UNIVERSITY OF CAPE COAST

INFLUENCE OF SOCIO-ECONOMIC BACKGROUND ON THE SELF –

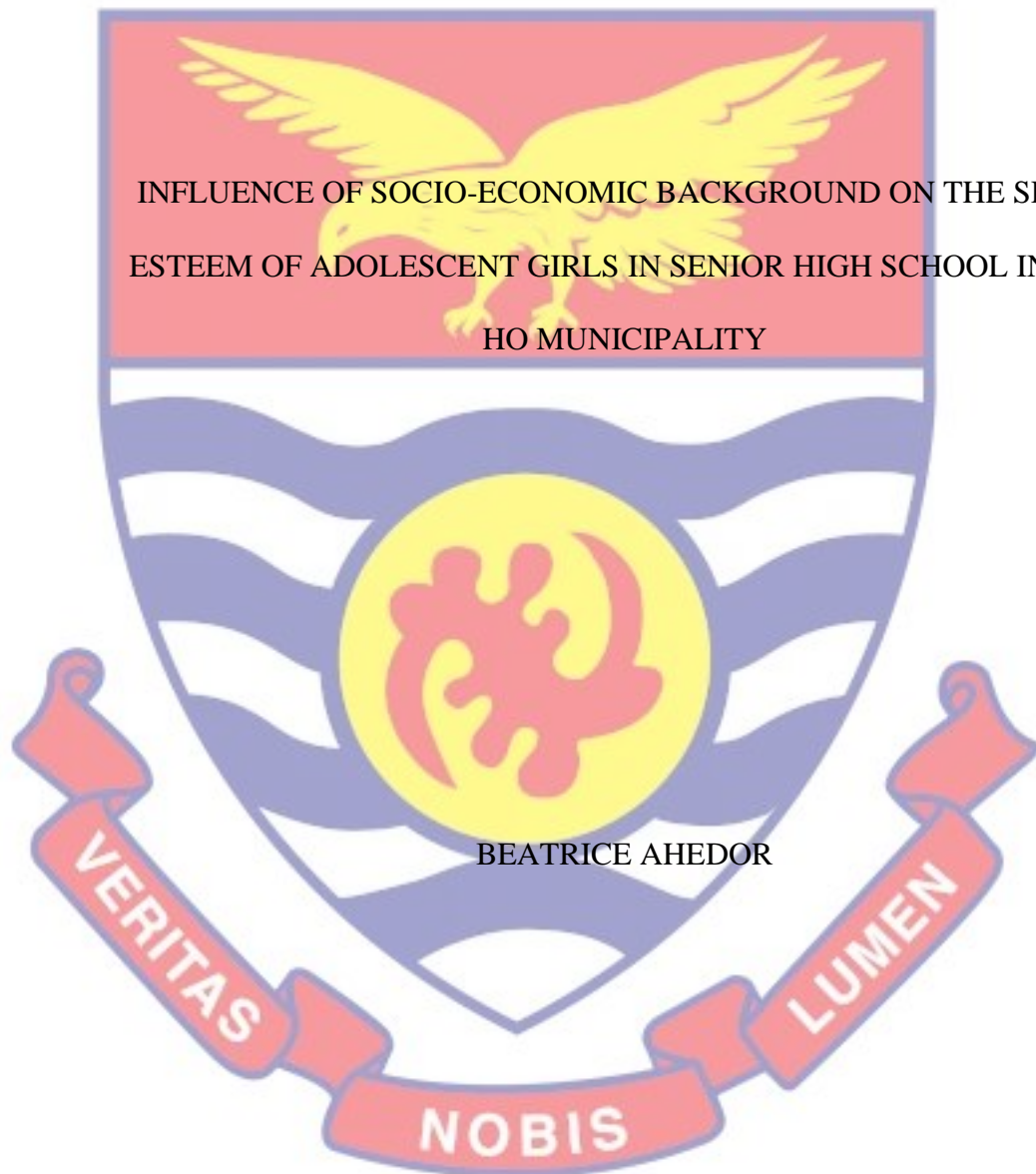ESTEEM OF ADOLESCENT GIRLS IN SENIOR HIGH SCHOOL IN THE

HO MUNICIPALITY

BEATRICE AHEDOR

2019

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ESTEEM OF ADOLESCENT GIRLS IN SENIOR HIGH SCHOOL IN THE

HO MUNICIPALITY

BY

BEATRICE AHEDOR

Thesis submitted to the Department of Education and Psychology, the Faculty

of Educational Foundation, College of Education, University of Cape Coast, in

partial fulfilment of the requirements for the award of Master of Philosophy

degree in Educational Psychology

MARCH, 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 the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

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

Name: …………………………………………………………………..

