

**PARENTAL NEGLECT SELF-ESTEEM AND PSYCHOLOGICAL WELL-BEING OF ADOLESCENTS
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Abstract

The aim of the study is to determine the intensity of parental neglect on self-esteem and psychological well-being of adolescent girls in SHS in the GA Central Municipality. Descriptive survey design was the research design used. A sample size of 290 adolescent girls was involved in the study selected from two Senior High Schools in the Ga Central Municipality. Questionnaire was the instrument used. Findings revealed that motional neglect, supervisory neglect, education neglect, physical neglect, and medical neglects were found among the girls in the senior high schools. The results indicates that adolescent girls had high self-esteem, hence parental neglects have no significant effect on their self-esteem and psychological well-being in the school. It was therefore recommended that educators should have a stakeholder's engagement on consequences of the child neglects on the adolescence girls' development.

Keywords: Parental Neglect, Self-esteem, Psychological well-being.

INTRODUCTION

Child growth and development can be affected positively and negatively based on the child's up-bringing. It has been understood that if the physical and psychological development of children is to proceed effectively, then, there are certain basic needs that must be met. Therefore, failure to meet those basic needs is considered to be the essence of neglect. Neglect of children is a social issue that continues to be a growing concern for social service professionals. Even in global level it is reported that about 60% of children are neglected in different forms (Bubdy-Fazioli & Hamilton, 2013). Although, Ghana has ratified and enacted various legislations on children welfare, several children are affected with neglect. The current statistical reports from domestic Violence victim support Unit (DOVVSU) indicates' that child neglect is constantly increasing in the country (Gyaban-Mensah, 2015). This increase highlights the negative impact of neglect on the younger generation and the subsequent future generation of the country. With decreased attachments and attention resulting from neglect, some children are prone to various psychological health problems and poor quality of life which can affect their intellectual abilities to study. Related studies tend to reveal that children who are subjected to all forms of neglect have poorer developmental outcome as well as low academic achievement compared to children who are not neglected (Dale, 2017). Children who are neglected are prone to internal problems such as low self-esteem, depression, social withdrawal, apathy, passivity, as well as other related psychological problems. They also have difficulties with interpersonal relationship and lacks the ability to participate fully in societal activities. Literature indicates that child neglect affect children as they grow in different ways but mostly during the teen stage (Daniel, 2015). Child neglect that occurs at older age have been seen as having a negative impact on adolescent developmental trajectories. Adolescence is a challenging stage in life which dictates relational needs.

During that stage in life some children are denied of their basic needs and rights. In Ghana, it is reported that over 10,000 cases handled by Department of Social Welfare (DSW) are all related to child maintenance and care. The media have been frequently reported of child abandonment and neglect which subject children to all forms of maltreatments. The situation of child neglect is becoming worse especially among the adolescent girls in the senior high schools in Ghana. A recent report by the Senior Housemistress of a Senior High School during a PTA meeting revealed that children are mostly affected by all forms of neglects, especially the girls. The neglect comes in different forms such as, students report to school without money for petty expenses, no provisions, no soap, no uniforms, no church attire, no sandals for school, no menstrual pads and many more. Most parents do not even visit their children during visiting days of the boarders to find out if there is any help they could offer their wards or even show that sort of affection and care for them. Most of the students also lack learning materials such as maths sets, calculators, text books and other materials for their practical work. From the Senior Housemistress's reports, it appears that, about 30 % of the students in the school are suffering from one or more forms of neglect of which girls form the majority (Odorgonno Senior High School Senior House Mistresses Report (2020). Other students are also engaged in stealing because they lack the basic materials that support learning in school. A reported case to a counsellor was a girl died only two days after her WAESCE because her parents neglected her and this was only one of the numerous examples that can be cited. This girl's parents were invited several times to check up on the child in the hospital as the girl was writing her examination (WAESCE), but they never turned up. The girl went home and died in two days. (Odorgonno Senior High School, 2019). Most girls lack basic needs such as under wears, braziers, and pomades to use. Most of the girls become so ashamed when they are suspected and accused of theft and are then invited at the disciplinary committee for interrogations. These students mostly admit at the disciplinary committee that they stole the lost items (basic needs) because they found it so embarrassing when they had to go to school without these basic needs.

