families. Furthermore, the study brought to light that no significant difference existed in the mean scores of self-esteem of males and females from single parent families.

Also, there was no significant difference in the mean scores of self-esteem of males and females from intact families as well. Lastly, no significant difference was found in the mean scores of self-esteem of younger and older adolescent students.

Conclusions

From the findings of this study, it can be concluded that:

Firstly, adolescent students from single parent families have high level of self-esteem. Similarly, adolescent students from intact families have high level of self-esteem. Also, family structure is not a significant determinant of the academic performance of adolescent students. Again, family structure is not a significant determinant of adolescent students' perception of their self-esteem.

Furthermore, gender is not a significant determinant of the academic performance of adolescent students from single parent families. Similarly, gender is not a significant determinant of the academic performance of adolescent students from intact families. Likewise, gender is not a significant determinant of

the perceived self-esteem of adolescent students' from single parent families. Also, gender is not a significant determinant of the perceived self-esteem of adolescent students' from intact families. Lastly, age is not a significant determinant of adolescent students' perception of their self-esteem.

Recommendations

Based on the findings of this study, it is recommended that:

Firstly, since adolescent students from single parent families have high level of self-esteem, they should be helped by their teachers to maintain their high level of self-esteem without taking their type of family structure into consideration. Similarly, adolescent students from intact families have high level of self-esteem so they should be helped by their parents to maintain their high level of self-esteem without taking their type of family structure into consideration.

Also, family structure is not a significant determinant of the academic performance of adolescent students. With this, adolescent students should be helped by their teachers to achieve their academic goals without taking their type of family structure into consideration. Again, family structure is not a significant determinant of adolescent students' perception of their self-esteem so adolescent students' should be helped by their school counsellors to maintain their perception of their self-esteem without taking their type of family structure into consideration.

Furthermore, gender is not a significant determinant of the academic performance of adolescent students from single parent families so these

adolescents should be helped by the Ghana Education Service policy makers to achieve their academic goals without taking their gender into consideration. Similarly, gender is not a significant determinant of the academic performance of adolescent students from intact families so they should be helped by their school counsellors to achieve their academic goals without taking their gender into consideration. Likewise, gender is not a significant determinant of the perceived self-esteem of adolescent students from single parent families so these adolescents should be helped by their teachers to maintain their perception of their self-esteem without taking their gender into consideration.

Also, gender is not a significant determinant of the perceived self-esteem of adolescent students from intact families so these adolescents should be helped by their parents to maintain their perception of their self-esteem without taking their gender into consideration. Lastly, age is not a significant determinant of adolescent students' perception of their self-esteem so adolescent students should be helped by their school counsellors to maintain their perception of their self-esteem without taking their age into consideration.

Implications for Counselling

Based on the findings of this study, the following counselling implications are provided:

Firstly, adolescent students should be helped by their school counsellors to maintain their high level of self-esteem without taking their type of family structure into consideration. Secondly, adolescent students should be helped by

their school counsellors to achieve their academic goals without taking their type of family structure into consideration.

Thirdly, adolescent students should be helped by their school counsellors to achieve their academic goals without taking their gender into consideration. Also, adolescent students should be helped by their school counsellors to maintain their perception of their self-esteem without taking their age into consideration.

Lastly, exclusive attention to only self-esteem or academic performance may result in less desirable outcomes in either or both areas than when an approach which addresses self-esteem and academic issues is adopted. In this regard, school counsellors are encouraged to adapt strategies such as individual and group counselling, guidance seminars, talk shows etc. that will enhance the holistic development of adolescents in schools.

Suggestions for Further Research

Based on the delimited scope of this study, it is recommended that future researchers investigate the following areas:

Impact of family structure and study habits on academic performance among adolescents in Junior High Schools in Bekwai Municipality

Influence of parenting styles on the psychological well-being of adolescents in Bekwai Municipality

Impact of family structure and parenting styles on the self-esteem of adolescents in Bekwai Municipality.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR ADOLESCENT STUDENTS

This questionnaire has been designed to collate views on the perceived self-esteem of adolescent students from intact and single parent families. This is to enable the researcher come to a conclusion on family structure, academic performance and self-esteem of adolescent students in the Bekwai Municipality. Respondents are therefore encouraged to feel free and offer accurate responses to the questions. They are also assured of their anonymity and confidentiality. Thank you.