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

Name: …………………………………………………………………

ABSTRACT

The study sought to investigate the influence of socio-economic background on self-esteem of female adolescent students in the Ho Municipality in the Volta Region of Ghana. The study employed a descriptive survey design with the quantitative approach. A sample of 400 female adolescent Senior High School students were used for the study. The participants were selected using the simple random and purposive sampling procedures. A close-ended type questionnaire developed by the researcher was used and it comprised three (3) sections (A-C) containing 30 items.   Data were analysed using inferential statistics (ANOVA, Chi-square (χ^2), independent samples t-test) and descriptive statistics (means, standard deviations, frequencies and percentages). The study revealed that female adolescent students in the Ho Municipality had high self-esteem. Furthermore, it was revealed that their self-esteem was not different based on their age category. The findings of the study indicated that adolescent girls understood who they were through counselling and parental advice and related positively with their peers which improved their self-esteem. It was therefore recommended that female adolescent students be guided through life irrespective of their background. Again, the adolescents should be helped to build their self-esteem and this may be included in their social studies curriculum.

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With much appreciation, I thank the Almighty God for His immeasurable blessings throughout my life and study.

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I am equally grateful to my field assistants for helping me to collect data for the study.
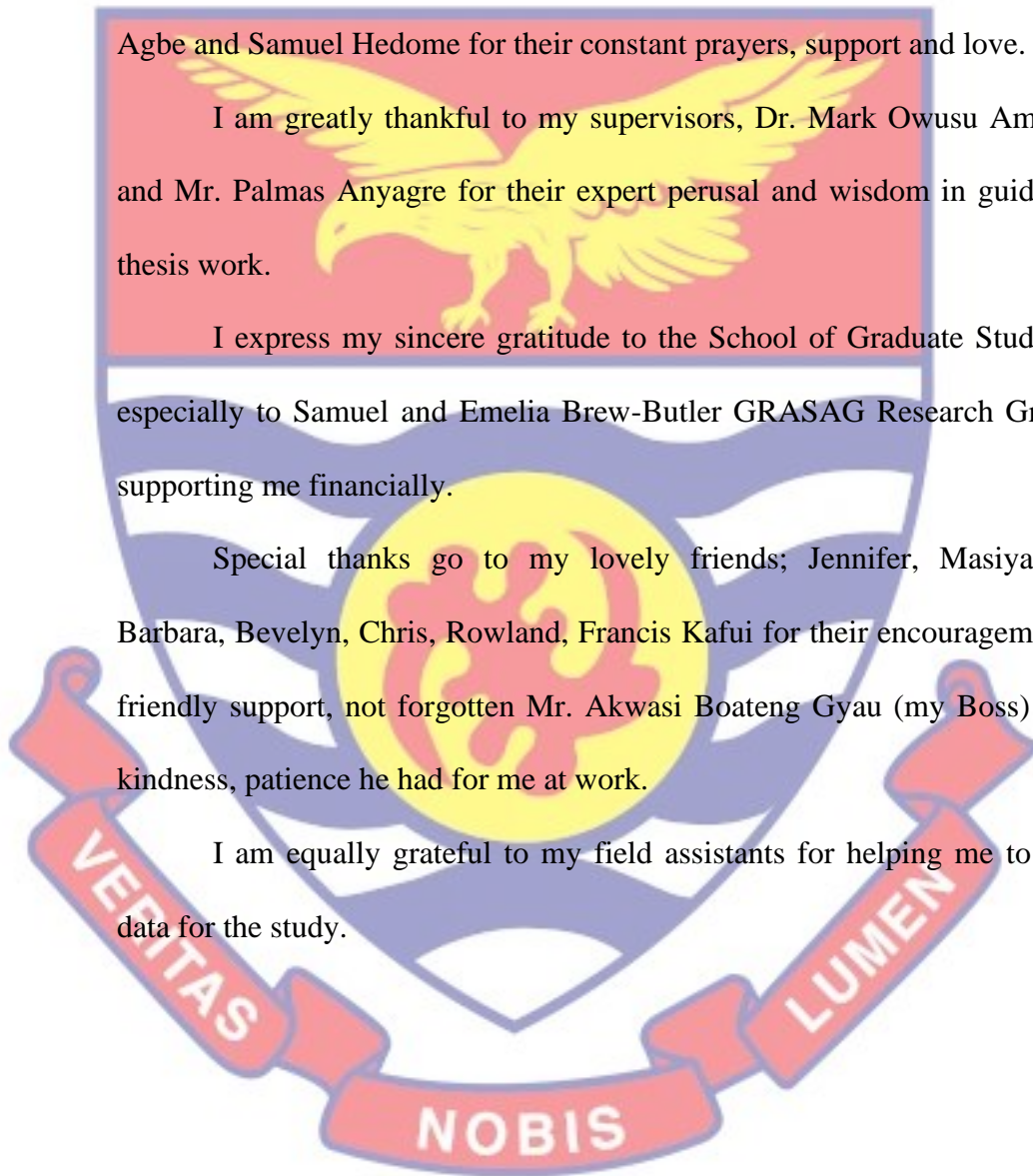
DEDICATION