Investigations which were carried out after any theft occurs was proven that most of the thefts happen as a result of neglect. These girls later confirmed that they were in need of some items that their parents were unable or not ready to give them. They also told their counsellors that they needed some financial support of which their boyfriends had promised to offer hence they sometimes went out without permission. Data on student's neglect is limited with documentation. Adolescent issues could affect their development and identity. These concerns need to be addressed for adolescents to grow into responsible adults. It is appropriate to determine the influence of parental neglect on self-esteem and psychological well-being of the adolescent girl in SHS in the Ga Central Municipal in the Greater Accra Region of Ghana. The objectives were to identify the type of neglect that affect adolescent girls, to determine the influence of child neglect on the self-esteem of the adolescent girls, to examine the influence child neglect has on the psychological well-being of the adolescent girl in the Ga Central Municipal in the Greater Accra Region. The study would provide an insight into how child neglect occurs in the Ghanaian community and its impact on the adolescent girl. The findings would equip guidance and counselling workers to deal with child neglect issues in Ghana with the knowledge of the causes and its influence on the adolescent and the role parent in child upbringing. Child neglect is generally considered to be on the rise again as a result of challenging economic situation in Ghana. It would also contribute to the existing literature on the issues concerning child neglect. There are several factors that can affect self-esteem. In this case certain parental attitudes have been found to affect self-esteem (Akanksha & Chhabriya, 2013). Parental involvement is believed to influence higher the level of the child's positive self-esteem. Well-being is conceptualised in a variety of ways in different fields (McLellan, Galton, Steward & Page, 2012). Theoretically and empirically, there is a growing body of literature in the field of positive psychology regarding the nature and structure of well-being. Gough (2005) perceive wellbeing as living and faring well, flourishing, bound up with ideas about what constitutes human happiness and the sort of life which is good to lead. According to Shruti (2016) well-being demands harmony between mind and body. This implies that there should be a sense of balance and ease from the pressures in a person's life. It may be considered as how and why people experience their lives in a positive way, taking consideration of both cognitive judgement and affective reactions.

METHODS

The research Design was descriptive survey which falls under quantitative research design. The choice of the research design was considered appropriate because the descriptive survey design typically helped the researcher to ascertain a large number of respondents' perspective or experiences of the topic under study through structured questionnaire (Young, 2016). The target population of the study constitutes all the girls in the senior high schools in the Ga Central Municipality in the Greater Accra. In review of Asiamah, Mensah and Oteng-Abyie (2017) the smaller the size of the population, the easier to conduct the study, hence, if it is impossible to reach the entire persons in the target population, it is essential to narrow the population to accessible population so that the sample could be made. The schools were purposely selected because of the intensity of child neglect in the schools. The sample of this study was made up of 290 respondents. This consisted of

62.7% form one female students and 37.3% form two female students of Odorgonno Senior High School. The researcher used simple random technique with 'Yes' or 'No' to select the respondents. Therefore, approximately the sample sizes for this study will be 290 based on the population. Instrument: The questionnaire was purposely designed to seek information on the topic the questionnaire was made up of two parts; A and B. The section A focuses on respondents' personal data including sex, age, class, parent alive or death, whom the student is staying with and the home and region. The section B consisted of four (4) parts. The four parts contain items which covers the causes of child neglect among the adolescent girls in the Ga Central Municipal, the effect of child neglect on the self-esteem of the adolescent girl, the effect child neglect has on the psychological well-being of the adolescent and the extent to which child neglect affects the quality of life of the adolescent girl. A five Points-Likert scale such as Strongly Agree to strongly disagree was used to determine the causes of child neglect. 16 items that covers 7 constructs of the causes of child neglect were used to gather the data. The section B also focused on adolescent self-esteem constructs. On the whole 10 questions were selected to ascertain the adolescent self-esteem. A five Point=Likert scale such 1 –strongly Disagree to 5 – Strongly Agree were used to rate the items. The section C also contains 18 items used to determine adolescent psychological wellbeing. A five Points-Likert scale such as Strongly Agree to Strongly disagree was used. Validity in research refers to the degree of which an instrument measures what it is supposed to measure (Zohrabi, 2013). The pre-test instrument yielded reliability coefficient of 0.71 for the study. Data collection procedure: Self-introduction through the introductory letter was done to Headmaster of the school. This gave the researcher opportunity to explain the purpose of the study to the Headmaster. The researcher personally administered the questionnaire to make clarification to the respondents where necessary and also to enhance the high return rate of the questionnaire. The purpose of the study was then explained to the respondents before items was given to them. A Likert Scale with five options - Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D), Strongly Disagree (SD) was used to score frequency of items. The mean score ranged from 1 (Minimum) to 5 (Maximum) mean value below 2.5 indicates a respondent low of the variables, and mean value of 2.5 - 3.49 is considered to be a middle point (average mean score) while a mean score 3.50 -5.0 is considered to be high of a particular variable and for that matter the closest of the mean to 5.0 is therefore classified as high responses and strong, while a mean score closer to 0 was considered low or not strong enough. Data collected through the questionnaire was coded and analysed with the help of a computer software statistical package for social scientist (SPSS version 17). The data collected for the study was analysed using descriptive statistics such as means and standard deviation. The results were presented in table and graphs. Attention was given to all ethical issues. The researcher ensured that the respondents' confidentialities were observed. The background of the respondents for this study covers age, the educational level of the girls, the educational background of the parents, both mother and father, and other guardians' parental status.