Please tick [✓] where appropriate.

SECTION A: DEMOGRAPHIC DATA

1. Age group: a) 12 – 14 [] b) 15 – 18 []
2. Gender: a) Male [] b) Female []
3. Family Structure: a) Single parent family [] b) Intact family []

SECTION B: SELF-ESTEEM

Below is a list of statements dealing with your general feelings about yourself.

Please indicate how strongly you agree or disagree to each statement.

SER. NO.	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	On the whole, I am satisfied with myself				
2.	At times I think I am no good at all				
3.	I feel that I have a number of good qualities				
4.	I am able to do things as well as most other people				
5.	I feel I do not have much to be proud of				
6.	I certainly feel useless at times				
7.	I feel that I'm a person of worth, at least on an equal plane with others				
8.	I wish I could have more respect for myself				
9.	All in all, I am inclined to feel that I am a failure				
10.	I take a positive attitude toward myself				

APPENDIX B

End of Term Exam Scores of Respondents (100%)

Distribution of male respondents from single parent families in Asanso

Kyekyerewere M/A JHS

RESPONDENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	20	25	55	35	40	55	60	25
2	50	36	42	56	34	27	33	28
3	30	44	60	53	48	63	50	54
4	43	57	35	48	50	32	44	45
5	67	70	58	78	59	69	65	56
6	23	47	54	33	25	51	34	56
7	35	45	64	46	63	54	36	42
8	42	55	67	64	57	48	54	42
9	49	56	63	71	60	42	35	57

Distribution of male respondents from intact families in Asanso Kyekyerewere

M/A JHS

RESPONDENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	60	54	71	69	57	63	75	61
2	42	50	54	34	40	26	46	51
3	52	24	47	53	62	49	30	22
4	67	77	80	71	65	74	84	59
5	72	65	59	68	52	66	54	75

*Distribution of female respondents from single parent families in Asanso
Kyekyerewere M/A JHS*

RESPON DENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	40	43	27	39	25	36	54	49
2	34	20	47	29	38	42	51	23
3	50	67	77	73	69	59	71	65
4	24	45	60	42	51	63	46	37
5	60	58	62	78	61	70	64	73
6	41	43	51	60	36	44	26	35
7	68	78	68	72	69	57	62	65

*Distribution of female respondents from intact families in Asanso Kyekyerewere
M/A JHS*

RESPON DENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	60	53	47	39	75	56	64	59
2	74	60	77	59	68	62	71	56
3	30	37	57	43	29	49	31	45
4	44	25	30	52	21	33	56	47
5	50	38	42	58	21	40	54	23
6	41	53	61	50	46	34	36	55

Distribution of male respondents from single parent families in Afransie M/A JHS

RESPON DENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	32	33	57	29	45	26	54	49
2	84	70	87	79	66	72	81	86

3	60	77	67	63	59	69	71	75
4	34	45	50	22	31	43	46	37
5	40	58	32	48	41	50	64	53

Distribution of male respondents from intact families in Afransie M/A JHS

RESPON DENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	50	43	67	69	45	66	54	49
2	54	50	57	69	78	52	71	76
3	24	47	35	53	69	59	51	65

Distribution of female respondents from single parent families in Afransie M/A JHS

RESPON DENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	43	54	45	54	32	56	37	53
2	32	60	47	39	58	62	21	45
3	41	57	31	42	47	29	41	25
4	79	69	78	65	67	76	82	88

Distribution of female respondents from intact families in Afransie M/A JHS

RESPON DENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	25	42	54	65	46	32	53	47
2	36	40	54	69	46	58	67	70
3	72	65	74	69	80	68	70	78
4	63	55	77	68	74	61	60	76

*Distribution of male respondents from single parent families in Boagyaa-Besease
Ang. JHS*