To my lovely father, my late mother (Comfort Doh) and my new found mother

(Agnes Ahedor).

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CHAPTER ONE

INTRODUCTION

Background to the Study

Adolescence is considered a precious but seemingly turbulent moment in every developing child. Adolescence as an epoch of development can be defined as a transitional period between childhood and adulthood, whose traditional drive is towards the preparation of children for adult roles (Larson & Wilson, 2004). Biologically, adolescence is define as the physical transition marked by the onset of puberty and the termination of physical growth; cognitively, as changes in the ability to think hypothetically and multi-dimensionally; or socially, as a period of preparation for adult roles (Arnett, 2007). To Arnett (2007), main pubertal and biological changes include changes to the sex structures, height, weight, and muscle mass, as well as major changes in brain structure and organization. Mental advances encompass both increments in knowledge and in the ability to think abstractly and to reason more effectively.

In a different way, Colemen and Roker (1998) defined adolescence as a period of multiple transitions involving education, training, employment and unemployment, as well as transitions from one living circumstance to another. As the objectives of adolescence are well articulated, these objectives do not occur or solved at once in a smooth way but face challenges in their accomplishment due to many factors that are not excluding adolescents' socioeconomic backgrounds. By definition, Baker (2014) asserted that

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socioeconomic background is a measure of one's combined economic and social status and tends to be positively associated with better development. This definition focuses on three collective areas of socioeconomic status; education, income and occupation. An individual's background is believed to have a toll on the person's development including his or her self-esteem. Marmot (as cited in Hunt & Sweeting, 2014) indicated that, an individual's social status has both material and psychosocial dimensions and operates on different structural levels and is more important in adolescence.

Sang (2015) indicated that adolescent students' background factors are important in their lives and may determine the developmental outcomes and the levels of self-esteem. According to Sang (2015), among the factors that may determine the developmental outcomes of adolescents are the family's socio economic status, family type and the home location. To Sang (2015), family Socio economic status is commonly determined by the parental level of education, occupation and income levels.

Researchers were of the view that social disparities have established in the bodily activity and development of adolescents, with adolescents with low-educated or low- income parents being less bodily active and developed (WHO, 2006; Mota, Ribeiro & Santos, 2009). Dishion and Patterson (as cited in Donna, 2014) indicated that research suggests family environments as part of socioeconomic background constitute the basic ecology where adolescents' behaviour is displayed, learned, stimulated and stifled. It is also noted that parents' roles in the family environment have principally been to nurture adolescents for adulthood through directions and corrections. It is therefore understandable that the development of adolescent in totality cannot write off

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the value and power socioeconomic background has on them. The influence is believed to be intertwined and espouses many developmental tasks of adolescents' including self-esteem. To Mertens (2014), the period of adolescence can be difficult for both parents and offspring as components of socioeconomic background; therefore, understanding the significance of preserving high quality parenting is particularly indispensable. The influence of socioeconomic background during adolescence continues to affect behaviours and self-esteem even into adulthood.

Sang (2015) in a study indicated that self-esteem has been noted to be a very important aspect of adolescents' self-development because the evaluation of competencies affects their emotional experiences, future behaviour and long term psychological adjustment. It has been observed that adolescents with favourable self-esteem profiles tend to be well adjusted, sociable and conscientious (Sang, 2015). According to Berk (2006), self-esteem fluctuates as the children develop an overall view of themselves within the environment where they are growing up. This is especially true of adolescent students whose persistent low self-esteem often translates to more serious problems linked to low achievement (Berk, 2006).