RESULTS

A total of 290 respondents were involved in this study. Concerning the ages of the respondents, out of the total respondents of 290 students 72.1% (209) respondents were

between 10 years and 15 years, 24.1 % (70) respondents were between the age of 16 -20 years and 3.8 % ,(11) respondents were between the age of 21 and 25 years. As regard to the forms of the respondents, out of the total respondents of 290 students 35.9 % (104) respondents were in Form One (1), 41.0 % (119) respondents were in Form Two (2) and 23.1 % (67) respondents were in Form three (3) between the age of 21 and 25 years. The respondents' fathers' possess different kinds of educational background which ranges from no education to tertiary level. From figure 4, out of 290 respondents, 2.8 % (8) of the students' fathers had no formal educational background, 12.1 % (35) of the respondents noted that their fathers were having primary and junior high school certificates, 42.8% (134) respondents indicated that their fathers have attained senior high school certificate and 42.4% (123) respondents stated that their fathers have had tertiary education. Table 3 represent the respondents' father's educational background. The respondents' mothers' possessed different kinds of educational background which ranges from no formal education to tertiary level. From figure 3, out of 290 respondents, 11.7 % (34) of the students indicated that their mothers had no educational background, 21.4 % (62) respondents' mothers were primary and junior high school holders, 46.2% (134) respondents' mothers have attained senior high school certificates and 20.7% (60) respondents believed their mothers have had tertiary education. Out of the 290 respondents involved in this study, 25.5% (74) students indicated that their parents are separated, 13.4 % (39) students revealed their parents have divorced while 61.0 % (177) students indicated that their parents are staying together. From Table1, it was revealed that some of the students not staying with their parents. Out of the 290 students, 23.4% (68) stay with their mothers, 10.7% (31) stay with their fathers, 53.4% (155) of the students stay with both parents, 10.7% (31) stay with their parents' relatives while 1.7 (5) stay with parents' friends. The summary of the respondents' demographic characteristic of the respondents are presented in Table 1:

Table 1. Demographic characteristics of the Respondents

Demographic Variables	Frequency	Percentage (%)
Age		
10-15 years	209	72.1
16-20 years	70	24.1
21-25 years	11	3.8
Form		
Form 1	104	35.9
Form2	119	41.0
Form 3	67	23.1
Level of Education (Father)		
None	34	11.7
Primary	62	21.4
High school	134	46.2
Tertiary	60	20.7
Level of Education (Mother)		
None	8	2.8
Primary	35	12.1
High school	124	42.8
Tertiary	123	42.4
Parental status		
Separated	74	25.5
Devoice	39	13.4
Staying together	177	61.0
Whom the Respondents are staying with		
Mother	68	23.4
Father	31	10.7
Both parents	155	53.4
Parent relatives	31	10.7
Parents friend	5	1.7

Source: Field Study (2022), N = 290

Forms of parental neglect among the adolescent girls. Research question one states; what are the various forms of parental neglect among the adolescent girls in the Ga Central Municipal in the Greater Accra Region? Respondents were given several variables related to parental neglects to determine which of them affect them. With a scale of 1-5. The variables were grouped into the forms of parental neglect and their total average mean scores were determined to find out the leading forms of neglect that affect the adolescent girls. The result is presented in Table 2.

