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Bartholomew Alubokin
College of Agriculture
Education, University of
Education, Winneba, Ghana.

Kwadwo Oteng Akyina
Lecturer, Department of
Interdisciplinary Studies,
College of Agriculture
Education, University of
Education, Winneba, Ghana.

Effects of divorce on the academic performance of some selected public senior high school students in the Bolgatanga municipality of Ghana

Bartholomew Alubokin, Kwadwo Oteng Akyina

Abstract

The study set off to find out the effect of divorce on academic performance of selected public Senior High School students in Bolgatanga municipality of Ghana. Descriptive survey design was adopted and a combination of simple random, purposive and convenience sampling techniques were used to select 100 students, 10 school counsellors and 10 parents for the study. Frequency analysis and t-test were used to answer the research questions and test the hypothesis respectively. It came out that students from divorced homes were high academic achievers but became low academic achievers after their families divorce. Divorce was therefore found to significantly limit students' academic performance. It was recommended that counsellors identify students from divorced homes and counsel them.

Keywords: effects, divorce, academic performance, public, senior high schools

1. Introduction

The issue of divorce is an increasing social problem that has become a topic for discussion in recent times. It is traumatic for those who experience it. Those affected may experience grief, embarrassment, resentment, disappointment, intense anger and divided loyalty. Amato and Keith (1991), after a systematic analysis of the effect of divorce on children, concluded that parental divorce is associated with negative outcome in academic achievement, conduct, psychological adjustment, self-esteem and social relations. Again, divorce leads to single parenting. Udansky and Wolf (2008) identified single parenting as a major problem on the rise. Single parenthood may arise when either the male or female decides to produce and rear a child or children outside wedlock (Ortese, 1998). Available statistics of divorce cases in Bolgatanga indicated that one thousand, five hundred and ninety-seven (1,597) registered marriages were dissolved by the registry during the period of five (5) years (Bolga High Court Marriage Registry, 2012). The statistics showed that one hundred and ninety-four (194) marriages were dissolved in the year 2007; two hundred and twenty-nine (229) marriages were dissolved in 2008 while two hundred and eighty-seven (287) marriages were dissolved in 2009. Further to that, three hundred and twenty-four (324) marriages were dissolved in 2010 and three hundred and thirty (330) marriages were dissolved in 2011, respectively. Between January and April of 2012, the Bolgatanga Municipal Assembly (BMA) also recorded a total of two thousand, nine hundred and seventeen (2,917) dissolved customary marriages which covered a period of six years. These alarming statistics underscore the seriousness of the problem of divorce no matter the factors that lead to it – adultery, incompatibility, poor communication, financial problem, abusive behaviour, lack of commitment to it, alcohol and drug abuse and mental illness.

2. Review of Literature

2.1 Divorce and Academic Achievement

Children who have experienced a divorce frequently have lower academic achievement than children from non-divorced families (Wolchick, 2002). In a review done on family and school factors related to adolescents' academic performance, it noted that it is two times more likely for a child from a divorced family to drop out of high school than a child from a non-divorced family. These children from divorced families may also be less likely to attend college, resulting in the discontinuation of their academic career (Rodgers & Rose, 2001). The school as a system is confronted with large numbers of families coping with transitions created by divorce (Lamden et al, 2002). A few studies in Europe have also found the more negative effects of divorce than the death of a parent, especially among single-mother families (Borgers, Dronkers & Van Praag, 1996; Bosman & Louwes, 1988). A study by Pong (1996), which is a rare study

Correspondence

Bartholomew Alubokin
College of Agriculture
Education, University of
Education, Winneba, Ghana.

conducted in non-Western context that made a distinction between divorced and widowed single mothers, also provides evidence of the relative advantages of children in Malasia living with a widowed mother over those living with a divorced mother. According to Stephens (1976) and Salami (1998), adolescents from broken homes are usually associated with antisocial behaviour and poor academic records. Empirical research confirmed that children of divorce are at an increased risk for the development of psychological, behavioural, social and academic problems (Amato, 2000; Amato, 2001; Amato & Keith, 1991; Emery, 1999; Hetherington, Bridges & Insabella, 1998; Kelly, 2000).