Hall and Rowe (1991) noted that adolescents' feelings of self-respect affected all facets of their lives and strongly powered the realization of their prospective. It is believed that adolescents with high self-esteem are emotionally stable, mature and can handle live' challenges better than adolescents with low self-esteem who tend to be more unstable and dependent. According to Slavin (2006), the state of the home environment, the social norms that govern behaviour in the community an adolescent student belongs

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and the school experiences have been noted to have influence not only the academic achievement of the student but self-esteem as well.

Mutie and Ndambuki (as cited in Sang, 2015) reported that adolescent students' self-esteem functions as a guide to deciding what to be and what to do in the future. It helps students to understand themselves and therefore controlled and regulated their behaviours. Mutie and Ndambuki (as cited in Sang, 2015) further assert that adolescence is an important time for development of self-esteem, a positive self-image or self-evaluation. According to Sang (2015), the adolescents compare their real and ideal self and judge themselves by how well they measure up to social standards and expectations and how well they perform. Positive self-esteem and high academic achievement can make a difference in determining whether the individual will be happy or unhappy.

Berk (2006) opined that the value of significant others within the adolescent student's socio-economic background in influencing the self-esteem and academic achievement cannot be ignored. The level of education of parents contributes substantially in stimulating the achievement orientation in their children with parents with higher education levels being in a better position to impart the virtue of good performance to their children. The continuous stressors combined with poverty reduced parental involvement nurturing their adolescents and hostile living environments profoundly affect the adolescents' self-esteem and academic achievement (Berk, 2006). Barry (2005) further observed that those adolescent students who live in high quality neighborhoods are noted to perform better in school and develop high self-esteem than their counterparts in low quality neighbourhoods.

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Statement of the Problem

Adolescence in no doubt is a turbulent stage in human development (Arnett, 2006). The turbulent situation is partly a result of the imminent and inherent changes that come with the period of adolescence. The demands for making a successful progression from adolescence to adulthood and develop a good self-esteem rest on multiple factors including adolescents socio-economic background, which is believed to have a link with the development of self-esteem in the lives of adolescents (Arnett, 2006).

In adolescence, children blindly strive to meet the demands of the imminent changes by way of following directions from significant others such as parents and peers. Adolescence as a period of changing order in terms of friendship and development of self-esteem in the lives of adolescents cannot downplay the essence societal or family background have on the imminent change and development. A child's first school in life is the family, where he or she learns the protocols of the environment, which would in turn lead the child towards other developmental tasks such as self-esteem (Arnett, 2006).

Socio-economic position is believed generally to have impact on the adolescents' total development rather than the usual impact on performance. This presupposes that socio-economic background may have influence on the self-esteem of adolescence. At adolescence, young people undergo important changes, influenced not only by the already-mentioned socio-economic status, but also by variety of other intrapersonal, interpersonal and sociocultural determinants (Engels, Finkenauer & Meeus, 2002). Adolescence, the period of transition from childhood to adulthood, is a critical time for the development of lifelong perceptions, beliefs, values and practices. It is accepted that

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adolescents struggle with the developmental tasks of establishing identity, accepting changes in physical characteristics, learning skills for a healthy lifestyle, separating from family and generally evaluating the self (Susman, Dorn, & Schiefelbein, 2003)**.**

According to Anderson and Olnhausen (1999) before entering adulthood, it is important for adolescents to develop high self-esteem and the ability to care for themselves. In this case, adolescents with sound socio-economic backgrounds are likely to develop high self-esteem and the vice-versa. Eamon (2005) in a study reported that low socio-economic background prevents opportunities that are meant for adolescents and increase their worries and struggles at home, thus, it affects the development of their self-esteem. Cooke, Hague, and McKay (2016) in their report on Ghana poverty and inequality indicated that, as at 2013 the poverty rate in Volta region was 33.81% which implies that, low socio-economic background may affect the self-esteem of adolescent girls who are most vulnerable due to poverty in the Ho municipality. Again, the researcher through church activities and interaction with adolescents realised that most of them experienced some level of poverty which is likely to affect their self-esteem. Besides, there is empirical research in this domain in the Ho Municipality but few. It is based on this backdrop that the study intend to investigate the influence of socio-economic backgrounds on the self-esteem of senior high school adolescent girls.

Purpose of the Study

This study sought to explore the influence of socio-economic background on adolescent girls' self-esteem among Senior High School

students of the Ho Municipality in the Volta Region of Ghana. Specifically, the study sought to:

1. Find out the level of self-esteem among adolescent girls in Senior High School in the Ho Municipality.

2. Find out age difference in the development of self-esteem among adolescent girls in Senior High School in the Ho Municipality.

