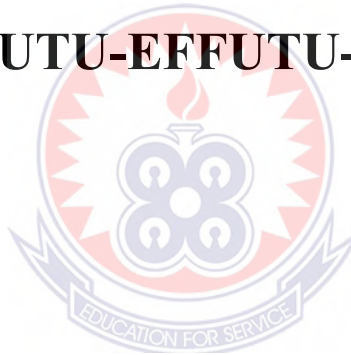


**UNIVERSITY OF EDUCATION
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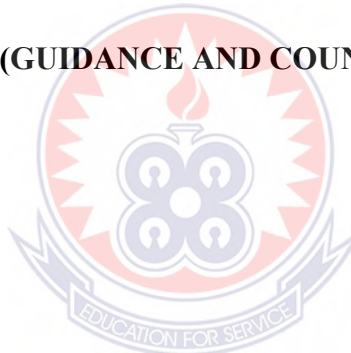
MACCARTHY-MENSAH, ISAAC

OCTOBER 2009

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**MASTER OF PHILOSOPHY
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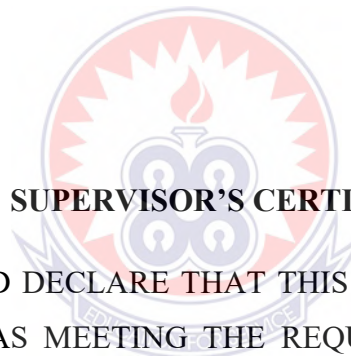
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TABLE OF CONTENTS

	PAGE
TITLE	ii
STUDENT’S DECLARATION.....	iii
SUPERVISOR’S DECLARATION.....	iii
ACKNOWLEDGEMENTS:	iv
DEDICATION:	v
TABLE OF CONTENT.....	vi
LIST OF TABLES:	xi
LIST OF FIGURES.....	xii
ABSTRACT:	xiii
CHAPTER ONE - INTRODUCTION.....	1
1.1 Background to the Study:	1
1.2 Statement of the Problem:	3
1.3 Purpose of the Problem:	4
1.4 Hypotheses.....	5
1.5 Significance of the Study:	5
1.6 Delimitation of the study:	6
1.7 Definition of Operational Terms:	6
1.8 Organisation of the Study.....	7



CHAPTER TWO - LITERATURE REVIEW	8
2.1 Introduction:	8
2.2. Theoretical perspectives of parenting	8
2. 2.1. The resource dilution hypothesis	9
2.2.2 The confluence model. Modelling:	10
2. 3 Empirical review:	10
2.3.1 Parenting.....	10
2.3.2 Parenting in a Historical and Traditional Context.....	10
2.3.3 Single Parenting.....	11
2.3.4 Causes of Single Parenting.....	12
2.4. Research Models Of Single Parenting.....	18
2.4.1 Family Deficit Model.....	19
2.4.2 Risk and Protective Factor Model.....	20
2.4.3 Custody of children.....	23
2.4.4 Mother-Only and Father-Only Families.....	25
2.5 The Effects Of Single Parenting.....	27
2.5.1 The Effects on Children.....	27
2.5.2 Teacher Support	28
2.5.3 Parental Support	29
2.5.4 Achievement ideology.....	32
2.5.5 Academic achievement.....	34
2.5.6 School behaviour.....	35
2.6 Theoretical Framework:	37
2.7 Summary.....	39

CHAPTER THREE - METHDOLOGY.....	40
3.1 Overview:	40
3.2 Research Design:	40
3.3 Justification for using Quantitative approach.....	41
3.4 Population:	41
3.5 Sample.....	41
3.6 Sampling Procedure:	42
3.7 Instrumentation:	44
3.8 Measures.....	45
3.9 Reliability and Validity of the Instrument:	46
3.10 Assessing the Construct validity of the Questionnaire.....	47
3.11 Checking for Normality of Distribution	48
3.12 Screening the data.....	48
3.13 Factor Analysis.....	50
3.13.1 Teacher support, Parental support and Achievement ideology...	50
3.13.2. School Behaviour (Schbeh)	55
3.13.3. Parental Monitoring (Parmon).....	57
3.13.4. Academic Self - Concept (Acadsc).....	59
3.14. Procedure for Data Collection:	60
3.15. Method of Data Analysis.....	61
3.16. Statistic Techniques.....	61
3.16.1 Logistics Regression Analysis.....	61

CHAPTER FOUR - RESULTS AND DISCUSSION	63
4.1 Introduction:	63
4.2 Biographical Data:	63
4.2.1 Age distribution.....	63
4.2.2 Sex distribution.....	64
4.2.3 Parental status.....	65
4.3. Main Analysis.....	65
4.3.1 Discussion	72
4.4.1 Teacher support as a predictor of parental status.....	72
4.4.2. Parental support as a predictor of parental status.....	73
4.4.3 Achievement ideology as a predictor of parental status.....	75
4.4.4. School behaviour as a predictor of parental status.....	77
4.4.5 Academic performance as a predictor of parental status.....	78
CHAPTER FIVE - SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	80
5.1 Introduction:	80
5.2. Summary of Study Findings.....	80
5.3 Implications for Guidance and Counselling.....	82
5.4 Recommendation:	83
5.5 Limitations.....	86
References:	88