Yongm and Yuanzhang, (2008) made it clear that in some cases children who experience separation or divorce do not always perform well or achieve academically. According to Borgers et al. (1996), educational outcomes of children living with a divorced single mother were generally poorer than those of children living with two parents although fairly small in the magnitude. Amato and Keith (1991) and Amato (2001) found that, children of divorce with that of children of parents who were married to each other. According to Borgers, Dronkers and Van Praag (1996), educational outcomes of children living with a divorced single mother were generally poorer than those of children living with two parents although fairly small in the magnitude.

Children of divorce are at risk of lower academic performance than their peers from non-divorced families (Hetherington & Elmore, 2003; McLanahan, 1999; Mulholand, Watt, Philpott & Sarlin, 1994). The modest differences decrease but do not disappear when income and intellectual ability are controlled. Teachers rate children from divorced families higher on factors such as heightened anxiety surrounding academic failure, the inability to reflect, irrelevant talk, and inattention. Research Evidence-Based Counselling 7 indicated that children of divorce attend school less, watch more television, do less homework, and have less parental supervision of their schoolwork (McLanahn, 1999). Academic functioning declines less precipitously when fathers are involved in the child's education and schoolwork after the separation (Nord, Brimhall & West, 1977).

2.2 Academic Performance

Academic performance is 'what a student is capable of achieving when tested or examined on what he/she has been taught' (Otu-Danquah, 2002). Many empirical studies have been carried out to determine factors affecting students' academic performance. Emeke (1984) also pointed to a combination of personal and institutional factors which are capable of influencing students' academic performance. He explained that the personal factors related to the individual's intelligence, knowledge and ability while institutional factors include family or parental influences, societal influences and school related factors such as student-teacher rapport and teacher related factors like their accommodation and living conditions.

3. Statement of the Problem

Marriage contracts are on high increase as people who are of age are getting into it. Surprisingly, disintegration of marriages is also on the increase due to marital dissatisfaction. This situation is not different in Ghana. Daily and weekly newspapers always carry news publications and stories about difficulties in couples' marriages leading to divorce. The situation in Bolgatanga Municipality is not an exception. The alarming statistics of divorce cases from the Bolgatanga

Marriage Registry indicated above underscore the seriousness of the problem. With a number of children in divorced homes, how has been the impact of divorce on academic performance of students from divorced homes in the era of continuous lamentation of poor performance of students in national examinations? The researcher is, therefore, motivated to ask the question. How do social dynamics like divorce affect the academic performance of school children? It is against this backdrop that this research sought to determine the effects of divorce on the academic performance of Senior Secondary Schools (SHS) students.

4. Objectives of the Study

The study sought to:

- 1) Find out the level of academic performance of SHS students before and after their parents divorced.
- 2) Assess the effect of divorce on academic performance of students.

5. Research Questions

The following research questions were formulated to guide the study.

1. What is the level of academic performance of SHS students at Bolgatanga Municipal Assembly before and after their parents had a divorce?
2. To what extent does divorce affect the academic performance of the affected students?

6. Hypothesis

Students who stay with divorced parents do better academically than those who stay with non-divorced parents.

7. Significance of the Study

It is the view of the researchers, that the study would give possible suggestions that would help the government, and other educational stakeholders in resolving many family/marital problems in the following ways: It is the believe of the researchers that, if divorce is discouraged among Ghanaians through formulation of suitable marriage policies by Metropolitan, Municipal and District Assemblies (MMDAs), civil society, Non-Governmental Organisations (NGOs) and the various traditional authorities, it would help improve the academic performance of students.

Both Ghana Education Service (G.E.S.) and the various religious bodies could adopt the findings to promote effective guidance and counseling and marriage counseling services in their educational institutions and churches. The study would serve as a source of information for teachers, guidance and counseling coordinators, parents, social workers and non-governmental organizations.

8. Methodology

8.1 Research Design

This study adopted a descriptive survey design. Descriptive research involves collecting data in order to test hypothesis or answer research questions concerning the correct status of the subject of study (Gay, 1992). The descriptive survey is directed towards determining the nature of a situation, as it exists at the time of the study.

8.2 Population

The population for this study consisted of 300 SHS students with divorced parents in the five (5) SHSs in the Bolgatanga Municipality, 30 divorced fathers or mothers and 10 school counsellors within the Bolgatanga Municipality.

8.3 Sample Size and Sampling Techniques

A combination of simple random, convenience and purposive sampling methods was used in selecting a total sample size of 120 study participants. This consisted of 100 students from divorced parents, 10 divorced parents and 10 school counsellors. The students were given questionnaire while the parents and the school counsellors were interviewed. According to Gay and Diehl (1992), generally the number of respondents acceptable for a study depends upon the type of research involved that is, being carried out. They indicated that for a descriptive research, the sample size should be 10% of the population or 20% if the population is small. The choice of the 120 study participants was also based on Krejcie and Morgan's (1970) assertion that at least 10% of a study population gives a proportional representation.