3. Examine the relationship between adolescent girls' in Senior High School socio-economic backgrounds and their level of self-esteem.

4. Ascertain the ways of improving adolescent girls' in Senior High School self-esteem in the Ho Municipality.

5. Find out differences in self-esteem among girls in Senior High School in various categories of schools (category A and B).

Research Questions

1. What is the level of self-esteem (low/high) among adolescent girls in Senior High School in the Ho Municipality?

2. How can adolescent girls' in Senior High School self-esteem be improved in the Ho Municipality?

Research Hypotheses

H$_0$1: There will be no statistically significant difference in the level of self-esteem among adolescent girls' in terms of age.

Ha1: There will be a statistically significant difference in the level of self-esteem among adolescent girls' in terms of age.

H$_0$2: There will be no statistically significant association between adolescent girls' socio-economic background and their level of self-esteem.

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Ha2: There will be a statistically significant association between adolescent girls' socio-economic background and their level of self-esteem.

H₀3: There will be no statistically significant difference among the category of schools and self-esteem of adolescent girls.

Ha3: There will be a statistically significant difference among the category of schools and self-esteem of adolescent girls.

Significance of the Study

This study which seems to be first of a kind in the Ho Municipality would be significant in numerous ways. The study will help provide information about the extent to which socio-economic background influences the self-esteem of adolescent students. This will therefore inform policy dimension in a way of instituting social intervention programmes to cater for the less privileged and low endowed families in communities within the Ho Municipality. Psychologists and counsellors may need it to guide them when offering services to those with low self-esteem so that they can adjust to the situation which will in turn lead to the realization of their potentials. It is hoped that the findings of this study will add up to the existing knowledge and also serve as a point of reference for further studies in this field.

Delimitations

The study was delimited to adolescent girls in the Ho Municipality. It was delimited to the research questionnaires that were developed and adopted for the study. Again, only girls in public senior high schools were involved in the study.

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Limitations

Like any other research study, this study is subject to methodological setbacks in as much as the use of questionnaire as a quantitative data collection tool was concerned. Respondents might not be truthful as the case may be for reasons best known to them. In that sense, it may in one way or the other might have influenced the study findings due to socially accepted responses.

Definition of Terms

Socio-economic background: It is the prestige or value attached to one's family based on income, education and occupation.

Self-esteem: It is the opinion people hold about themselves in the midst of social interactions or engagements.

Adolescence: It is a transitional period in development of life that presumes to close the door on childhood activities and assume to open the door to maturity or adulthood related activities. Adolescence serves as a mediator between childhood and adulthood

Organisation of the Study

This study was organised into five chapters. Chapter one provided the framework for the rest of the study. It dealt with the introduction which covers the background to the study, statement of the problem, purpose of the study, research questions that guided the study, significance of the study, delimitations of the study, definitions of terms and organization of the rest of the study.

The second chapter reviewed literature that was relevant to the issue under investigation. It provided the conceptual theoretical and empirical reviews for the study.