APPENDICES.....	108
APPENDIX A.....	108
ORIGINAL QUESTIONNAIRE FOR STUDENTS.....	108
APPENDIX B.....	115
FINAL QUESTIONNAIRE FOR STUDENTS.....	115
APPENDIX C.....	120
INTRODUCTORY LETTER.....	120



LIST OF TABLES

Table	Page
3.1. Population sample.....	44
3.1. Total variance explained by teacher support, parental support and achievement Ideology	52
3.2. Rotated component matrix(a) for three of the factors.....	53
3.3. Factor loadings for Teacher support, Parental support and Achievement ideology.....	54
3.4. Total variance explained by school behaviour.....	56
3.5. Factor loadings on school behaviour.....	56
3.6. Total variance explained by parental monitoring.....	58
3.7. Factor loadings on parental monitoring.....	58
3.8. Reliability Statistics.....	60
3.9. Return rate of Questionnaire.....	61
4.1. Age distribution.....	64
4.2. Sex distribution.....	64
4.3. Parental status.....	65
4.4. Variable not in equation	66
4.5. Model Summary indicating the Negelkerke R-Square value.....	67
4.6. Logistic Regression Analysis of academic performance as a function of teacher support, parental support, achievement ideology, school behaviour and parental status.....	70
4.7. Hosmer and Lemeshow's goodness-of-fit test.....	70
4.8. Classification of students according to parental status.....	71
4.9. Cases for which the model predicted poorly for the parental status module.....	72

LIST OF FIGURES

	Page
Figures 2. 1 Research based model of predictors of parental status.....	39



ABSTRACT

The present study tested a model in which logistic regression analysis was used to distinguish students who come from single parent homes from those from both-parent homes based on the quality of teacher support and parental support, achievement ideology, academic performance and school behaviour. Data from random sample of 400 JHS students from the Awutu-Effutu-Senya district were analysed using logistic regression. The results revealed that teacher and parental support were very good predictors of parental status and those teachers discriminated against the students from single parent homes regarding the quality of support given to the students. Students' own achievement ideology was also found to distinguish single parent students from both-parent students and that students from both-parent homes had much more positive achievement ideology than their counterparts from single parent homes. Although the students' academic performance was also found to separate the two groups of students, this was very marginal and suggested that in fact, academic performance was not a very good predictor of parental status. Interestingly, the students' indiscipline behaviours did not separate the two groups of students, thus suggesting that students' from both-parent homes were just capable of exhibiting bad behaviours as their counterparts from single parent homes.

I therefore recommend that teachers should be made aware of such findings and should be encouraged to give every student equal time and attention regarding their academic endeavours.

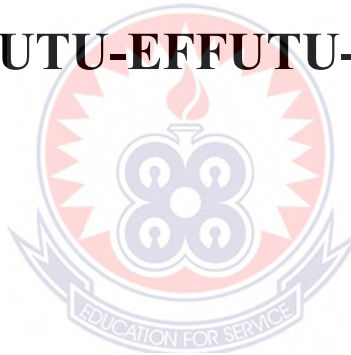
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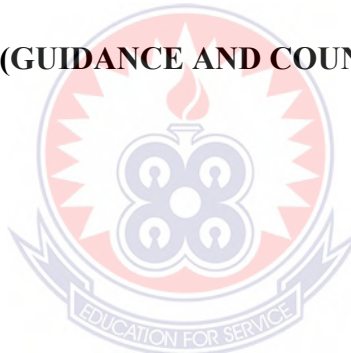
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TABLE OF CONTENTS

	PAGE
TITLE	ii
STUDENT’S DECLARATION.....	iii
SUPERVISOR’S DECLARATION.....	iii
ACKNOWLEDGEMENTS:	iv
DEDICATION:	v
TABLE OF CONTENT.....	vi
LIST OF TABLES:	xi
LIST OF FIGURES.....	xii
ABSTRACT:	xiii
CHAPTER ONE - INTRODUCTION.....	1
1.1 Background to the Study:	1
1.2 Statement of the Problem:	3
1.3 Purpose of the Problem:	4
1.4 Hypotheses.....	5
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1.8 Organisation of the Study.....	7



CHAPTER TWO - LITERATURE REVIEW	8
2.1 Introduction:	8
2.2. Theoretical perspectives of parenting	8
2. 2.1. The resource dilution hypothesis	9
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2.5.2 Teacher Support	28
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CHAPTER THREE - METHDOLOGY.....	40
3.1 Overview:	40
3.2 Research Design:	40
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3.8 Measures.....	45
3.9 Reliability and Validity of the Instrument:	46
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3.13 Factor Analysis.....	50
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4.1 Introduction:	63
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4.2.2 Sex distribution.....	64
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4.3. Main Analysis.....	65
4.3.1 Discussion	72
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5.5 Limitations.....	86
References:	88

APPENDICES.....	108
APPENDIX A.....	108
ORIGINAL QUESTIONNAIRE FOR STUDENTS.....	108
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