The 10 school counsellors were purposively sampled for the study while the 10 divorced parents were conveniently sampled. Face to face interviews were held with the 10 divorced parents and the 10 school counsellors from the participating SHSs. The 100 SHS students were randomly selected via the use of table of random numbers.

8.4 Instruments for data collection

A structured questionnaire and semi-structured interview schedule were used to gather information from students, counsellors and parents. The student questionnaire was divided into sections 'A' and 'B'. Sections 'A' consisted of three (3) closed-ended items on the personal data of the students: gender, age range and level of education of divorced father/mother. Section 'B' consisted of eight (8) major items numbered 4-11 which were made up of eight (8) closed-ended items on students' opinions or experiences with regard to their current levels of academic performance and the effects of divorce on their academic performance. Items four (4) and (5) asked the students to indicate their academic performance prior to their parents' divorce and after the divorce. Items 6-11 were statements followed by a five point Likert Scale: *SA = Strongly Agree; A = Agree; D = Disagree, SD = Strongly Disagree and I = Indifferent*. Students were requested to respond to the statements by choosing the most appropriate response from the Likert Scale. A semi-structured interview schedule was also employed to gather qualitative data from counsellors and parents to verify students' responses. Specifically, the face-to-face interview was adopted.

8.5 Validity and Reliability of instruments

The test re- test method was used to determine the reliability of the questionnaire and the interview guide. The questionnaire was administered to some students from divorced homes in Bongo SHS. Similarly, the interview schedule was also administered to the school counsellor and a divorced parent in Bongo. After two weeks, the same set of questionnaire and interview schedule was administered to the same group of students, the school counsellor and the parent. This yielded similar responses. Again, the quantitative data from the piloted questionnaire were subjected to the Cronbach's Alpha reliability analysis to assess the reliability of the instrument. The reliability coefficient of .700 which was obtained was deemed relatively high. These indicated that the instruments were reliable and could be used for the study.

8.6 Data Collection Procedure

The questionnaires were personally distributed or administered to the students by the researchers. The return rate for the questionnaire was 100%. The interviews were

conducted in their respective homes and schools on scheduled date and time.

8.7 Data Presentation and Analysis

In this study, the researcher presented the background data of respondents using frequency and percentage in a table form. All the information from the questionnaire was entered into the Statistical Package for the Social Sciences (SPSS) Version 16.0. It was used to generate descriptive statistics. The interpretation of the descriptive statistics made it possible to make appropriate inferences in terms of their effects on students' academic performance. The researchers also used the SPSS to run t-test to analyze the effects of the independent variable (divorce) on the dependent variable (students' academic performance). This was done at a significance level of $p < .05$. The following were the response codes for the dependent and independent variables used in the analysis: '*Strongly Agree = 4; Agree = 3; Disagree = 2; = Strongly Disagree = 1; Indifferent = 0.*' Similarly, the response codes for the dependent variable were: '*Very Low/Poor = 1; Average = 2; High = 3; Very High/Excellent = 4.*'

With regard to the analysis of the semi-structured interview data, the qualitative data was used to clarify the quantitative responses. Specifically, direct quotations were used to support or clarify the quantitative data when necessary. Serial numbers were assigned to the interview transcripts so as to attribute statements to the parents and the school counsellors. The interview transcripts for the parents were assigned numbers *Parent 1-10* while those of the school counsellors were assigned *School Counsellor 1-10*.

9. Results

9.1 Answers to Research Questions

Research Question 1: What is the level of academic performance of SHS students before and after their parents had divorced?

To find answer to this research question, responses to items 2 and 3 in the questionnaire and question 1 in the interview schedule were analyzed.

Table 1 shows the level of academic performance of students before their parents had divorced.

Table 1: Academic Performance of SHS Students before Parents had Divorced

Academic Performance of Students Before Divorce	Frequency	Percent (%)	Rank
Very Low/Poor	8	8.0	4 th
Average	19	19.0	2 nd
High	57	57.0	1 st
Very High	16	16.0	3 rd
Total	100	100.0	

Source: Field Survey, 2015.