From Table 2, five different forms of parental neglects were identified. These includes: emotional neglect, supervisory neglect, medical neglect, educational neglect and physical neglect. Three items (7, 8 and 9) were the emotional neglect variables, item 7 (My parents/guardians do not show me love) had the high mean score of 1.78 and standard deviation of 1.35, followed by item 8 (My parents/guardians hardly interact with me) with a mean score of 1.71 and standard deviation of 0.99 with item 9 (My parents/guardians do not encourage me) also recording a mean score of 1.76 and standard deviation of 1.23. The three variables had a total average mean of 1.75 and standard deviation of 1.19. Regarding the supervisory neglect, four items were used with a total average mean score of 1.63 and standard deviation of 1.04. Item 14 (My parents/guardians do not care if I stay out of school without permission) had the highest mean score of 1.86 of all the supervisory neglects variables, followed by Item 3 (parents not caring about what children do outside the home) which had the mean score of 1.66, followed by item 4 (My parents/guardians do not correct me when I do something wrong) had the mean score of 1.63 while item 6 (My parents/guardians do not care if I get into trouble) had a mean score of 1.36 and the standard deviation of 0.84. Medical neglect was also identified among the adolescent girls in the schools. Three variables were used with a total average mean score of 2.11 and standard deviation of 1.24. for medical neglect, item 12 (My parents/guardians take time off to care for me when I am sick) had the highest mean record of 2.60 followed by item 11 (parents not taken them to hospital when they are sick) with a mean record of 2.13 while item 12 (My parents/guardians do not ensure I take my drugs when I am sick) also had a mean score of 2.13. Item 11 also recorded a mean score of 1.60 and standard deviation of 1.18. Physical neglect was also registered with four variables having a total average mean score of 1.56 and standard deviation of 1.19. Item 2 (My parents/guardians do not provide proper clothes for me to wear) had a mean score of 1.50 with item 19 having a mean score of 1.46 followed by item 15 with a mean score of 1.42. Educational neglect had a total average mean score of 2.08 and standard deviation of 1.28. For the five variables used item 18 (My parent or guardian always buy me menstrual items I needed in school as a girl) had a mean score of 3.12 and standard deviation of 1.47, item 13 (My parents/guardians usually want to know what went on in school each day) also had a mean record of 2.51, followed by item 10 (My parents/guardians do not praise me when I do well in school) with a mean record of 2.02 and standard deviation of 1.16. Item 5 also had a mean score of 1.86, item 17 also had a mean score of 1.60 while item 1 had a mean score of 1.39. From Table 2, medical neglect was seen to be a total average mean score of 2.11, which was followed by educational neglect with a total average mean score of 2.08. Emotional neglect recorded a total average mean score of 1.75 with supervisory neglect recording a total average mean score of 1.63 and physical neglect had the least total average mean score of 1.46.

Table 2. Forms of Parental neglect among the adolescent girls in schools

S/N	Item	M	SD
Emotional Neglect			
7	My parents/guardians do not show me love.	1.78	1.351
8	My parents/guardians hardly interact with me.	1.71	.991
9	My parents/guardians do not encourage me.	1.76	1.233
Total Average Mean score		1.75	1.19
Supervisory Neglect			
3	My parents/guardians do not care about what I do outside the home.	1.66	1.164
4	My parents/guardians do not correct me when I do something wrong.	1.63	1.008
6	My parents/guardians do not care if I get into trouble.	1.36	.835
14	My parents/guardians do not care if I stay out of school without permission.	1.86	1.16
Total Average Mean score		1.63	1.04
Medical Neglect			
11	My parents/guardians do not take me to the hospital when I am sick.	1.60	1.18
12	My parents/guardians take time off to care for me when I am sick	2.13	1.48
16	My parents/guardians do not ensure I take my drugs when I am sick	2.60	1.06
Total Average Mean score		2.11	1.24
Physical Neglect			
2	My parents/guardians do not provide proper clothes for me to wear.	1.50	1.05
15	I was abandoned by my parents or guardians when I was very little	1.42	1.49
19	My parents or guardians hardly gave me enough food to eat.	1.46	1.04
Total Average Mean score		1.46	1.19
Educational Neglect			
1	My parents/guardians do not care if I went to school or not.	1.39	1.054
5	My parents/guardians do not care if I stay out of school without permission.	1.86	1.158
10	My parents/guardians do not praise me when I do well in school.	2.02	1.487
13	My parents/guardians usually want to know what went on in school each day.	2.51	1.359
17	Not paying the child's school fees.	1.60	1.183
18	My parent or guardian do not always buy me menstrual items I need in the school as a girl.	3.12	1.456
Total Average Mean score		2.08	1.28