RESPON DENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	38	47	44	46	59	54	48	57
2	55	51	69	58	64	45	57	50
3	79	51	65	68	79	67	75	63
4	30	43	61	58	46	38	44	56
5	34	56	68	55	36	23	54	62

*Distribution of male respondents from intact families in Boagyaa-Besease Ang.
JHS*

RESPON DENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	89	77	84	66	79	84	78	77
2	65	61	59	88	74	65	57	60
3	47	51	45	62	34	42	25	33
4	31	38	51	51	49	53	64	56
5	54	65	58	62	49	33	54	42
6	25	33	24	47	38	44	48	37
7	67	51	71	49	56	60	55	68
8	32	42	54	72	45	41	36	53

*Distribution of female respondents from single parent families in Boagyaa-
Besease Ang. JHS*

RESPON DENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	24	41	56	59	48	50	61	67

2	20	21	23	29	35	31	42	50
3	58	39	48	52	69	46	59	45
4	34	53	65	56	37	60	68	59
5	27	31	49	46	41	43	48	57
6	40	33	46	51	50	46	52	37

Distribution of female respondents from intact families in Boagyaa-Besease Ang.

JHS

RESPONDENT'S CODE	TERM ONE					TERM TWO		
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	52	67	63	74	68	71	68	61
2	40	43	31	49	51	41	52	45
3	70	54	61	73	75	68	79	75
4	54	23	52	49	51	20	46	29

Distribution of male respondents from single parent families in Dotom M/A JHS

RESPONDENT'S CODE	TERM ONE					TERM TWO		
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	32	27	43	44	54	51	47	65
2	25	43	52	63	51	50	58	60
3	92	73	80	79	87	95	89	75

Distribution of male respondents from intact families in Dotom M/A JHS

RESPONDENT'S CODE	TERM ONE					TERM TWO		
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	74	69	86	77	78	75	80	72
2	50	49	52	61	48	52	62	67

3 33 39 37 46 48 43 46 34

Distribution of female respondents from single parent families in Dotom M/A JHS

RESPON DENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	42	58	55	62	49	68	70	57
2	33	43	64	59	68	47	52	69

Distribution of female respondents from intact families in Dotom M/A JHS

RESPON DENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	27	43	46	50	68	52	68	53
2	68	71	76	80	78	76	87	84

Distribution of male respondents from single parent families in Kensere M/A JHS

RESPON DENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	20	46	35	42	36	49	32	50
2	67	72	70	59	70	69	76	80
3	32	43	55	49	52	61	34	48
4	26	39	58	45	52	60	46	67
5	54	75	68	52	89	73	94	82
6	29	38	28	40	31	49	45	32
7	57	71	61	89	66	90	75	78
8	42	52	44	68	45	44	36	54
9	53	61	68	55	70	69	59	65
10	60	59	60	47	42	50	48	55
11	23	41	36	52	53	46	61	58

12 40 25 47 34 73 64 61 70

Distribution of male respondents from intact families in Kensere M/A JHS

RESPON DENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	49	37	44	56	49	54	68	57
2	63	62	59	68	70	75	67	63
3	46	53	56	63	56	62	75	74
4	45	28	57	51	59	33	54	56
5	62	55	52	64	59	63	58	53
6	50	33	54	47	68	46	58	67
7	67	41	61	49	55	60	53	78
8	62	32	57	72	65	42	56	66
9	45	41	57	62	70	59	68	73
10	49	52	47	51	58	65	68	80

*Distribution of female respondents from single parent families in Kensere M/A
JHS*

RESPON DENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	70	67	64	76	70	74	68	79
2	45	66	69	80	74	55	67	62
3	57	41	47	52	64	45	55	63
4	33	41	20	35	40	23	34	46
5	56	75	68	62	69	63	74	62
6	25	31	34	27	48	44	49	35
7	61	52	61	69	56	64	65	58
8	52	22	44	52	55	46	36	43
9	29	44	36	53	60	65	49	64