Eight (8.0%) of the student respondents pointed out that their level of academic performance was very low or poor before the parents had divorced. Also, 19 (19.0%) of them indicated that their level of academic performance was average prior to divorce. The data further shows that 57 (57.0%) of the students rated their level of academic performance as high before the parents had divorced. Similarly, 16 (16.0%) students rated their level of academic performance as very high before the parents had divorced. From the data, majority (73) representing 73.0% of wards of divorced parents were either high or very high-achievers before their parents had divorced.

Table 2: Academic Performance of SHS Students after Parents had Divorced

(N= 100)

Current Level of Academic Performance of ward (s) of Divorced Parents	Frequency	Percent (%)	Rank
Very Low/Poor	10	10.0	4 th
Average	60	60.0	1 st
High	14	14.0	3 rd
Very High	16	16.0	2 nd
Total	100	100.0	

Source: Field Survey, 2015.

Table 2 indicates the current level of academic performance of wards of divorced parents. In rank order, the levels of academic performance of wards of divorced parents were: Average (60.0 % - 1st), Very High (16.0% - 2nd), High (14.0% - 3rd) and Very Low/Poor (10.0% - 4th). This result implies that divorce could significantly affect the academic performance of children from divorced families. It seemed to suggest that, divorce is stressful to children and could affect their performance at task. Virtually, children who come from divorced families would not be able to concentrate in class because divorce affects the psyche, emotion and behaviour of children. This could eventually lead to disinterest in school and poor academic performance. Clearly, the level of academic performance of students regressed after their parents had divorced. This implies that, divorce negatively affected the students.

In response to the question, "How would you rate the academic performance of children from divorced families in

the school or how would you rate the academic performance of your child since you became a divorced parent? " Some of the school counsellors and the parents gave several opinions: A school counsellor commented that, "Most children from divorced families are relatively not "good academically. The academic performance of these children is not very encouraging. I mean their academic performance is low." (School counsellor 1)

One of the school counsellors also said, "Some of my students who come from divorced families are either average achievers or they are academically below average. Other students from these unfortunate homes are either fairly good academically or perform below average." (School Counsellor 5)

A parent said, "The academic performance of my ward is going down since the divorce. In fact, he is absent minded both at home and in school. He is academically weak." (Parent 3)

Another parent remarked, "It has gone low. She has been repeated twice due to the change in family structure or pattern and movement after the divorce. The level of her academic performance is average after the family disintegrated." (Parent 5)

Research Question 2: To what extent does divorce affect the intellectual or educational development (academic performance) of the affected students?

To find answers to this research question, responses to item (question) 6-11 in the questionnaire as well as questions 2, 3a & 3b in the interview schedule were analyzed.

Table 3: The Effects of Divorce on the Intellectual (Academic Performance) of Affected Students in the Bolgatanga Municipality

(N = 100)

Statement		SA	A	Response		I	Total
				D	SD		
I believe the divorce of my parents affects my academic performance.	Freq	53	28	11	6	2	100
	%	53.0	28.0	11.0	6.0	2.0	100
Divorced father/mother adequately provides facilities for my studies at home.	Freq	8	21	35	29	7	100
	%	8.0	21.0	35.0	29.0	7.0	100
Divorced father/mother provides me with opportunity for extra tuition at home/school.	Freq	6	32	29	28	5	100
	%	6.0	32.0	29.0	28.0	5.0	100
Divorced father/mother helps me with and/or supervises homework.	Freq	5	32	35	22	6	100
	%	5.0	32.0	35.0	22.0	6.0	100
Poor relationship with divorced father/mother affects my academic performance.	Freq	22	30	26	19	3	100
	%	22.0	30.0	26.0	19.0	3.0	100
No freedom at home affects my academic performance.	Freq	18	35	26	16	5	100
	%	18.0	35.0	26.0	16.0	5.0	100

Source: Field Survey, 2015.

SA - Strongly Agree; A - Agree; D - Disagree; SD - Strongly Disagree; I - Indifferent

Fifty-three (53.0%) school children from divorced families strongly believed while 28 (36.0%) of them agreed to the statement that, divorce of their parents affected their academic performance. In contrast, 11 (1.0%) students disagreed, 6 (6.0%) of them strongly disagreed to this statement while 2 (2.0%) of them were indifferent.