The procedures and techniques employed to carry out the study were described in Chapter Three. It described the research design, population, sample and sampling procedure, instrument, validity and reliability of the instrument, data collection procedure and data analysis. Chapter Four was devoted to results and discussions. Chapter Five contained summary, conclusions, recommendations and suggestions for further research.
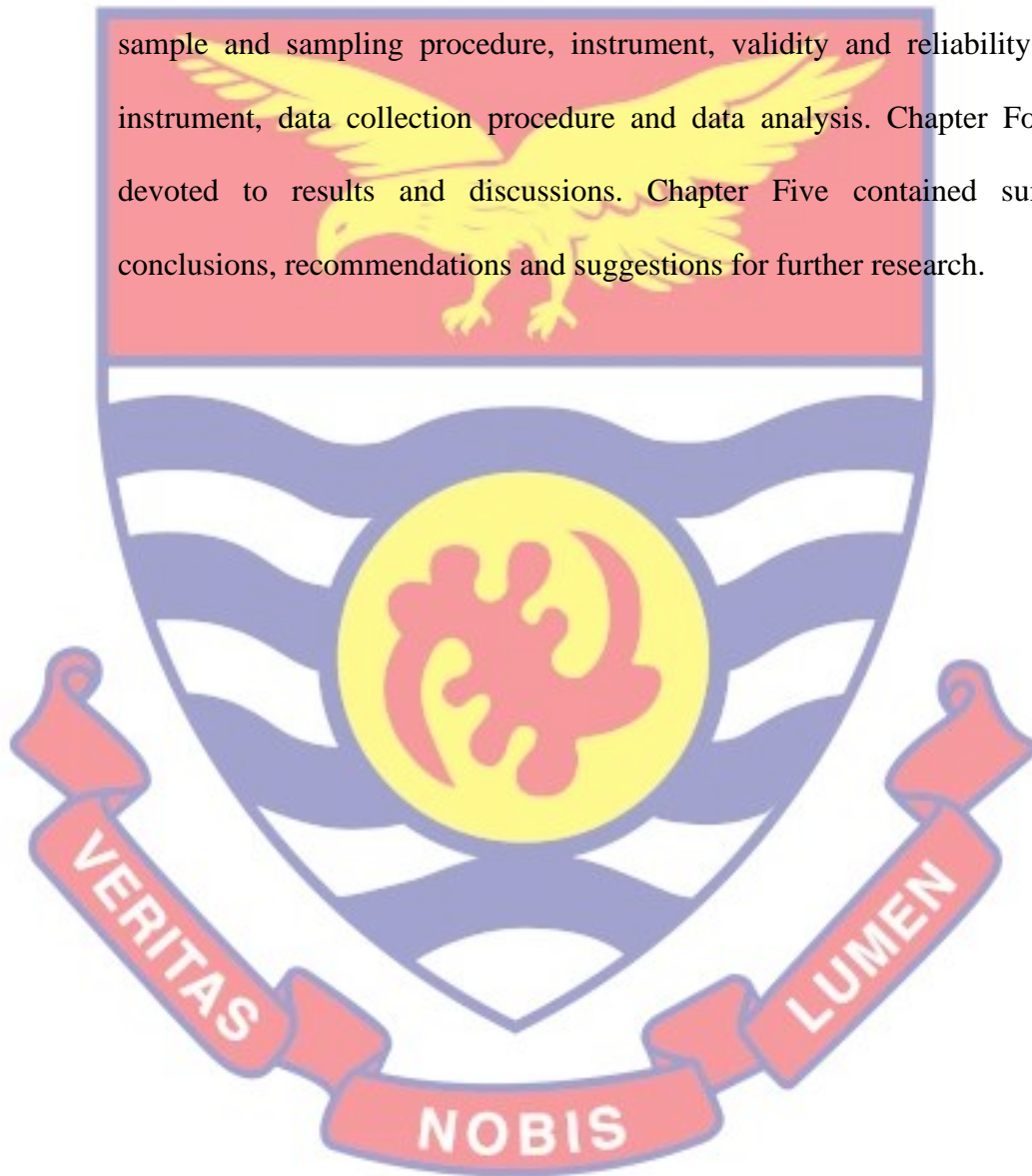
CHAPTER TWO

LITERATURE REVIEW

Introduction

The study sought to investigate the influence of socio-economic background on the self-esteem of senior high adolescent girls. Therefore, this chapter seeks to review related literature in accordance with the key variables of the study theoretically, empirically and conceptually. The theoretical review includes Mark Leary Socio-meter Theory of Self-esteem (1995), Maslow's self-esteem theory (1943) and Carl Rogers theory of self-esteem (1902-1987). Concerning the empirical review, the following themes were used.

1. Self-esteem of adolescent girls

2. Determinants of self-esteem in adolescents

3. Influence of socio-economic background on self-esteem of adolescent girls

4. Improvement of adolescent girls' self-esteem

5. Age difference in adolescent girls' self-esteem

The third item in this chapter is conceptual review which comprises:

1. Socio-economic Background

2. Components of Socio-economic Background

3. Categories of Socio-economic Background

4. Self-esteem

5. Adolescence Socio-economic

6. Background and Self-esteem

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Theoretical Reviews

Mark Leary Socio-meter Theory of Self-esteem (1995)

Socio-meter theory is a brain child of Mark Leary, which was postulated in 1999. Socio-meter theory proposes that humans have a form of psychological meter, or gauge, which monitors the degree to which other people value and accept them. Leary named this monitor a socio-meter, and proposed that this evaluation of the individual's level of acceptance by others is a determinant of self-esteem.