10 52 27 34 48 59 51 54 46

Distribution of female respondents from intact families in Kensere M/A JHS

RESPON DENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	80	67	56	72	69	74	74	67
2	61	41	57	58	64	45	52	50
3	47	41	55	62	54	52	65	73
4	33	28	41	31	45	53	34	46
5	64	55	78	72	69	63	84	75
6	65	53	34	41	38	54	46	37
7	57	55	61	84	76	60	75	86
8	36	22	34	62	65	45	46	53
9	48	56	63	45	67	71	69	52

*Distribution of male respondents from single parent families in Pepedan S.D.A
JHS*

RESPON DENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	60	62	59	62	59	64	79	77
2	58	51	52	48	68	59	62	55
3	49	52	45	52	65	64	75	78
4	48	29	31	41	65	43	54	49
5	27	46	53	46	57	60	59	66

Distribution of male respondents from intact families in Pepedan S.D.A JHS

RESPON DENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD

1	60	57	57	71	78	71	79	74
2	51	40	53	56	74	65	59	57
3	47	31	35	42	50	62	55	60
4	40	51	53	43	65	62	79	54

*Distribution of female respondents from single parent families in Pepedan S.D.A
JHS*

RESPON DENT'S CODE	TERM ONE					TERM TWO		
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	50	37	54	42	59	61	53	62
2	41	21	37	48	61	55	62	50
3	57	32	45	52	74	50	57	63
4	46	38	43	51	65	43	54	56
5	64	35	70	72	68	43	74	15
6	58	46	63	35	77	51	60	52

Distribution of female respondents from intact families in Pepedan S.D.A JHS

RESPON DENT'S CODE	TERM ONE					TERM TWO		
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	50	57	56	62	79	64	74	65
2	41	41	57	48	64	55	62	54
3	68	36	63	55	67	51	67	62

Distribution of male respondents from single parent families in Asanso M/A JHS

RESPON DENT'S CODE	TERM ONE					TERM TWO		
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	54	57	66	72	69	74	74	67

2	71	61	50	58	64	45	52	50
3	88	54	59	45	67	71	69	52
4	65	58	67	70	79	68	75	69
5	42	44	54	64	72	69	74	65
6	28	21	48	53	69	70	63	59
7	35	45	52	61	67	71	77	68
8	22	20	36	39	50	42	54	60

Distribution of male respondents from intact families in Asanso M/A JHS

RESPONDENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	33	43	46	61	55	74	89	77
2	41	26	39	58	63	65	52	68
3	34	35	52	65	69	58	65	59
4	70	76	75	80	73	78	85	90
5	57	51	68	75	70	69	80	75
6	40	47	52	59	80	79	73	65
7	38	41	31	39	69	67	52	45
8	29	38	26	45	57	52	50	56
9	50	40	36	41	56	59	46	53

Distribution of female respondents from single parent families in Asanso M/A JHS

RESPONDENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	68	61	66	72	89	64	79	87
2	51	31	37	48	69	65	56	60
3	38	26	51	45	57	41	69	62
4	61	52	48	56	69	59	76	78

5	59	53	49	43	52	58	69	60
6	86	67	82	79	90	79	87	84
7	53	48	52	49	50	54	61	58

Distribution of female respondents from intact families in Asanso M/A JHS

RESPONDENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	50	57	66	70	59	74	76	67
2	41	52	67	78	64	55	65	61
3	58	50	43	35	64	61	49	59
4	42	21	43	52	69	52	55	74
5	90	79	85	80	74	70	75	60

Distribution of male respondents from single parent families in Akyeremade M/A

JHS

RESPONDENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	79	57	56	79	89	84	90	87
2	60	31	57	50	54	47	62	40
3	54	66	73	59	72	81	86	83
4	67	64	58	69	70	76	68	75
5	31	43	46	57	60	64	56	66
6	69	54	64	62	79	75	72	73
7	60	57	45	65	78	70	69	71
8	34	25	42	51	64	52	49	55
9	49	46	48	52	69	65	63	59

Distribution of male respondents from intact families in Akyeremade M/A JHS

RESPONDENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	54	47	56	62	79	62	72	67
2	63	51	37	48	74	65	62	50
3	48	36	53	57	67	73	74	62
4	60	54	53	46	75	69	86	78
5	45	34	25	31	53	62	58	65
6	69	70	59	67	80	78	67	85