The data in table 3 shows that 8 (8.0%) students strongly agreed while 21 (21.0%) of them consented to the statement that, divorced father or mother adequately provided facilities for their studies at home. However, 35 (35.0%) students denied, 29 (29.0%) of them strongly disagreed to the statement and 7 (7.0%) of them were indecisive. Six (6.0%) students strongly affirmed while 32 (30.0%) of them concurred that, their divorced parents provided them with

opportunity for extra tuition at home/school. Conversely, 29 (29.0%) of the students disagreed, and 28 (28.0%) of them strongly disagreed to the statement while 5 (5.0%) of them were uncertain. Again, 5 (5.0%) students strongly confirmed while 32 (32.0%) of them agreed that, divorced fathers/mothers helped them with and/or supervised their homework. Thirty-five (35.0%) students disclaimed, 22 (22.0%) of them strongly disagreed to the statement while 6 (6.0%) of them were irresolute. Also, 22 (22.0%) students strongly agreed and 30 (30.0%) of them agreed that, poor relationship with their divorced fathers/mothers affected their academic performance. However, 26 (26.0%) students disagreed, 19 (19.0%) of them strongly disagreed to this claim and 3 (3.0%) of them were undecided. Eighteen (18.0%)

students strongly agreed while 35 (35.0%) of them admitted that, no or lack of freedom at home affected their academic performance. Twenty-six (26.0%) students disagreed, 16 (16.0%) of them strongly opposed this assertion while 5 (5.0%) of them were indifferent.

The interview data also pointed out that divorce affect the academic performance of the students. Some of the interviewees made the following comments:

"They are usually absent minded in class. They give excuses as to why they cannot perform well academically." (School Counsellor 6)

Their divorced parents and other guardians including stepmothers don't supervise by their children's learning or studies at home. (School Counsellor 10)

"They feel absent minded and they cannot concentrate when sitting behind their books. Their confidence level is low. So, they want to learn hard to help change the situation." (Parent 2)

"My children seriously learn when we were together. Now, they don't learn because they know that I'm alone." (Parent 7)

The results of this study indicate that, divorce affected the academic performance of majority (81 or 81.0%) of the children. As many as 71 (71.0%) of them were not provided with adequate facilities for studies at home. Again, 62 (62.0%) of them were not provided with opportunities for extra tuition at home or school. Sixty-three (63.0%) of the children admitted that their divorced parents did not help them and/or supervised their homework. It was also found that poor divorced parent-child relationship affected the academic

performance of 52 (52.0%) of the children. Similarly, lack of or absence of freedom at home negatively influenced the academic performance of 53 (53.0%) of the children. The school counsellors and the parents held same views.

Table 4. Overall Assessment of the Influence of Divorce on the Academic Performance of Students

(N = 100)

Degree of Effect or Influence of Divorce on Academic Performance	Frequency	Percent (%)	Rank
Very Affected	53	53.0	1 st
Affected	28	28.0	2 nd
Not Affected	11	11.0	3 rd
Not Very Affected	8	8.0	4 th
Total	100	100	

Source: Field Survey, 2015.

Table 4 shows the magnitude of the effect or influence of divorce on the academic performance of affected school children in the Bolgatanga Municipality. These were ranked according to the degree of effect. "Very Affected" (53 or 53.0%, 1st), "Affected" (28 or 28.0%, 2nd), "Not Affected" (11 or 11.0%, 3rd) and "Not Very Affected" (8 or 8.0%, 4th). Overall, divorce affected the academic performance of a considerable number of (81 or 81.0%) of the affected school children.

9.2 Test of Hypothesis

Independent samples test (t-test) was used to analyze the influence or effect of divorce on the academic performance of SHS students. The hypothesis is tested at a significance level of $p < .05$. The t-test result is presented in table 5 below:

Ho: Students who stay with divorced parents do better academically than those who stay with non-divorced parents.

Table 5: Independent Samples Test (t-test) Results

*Test Variables	Academic Performance Level after Divorce	N	Mean	Std. Deviation	Std. Error t Mean	**df ***Sig. (2-tailed)
Influence of Divorce	>=4	16	2.19	1.276	.319 2.459	98 .016
	<4	84	1.55	.877	.097	

*Test variables - Dependent Variable (.Academic Performance) & Independent Variable (Divorce).

** df (98) - degrees of freedom

*** T-test is significant at the .05 level (2-tailed).

Table 5 shows the t-test result of the hypothesis. The output in table 5 indicates that the observed difference in the means is significant $t(98) = 2.459, p = .016$, at a Confidence Interval (C.I) of 95%. The t-test resulted in test statistics (t) of 2.459, with degrees of freedom (df) of 98. Hence, the null hypothesis (Ho) is rejected.