Field Study (2022) $N = 290$

Table 2 presents the various forms of parental neglects. Although, all the various forms of neglects, their total average mean score were below the average mean score of 3, but from the results, conclusion was made that different forms of parental neglects such as emotional, supervisory, education, physical, and medical neglects affect adolescent girls in the schools. Medical and educational forms of neglect were leading parental neglects with average mean score of 2.11 and 2.08 respectively.

Table 3. Forms of Parental neglects

S/N	Forms of Parental Neglect	Average mean score	Standard deviation
1.	Emotional neglect	1.75	1.19
2.	Supervisory Neglect	1.63	1.04
3.	Medical Neglect	2.11	1.24
4.	Physical Neglect	1.40	1.19
5.	Educational Neglect	2.08	1.28

The effect of Parental neglect on the self-esteem of the adolescent girl

Research question two: What are the effect of parental neglect on the self-esteem of the adolescent girl? This was one of the aims of the study. To determine the effect of Parental neglect on the adolescent girl's self-esteem, ten (10) Girls were to express their opinion on how those variables affect them with a likert scale of 1 – 5. Therefore, for the purpose of the analysis, an average score below 2.5 was considered as low self-esteem, an average mean score between 2.6 -3.4 was considered as average self-esteem while a mean range between 3.5 to 5 was considered as high self-esteem. The result is presented on Table 4.

Table 4 indicates 10 items that were used to determine the girls' self-esteem. The ten items had a mean range from 2.41 to 4.62, with item i(I take a positive attitude towards myself)

recorded the highest mean score of 4.62 and standard deviation of 1.46 it was followed by item ii (I feel that I have a number of good qualities) with a mean score of 4.12 and standard deviation of 1.30.

Table 4. Adolescent girls' self-esteem

S/N	Item	M	S.D
i.	I take a positive attitude toward myself	4.62	1.46
ii.	I feel that I have a number of good qualities	4.12	1.30
iii.	I wish I could have more respect for myself	4.11	1.54
iv.	I feel that I'm a person of worth, at least on a level equal with others	3.78	1.60
v.	I am able to do things as well as most other people	3.76	1.43
vi.	On the whole, I am satisfied with myself	3.58	1.68
vii.	At times I think I am no good at all	3.42	1.62
viii.	I feel I do not have much to be proud of	2.54	1.68
ix.	I certainly feel useless at times	2.48	1.60
x.	All in all, I am inclined to feel that I am a failure	2.41	1.37
xi.	Total Average Mean score	3.51	1.53

Field Study (2022) $N = 290$

Item iii (I wish I could have more respect for myself) with a mean score of 4.11, followed by item iv with a mean score of 3.78 and item v having a mean score of 3.76, while item vi having a mean score of 3.58. Item vii was the last variable having a mean score above the average mean score of 3. Three variables item viii, ix and x) had their mean score below the average mean score of 3. Item viii had a mean score of 2.54, followed by item ix with a mean score of 2.48, while item x having a mean score of 1.71. From Table 4, the total average mean score of the 11 variables was 3.30 and standard deviation of 1.53. From Table 4, it was revealed that the positive self-esteem variables (item i. to vi) were very high which had a mean range of 3.42 to 4.62. The negative self-esteem variables mean scores were below the average mean scores of 3.0 with a mean range of 2.41 to 2.54. This is an indication that the adolescent girls were having high self-esteem. Are the types of neglects having effect on the girls' self-esteem? Children who had neglected parents were also neglected by their own peers

because they find it difficult to approach others and engage them as friends which eventually make them very timid. One sample t-test was conducted to determine how the population mean is the same as the respondents mean.