Distribution of female respondents from single parent families in Akyeremade M/A JHS

RESPONDENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	54	47	56	62	65	74	84	77
2	51	31	47	56	64	55	62	54
3	53	56	65	55	77	75	79	72
4	40	53	56	60	68	69	57	65
5	45	22	34	54	58	64	60	59

Distribution of female respondents from intact families in Akyeremade M/A JHS

RESPONDENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	34	27	46	42	59	64	54	67
2	44	50	64	40	57	61	59	52

Distribution of male respondents from single parent families in Senfi M/A JHS

RESPONDENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	43	57	66	52	59	64	54	57
2	51	34	47	38	63	64	57	46
3	58	46	33	45	75	73	79	72
4	54	52	47	51	50	47	32	45
5	58	63	59	70	72	69	71	75
6	79	81	80	78	82	78	91	80
7	64	58	61	53	70	68	59	67
8	76	75	70	69	79	85	89	87
9	20	24	26	31	45	41	37	38
10	37	30	25	34	47	51	53	45
11	43	54	58	62	78	74	79	77
12	31	36	42	35	29	39	47	50
13	32	43	46	64	58	51	55	50
14	48	54	58	56	60	69	73	76
15	54	48	60	58	69	75	73	68
16	57	60	58	64	70	85	79	70
17	24	45	36	42	50	53	61	56
18	38	36	41	46	56	53	47	50

Distribution of male respondents from intact families in Senfi M/A JHS

RESPONDENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	46	37	48	42	69	54	61	67
2	41	21	37	28	44	35	42	40
3	28	36	33	25	57	61	59	62
4	34	25	20	21	33	31	42	35

5	60	58	67	59	70	74	69	72
6	24	36	41	43	59	68	71	63
7	59	60	70	68	87	94	75	89
8	52	39	50	46	64	58	69	66
9	42	36	45	56	58	65	68	72
10	60	39	48	52	59	69	62	74

Distribution of female respondents from single parent families in Senfi M/A JHS

RESPONDENT'S CODE	TERM ONE					TERM TWO		
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	41	54	50	62	69	74	63	77
2	51	57	53	68	64	65	72	70
3	48	66	54	65	77	61	79	59
4	63	52	42	46	60	56	49	50
5	24	31	42	33	48	57	59	62
6	60	71	67	59	63	74	75	79
7	31	46	41	24	53	62	64	68
8	35	42	50	43	63	59	68	65
9	24	35	21	20	46	50	39	41
10	29	36	41	34	48	56	60	44
11	34	23	42	36	56	53	50	62
12	50	48	45	42	59	68	70	69
13	60	45	56	53	68	70	76	79
14	69	75	78	69	79	87	92	80
15	23	35	41	24	57	63	58	52
16	70	67	56	64	75	90	78	77
17	68	79	53	69	70	80	89	86
18	65	60	55	56	77	79	68	66
19	47	53	57	46	68	63	59	70
20	42	26	37	44	54	50	45	63

Distribution of female respondents from intact families in Senfi M/A JHS

RESPONDENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	45	37	46	62	69	64	69	67
2	31	29	47	50	64	55	62	60
3	78	66	63	65	86	78	89	72
4	54	62	57	59	75	69	73	77
5	68	59	63	60	79	80	75	65
6	23	46	44	58	56	60	59	62
7	69	70	75	73	90	87	75	88
8	23	45	21	36	48	50	61	49
9	49	24	41	30	63	59	52	60
10	52	40	29	38	61	53	49	52
11	55	52	58	47	79	69	74	70

Distribution of male respondents from single parent families in Ntinanko M/A

JHS

RESPONDENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	23	56	42	54	59	65	62	58
2	53	31	47	50	69	65	52	54
3	28	46	33	35	57	61	65	59
4	25	39	47	54	69	78	75	68
5	60	68	72	75	89	77	80	82
6	38	27	36	44	68	63	66	57
7	22	43	47	64	69	78	63	70
8	34	25	46	51	68	62	59	63
9	30	41	47	52	70	74	76	79
10	55	22	46	48	58	63	69	52