According to Kirkpatrick and Ellis (2001), the socio-meter theory is from an evolutionary psychological viewpoint that suggests that state self-esteem is a yardstick of relational interactions. According to Leary (2005), the theory was fashioned as a response to mental phenomenon like social emotions, interpersonal and intrapersonal behaviours, self-serving biases, and reactions to rejection. Grounded on this theory, self-esteem is a measure of efficiency in social relations and interactions that displays acceptance and rejection from others in society.

Leary (2005) argued that premium is placed on the relational component of the socio-meter theory which serves as the degree to which a person respects his or her relationship with people, and how such relationship touches on day-to-day lives. It is accepted in socio-meter theory that if an individual is reasoned to be having social value, such individual is more likely to have higher self-esteem.

According to Moss (2016), the sociometer theory is consistent with belongingness theory as it is of the premise that individuals have grown to experience a vigorous need for familiarity and social belonging. Baumeister,

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Ciarroco, Sommer and Williams (as cited in Moss, 2016) indicated that natural selection favours individuals who maintain close ties with groups, because this attachment may provide security and facilitate reproduction. Individuals, thus, who are not liked experience intense psychological distress.

Leary (as cited in Sang, 2015) touted that the socio-meter theory proposes that the self-esteem system evolved as a monitor of social acceptance and that the self-esteem motive functions not to maintain self-esteem but rather to avoid social devaluation and rejection. Leary (1999), signals that the individual who is not sufficiently respected and accepted by other people has lower self-esteem and it enhances relational evaluation. He stressed that people seek self-esteem because it enables goal achievement and is a subjective feedback about adequacy of the self. The feedback which is self-esteem will be positive when individuals cope well with situations and negative when they avoid threats. Self-esteem affects subsequent goal achievement as high self-esteem increases coping, while low self-esteem leads to further avoidance. As indicated by Sang (2015), most often, the self-esteem is lowered by failure, criticism, rejection and other events that have negative implications from relational assessment.

Downs, Leary, Tambor and Terdal (as cited in Moss, 2016) gathered some evidence that supports the socio-meter theory with the proposition that self-esteem can be regarded as a barometer of whether or not individuals feel they might be excluded. Chokel, Haupt, Leary and Strausser (as cited in Moss, 2016) in their study discovered the self-esteem of participants was especially likely to drop after they imagined themselves performing behaviours in which

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they felt they could be excluded or rejected by someone else such as cheating in an exam, yelling at someone, or indecent dressing.

With regards to this study, the self-esteem of the adolescent girls may be lowered by low socio-economic backgrounds of their families as they may not be able to provide their needs due to their poor economic statuses. Again, adolescent girls may experience low self-esteem because their colleagues who are socially and economically advantaged may look down upon them because of their situations.

Maslow's Self-esteem Theory (1943)

Maslow, the founder of humanistic psychology, developed the five-level Hierarchy of Needs. Maslow's Hierarchy of Needs corroborate that, most programmes on adolescent development and motivation focus on the desire of smooth progression to higher order needs and fulfilment of personal potential, which often leads to an over-accentuating of personal success at-all- cost.

According to Maslow (1943), human beings are compelled by a desire to accomplish goals. Attaining these goals helps individuals to satisfy specific needs and desires. Needs in Maslow's theory are categorized into a hierarchy, in which certain needs must be met before others (Maslow, 1943). Lower needs must be satisfied before higher-order needs can be reached. Behaviours will be centred on meeting the needs in the lowest order, and then will progress to higher order needs. For the sake of this study, emphasis would be placed on the self-esteem needs.

According to Sang (2015), when the basic needs are met, safety needs come into play. The realization that people are generally safe from harm provides them freedom to satisfy love and belongingness needs, the need to be

loved and accepted by whatever individual standards people use to measure acceptance. Out of this acceptance grows a feeling of esteem, a belief that people are not only accepted or loved but also respected for their capabilities (Larsen, & Buss, 2001).

According to Burleson and Thoron (2017), report that Maslow self-esteem includes confidence, achievement, respect of others, and a need to be a unique individual. Most people desire to have a high evaluation of their self, which is based on a realistic interpretation of their capacity and achievement from others. Self-esteem is often divided into two primary groups (Maslow, 1970). First, a person will desire strength, adequacy, confidence, and achievement in the face of the world. Second, a person will desire a reputation or prestige, recognition, appreciation, and importance. When both groups of needs are satisfied, individuals feel worth, strength, capability, and adequacy. However, if they are not achieved, individuals will feel inferior, weak, and helpless in the face of others.