It becomes clear that independently of socio-economic status and other predictor variables including endogenous variables (covariates), the academic performance of the affected students was largely dependent on divorce. The variability in the academic performance of the affected students was largely explained by the influence of divorce. Thus, divorce is highly predictive of poor academic performance of the affected children.

10. Discussions

The data in table 1 established that majority (70 or 70.0%) of wards of divorced parents were either average or very low-achievers. The school counsellors and the parents also held same view. Comparatively, 30 (30.0%) of the students from divorced parents were either high- achievers or very high-

performing students. Reasonably, children of divorced parent families are at a greater risk of not reaching their full academic potentials since they encounter many challenges in their family lives which they bring with them into the classroom. Relatively, other psychosocial factors were predictive of the academic achievement of the wards of divorced parents. The result confirms what Salami (1998) found that adolescents from-broken homes are usually associated with anti-social behaviour and poor academic records. Other studies by Biblarz and Gottainer (2000); Amato and Keith (1991) demonstrated that children from single-mother or single-father families show similar levels of educational and occupational attainment compared to those from two-parent families.

The findings of this study is relatively consistent with Borgers et al. (1996) assertion that educational outcomes of children living with a divorced single mother were generally poorer than those children living with two parents. Stephens (1976) and Salami (1998) further postulated that adolescents from broken homes are usually associated with anti-social behaviour and poor academic records. The conjecture is that

when parents separate or divorce, children often lose both the financial and emotional support of their fathers, which can have a negative impact on academic performance. The evidence is that divorced parents tend to have lower level of involvement in children's education - supervision and monitoring of the child's school work is less (Astone & McLanahan, 1991), hence lower level of parental involvement among single-parent families is considered to be another major reason for poorer educational outcomes of children with a single parent (McLanahan & Sandefur, 1994). Other studies by Biblarz and Gottainer (2000); Amato and Keith (1991) demonstrated that children from divorced families show similar levels of educational and occupational attainment compared to those from two-parent families. Reasonably, children of divorced families are at a greater risk of not reaching their full academic potentials since they encounter many challenges in their family lives which they bring with them into the classroom.

The exposure in table 5 is consistent with Hetherington & Elmore's (2003) observation that, children of divorced family are at risk of lower academic performance than their peers from non-divorced families. Potter (2012) also observed that, the scores for children from divorced and step-parent families were approximately 3 points lower and children in single-parent and cohabiting-parent families were nearly 5 points lower than children in married, two-biological parent households. Wolchick (2002) also postulated that, children who have experienced a divorce frequently have lower academic achievement than children from non-divorced families' Empirical research also confirmed that children of divorce are at an increased risk for the development of psychological, behavioural, social and academic problems (Amato, 2000; Amato, 2001 & Kelly, 2000). Yongm and Yuanzhang (2008) made it clear that, in some cases, children who experience separation or divorce do not always perform well or achieve academically.

11. Conclusions

The following conclusions were drawn from this study:

- a) Academic performance of students from divorced families was high prior to the divorce.
- b) Academic performance of students from divorced families dropped after the divorce.
- c) Divorce is a risk factor which exposes the affected students to low educational aspirations, which eventually negatively influences their academic performance.
- d) Children of divorced families are at a greater risk of not reaching their full academic potentials since they encounter many challenges in their family lives that they bring them into the classroom. However, divorce is not the sole predictor of academic failure for children.
- e) Divorce is highly predictive of poor academic performance of the affected children.

12. Recommendations

In the light of the findings of this study, the following recommendations are put forward:

- a) The Bolgatanga Municipal Assembly and the traditional council should promulgate or make bye-laws to regulate marital separation or divorce. They should also grant a permit reunion (remarriage). They should also grant a permit to divorced parents to take dual custody of the children. This would help mitigate the effects of divorce on affected individuals and the society.

- b) The Bolgatanga Municipal Assembly, Faith-Based Organisations (FBOs) or churches, Non-Governmental Organisations (NGOs) and Civil Society Organisations (CSOs), traditional and public welfare as well as media institutions in the metropolis should carry out public education to sensitize the people in the area on the menace of divorce.
- c) Counsellors, psychologists, social workers and teachers should identify students from divorced families and counsel them.
- d) The divorced parents should also be counseled on social needs of their children so that their academic work will not suffer at school.

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