Table 5. One Sample t-test of respondents' self-esteem

Mean (M)	Standard Deviation (SD)	(df)	(t) value	Sig. (2-tailed)	Decision on Hypothesis
3.48	.768	9	1.983	.079	rejected

When one sample t-test was conducted to determine whether there is difference between the results on the adolescent self-esteem and true population mean (3.0), the result indicated significant difference between the true mean (3.0) and the adolescent girls self-esteem test score ($M = 3.48$; $SD = 0.768$), [$t(7) = 1.983$, $p = .079$]. Therefore, the null hypothesis was rejected since there is different between the true mean and the adolescent girls' self-esteem mean score when the p value was above 0.05. Research question three: What are the effects of Parental neglect on the psychological well-being of the adolescent girl? The aim of this question was to find out whether Parental neglect has an impact on the adolescent girl's psychological well-being in the school. The girls were asked to express their opinions on 18 variables related to their psychological well-being to determine the state of their psychological well-being. A rating scale of 1-5 was used and the result is presented in Table 5.

Table 5 indicates 18 items that were used to determine the adolescent girls' psychological well-being. The 18 items recorded a mean range of 1.77 to 4.53 with a total average mean score of 3.44 and standard deviation of 1.50. From the result, 12 psychological variables had their mean above the population mean of 3.0, while 6 variables had their mean score below the average mean score. The highest psychological well-being variables for the adolescent is found in item 1 "I like most parts of my personality" with a mean score of 4.54 and standard deviation of 1.09, followed by item 2 (life being a continuous process of learning, changing and growth" with a mean score of 4.44.

Having confidence in their opinions (item 3) had a mean score of 4.32 with the ability to judge yourself (item 4) also had a mean score of 4.29. The next, item 5 (thinking about having a new experience ...) also had a mean score of 4.23 followed by item 6 (When I look at the story of my life, I am pleased with how things have turned out so far) with a mean score of 4.04. On the matter of sharing with others, item 7 had a mean score of 4.03 and 1.41 with item 8 having 3.95 mean score.

From Table 6 the least high mean score was item 12 (having in charge of situations) with a mean score of 3.07. Six psychological well-being variables mean scores were below the population mean of 3.0. Item 18 (I live life one day at a time and do not really think about the future) had the least mean score of 1.77, followed by "the demands of everyday life often get me down" with a mean score of 2.50. The next variable was "I sometimes feel as if I have done all there is to do in life" with a mean score of 2.68 while item 13 (I tend to be influenced by people with strong opinions.) having a mean score of 2.93 and standard deviation of 1.72.

With a total average mean score of 3.44 and standard deviation of 1.50 suggest that the adolescent girls were psychologically good. Every human being seeks to find happiness and have sound mind. The relevant of psychological well-being is very paramount for positive functioning of adolescents to fit into the society. The possible construct for psychological wellbeing are the autonomy, environmental mastery, personal growth, purpose in life, positive relations with others and self-acceptance. It is perceived that effective development of the five main construct depends on the functional family system. In Ghana weak family system will have negative influence on the child psychological well-being. It is therefore hypothesized that: Does the child neglects affect the girls psychological well-being? One sample t-test was conducted to determine whether the adolescent psychological well-being mean is different from the population mean of 3.0. The result is presented in Table 7

Table 6. Psychological Well-being of the Adolescent girls in school

S/N	Item	M	SD
1.	I like most parts of my personality	4.53	1.09
2.	For me, life has been a continuous process of learning, changing, and growth	4.44	1.14
3.	I have confidence in my own opinions, even if they are different from the way most other people think	4.32	1.26
4.	I judge myself by what I think is important, not by the values of what others think is important	4.29	1.36
5.	I think it is important to have new experiences that challenge how I think about myself and the world	4.23	1.29
6.	When I look at the story of my life, I am pleased with how things have turned out so far	4.04	1.44
7.	People would describe me as a person who gives, willing to share my time with others	4.03	1.41
8.	Some people wander aimlessly through life, but I am not one of them	3.95	1.68
9.	I am good at managing the responsibilities of daily life	3.83	1.48
10.	I have not experienced many warm and trusting relationships with others	3.13	1.63
11.	Maintaining close relationships has been difficult and frustrating.	3.08	1.72
12.	In general, I feel I am in charge of the situation in which I live	3.07	1.74
13.	I tend to be influenced by people with strong opinions	2.93	1.72
14.	I gave up trying to make big improvements or changes in my life long time ago	2.73	1.70
15.	I sometimes feel as if I have done all there is to do in life	2.68	1.67
16.	The demands of everyday life often get me down	2.50	1.59
17.	In many ways I feel disappointed about my achievements in life	2.40	1.64
18.	I live life one day at a time and do not really think about the future	1.77	1.40
19.	Total Average Mean score	3.44	1.50