Distribution of male respondents from intact families in Ntinanko M/A JHS

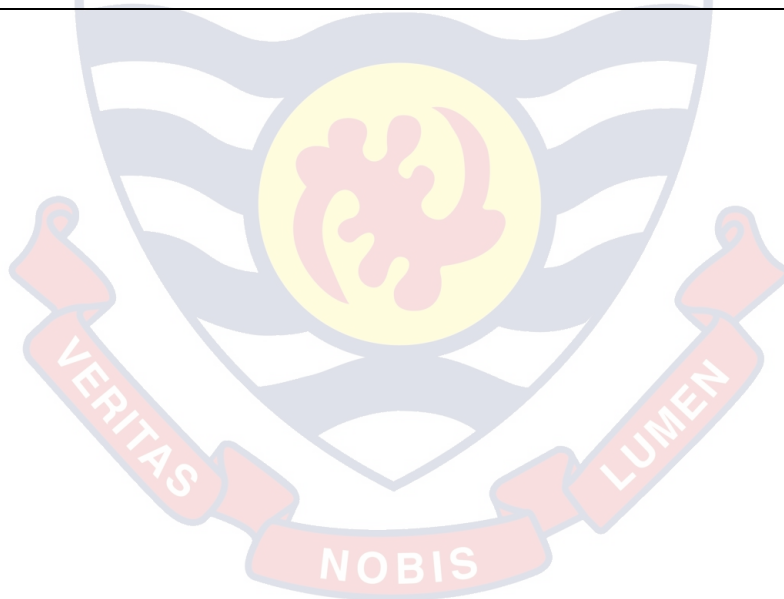
RESPONDENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	44	56	62	42	69	64	54	67
2	81	71	77	78	94	85	72	80
3	28	68	53	41	57	61	69	59
4	70	74	69	68	80	79	83	86
5	35	47	51	49	69	70	75	80
6	24	17	32	40	50	36	42	51

Distribution of female respondents from single parent families in Ntinanko M/A JHS

RESPONDENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	23	45	31	43	58	69	54	67
2	66	69	57	68	75	79	77	89
3	28	16	43	45	57	61	59	58
4	42	57	59	62	70	67	63	69
5	70	75	69	70	84	86	89	82
6	45	58	62	48	50	63	68	66
7	26	34	39	41	52	47	50	53
8	33	46	52	58	67	65	68	61
9	47	53	36	58	67	63	69	60
10	42	46	55	69	70	78	73	75
11	55	68	73	70	89	85	90	84

Distribution of female respondents from intact families in Ntinanko M/A JHS


RESPONDENT'S CODE	TERM ONE				TERM TWO			
	ENG. LANG	MATH	INT. SCI	SOC. STUD	ENG. LANG	MATH	INT. SCI	SOC. STUD
1	47	53	49	46	68	70	72	66
2	66	51	67	58	84	63	75	59
3	23	16	53	47	57	41	59	54
4	42	47	53	60	50	52	60	68
5	36	42	56	68	46	49	60	72
6	28	46	42	44	58	52	56	59
7	35	42	46	55	47	56	53	68
8	47	58	62	64	58	63	69	67
9	32	35	41	40	58	53	59	60



APPENDIX C

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES-ERB/ucc.edu/v2/18-22  Date: May 28, 2018
Your Ref:

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

Chairman, CES-ERB
Prof. J. A. Omotosho
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0243784739

Vice-Chairman, CES-ERB
Prof. K. Edjah
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Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0244786680


The bearer, Seboran Osei Tutu, Reg. No. ED/CCP/16/003 is an M.Phil. / ~~Ph.D.~~ student in the Department of Guidance and Counseling in the College of Education Studies, University of Cape Coast, Cape Coast, Ghana. He / She wishes to undertake a research study on the topic:

The impact of family structure on academic achievement and self-esteem of adolescents in the Bekwai Municipality.

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

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

Thank you.
Yours faithfully,



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

APPENDIX D