Field Study (2022) $N = 290$

Table 7. One Sample t-test of respondents' Psychological Well-being

Mean (M)	Standard Deviation (SD)	(df)	(t) value	Sig. (2-tailed)	Decision on Hypothesis
3.45	.836	17	2.241	.039	Accepted

When one sample t-test was conducted to determine whether there is difference between the results on the adolescent psychological well-being and true population mean (3.0), the result indicated significant difference between the true mean (3.0) and the adolescent girls psychological well-being test score ($M = 3.44$; $SD = 0.836$), [$t(7) = 2.241$, $p = .039$]. Therefore, the null hypothesis was accepted since there is no difference between the true mean and the adolescent girls' psychological well-being mean score when the p value was below 0.05. Hence, conclusion was made that in this study parental neglect for these adolescent girls had no effect on their psychological well-being since the adolescent girls were with good psychological well-being.

DISCUSSION

Forms of Parental neglect among the adolescent girls: Children suffer from all kinds of neglects (Nyarko et al (2014) and Gyaban-Mensah, 2015) but there is a clear evidence from this study that child neglects occurs in degrees. For instance, in the study, medical neglect was observed to be the highest form of child neglect among the adolescent girls in the school. It was followed by educational neglects. Even though, McCoy and Keen (2014) attributed medical neglect to religious beliefs, unfortunately, this study's findings were not able to substantiate this early finding. Self-Esteem is a very important aspect in the upbringing of any child. It is that aspect of the individual that makes him or her positive or negative to the world (Hajarah, 2018). Earlier on it was revealed that self-esteem is influenced by many factors of which child neglect is among the principal agents in the house (Unkazach, 2017). This current finding, revealed the adolescent girls' self-esteem very high. Which suggest that the kind of neglect that the adolescent girls were facing in the schools could not have any effect on the girls' self-esteem. This finding could not confirm the earlier assertion of Hanson (2016) that child neglect has potential effect on adolescent depression, anxiety anti-social behaviour and low self-esteem. Gough (2005) revealed that, wellbeing as in living and faring well, flourishing ideas about what constitutes human happiness and the sort of life that is good to lead. Even, Ryan and Deci (2001) assert that, is a positive sign for individuals to reach their potentials. These findings reveals that the girls in the schools were having high psychological well-being which indicates that their average state of child neglect do not have any effect on their psychological well-being. This implies that there is harmony between their mind and their body which is a good indication for academic performance. From the review, many researchers were of the view that, child neglect result to psychological health problems and poor quality of life (Gyaban-Mensah, 2015; Dale, 2017; Daniel, 2015). The current findings show that adolescent girls lead life that are considered to be average quality of life. This finding confirmed by Esmina Avdibegovi & Maja Brki (2020) quality of life of the adolescent is influenced by many bio-psycho-social changes and several health-related risk behaviours. This study has also added more knowledge into the study of human psychology.

Conclusion

Findings revealed that the girls were experiencing some sort of child neglects, and they were also experiencing average quality of life. This is a clear indication that irrespective of the type of neglect the adolescent experiences, they were able to cope with school life. This study revealed that adolescent girls mostly

experience medical and educational neglects. The study revealed that in spite of medical and educational neglects, the adolescent girls in the school, still had high self-esteem and this is a very positive outcome for their studies. Psychological well-being determines how they do self-evaluation themselves and also, their ability to fulfil some aspirations in their lives with regard to work, relationship and support. Findings from this study have great personal meanings and contributions to the adolescent's positive growth and happiness. The findings have much implications for both school counselling in the educational settings especially for the educators in the senior high schools. The limitation is seen in the scope of the study which was limited to one municipality in Accra affecting generalizability.

Limitations

The study was limited to selected secondary schools in one Ga Central municipality in Ghana. The generalizability cannot be extended to the national level. In the study only questionnaire were used making data analysis quantitative. Further studies should focused in mixed method. Another limitation was that detailed and depth experiences of the relationship between parental neglect, self-esteem and psychological wellbeing would have be more captured using qualitative approach by probing further participant responses.

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Conflict of Interest

The study was the academic work of the researchers. There was no sponsorship or financial commitment from anywhere.

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