With respect to this study, Maslow's self-esteem is duly applicable. According to Sang (2015), the socio-economic background of adolescent students' may have a relationship with the way the needs defined by Maslow are encountered. Adolescent students from challenging backgrounds may have struggle in accessing basic needs and this may interfere with the achievement of a positive self-esteem and also high academic achievement. It is recognized that adolescents from privileged backgrounds will have their basic needs provided therefore have a better chance of realizing a positive self-esteem and better academic achievement (Sang, 2015).

Carl Roger's Theory of Self-esteem (1902-1987)

Carl Rogers as a humanist agreed with the core theses of Abraham Maslow but polished it with the view that for individuals to grow, there is the need for an environment that provides them with authenticity as in openness and self-disclosure, acceptance from people (being seen with unconditional positive regard), and understanding. In the absence of these, relationships and healthy personalities will not develop as they should (McLeod, 2014). Rogers was with the conviction that every creature can achieve their goals, wishes and desires in life (self-actualization) when conditions related to these are available and provided. According to McLeod (2014), Rogers prohibited the deterministic nature of both psychoanalysis and behaviourism and upheld that people behave as they do because of the way they observe their situation.

Carl Rogers (as cited in McLeod, 2014) alleged that human beings have one basic drive that is the tendency to self-actualize so as to fulfil one's possibilities and accomplish the highest level of humanity they can. Like a flower that will grow to its full potential if the conditions are right, but which is constrained by its environment, so people will flourish and reach their potential if their environment is good enough (McLeod, 2014). To McLeod (2014), however, unlike a flower, the potential of the individual human being is exceptional, and people are predestined to develop in different ways according to their personality.

Rogers believed that people are innately good and creative. They will become destructive only when a poor self-concept or external constraints override the valuing process and self-actualization (when a person's ideal self, that is who they would want to be is consistent with their actual behaviour,

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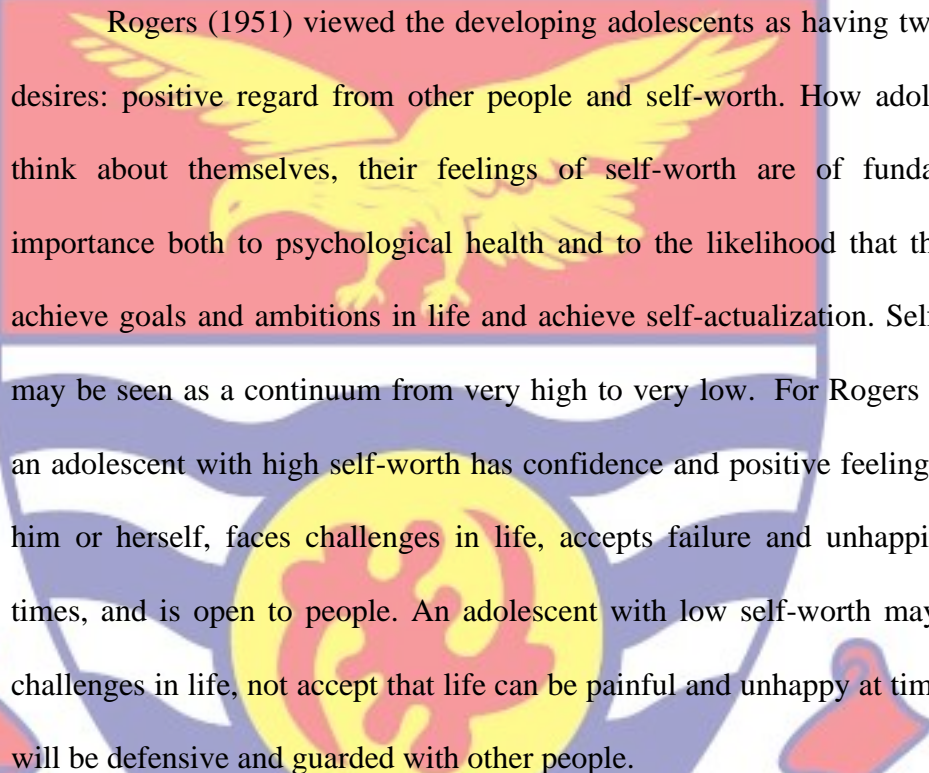
thus self-image. Such self-actualized people are regarded as fully functioning by Rogers. He described an individual who is actualizing as a fully functioning person with the major determinant being the childhood experiences.

Fundamental to Rogers' personality theory is the concept of self or self-concept or self-esteem. To Rogers, the self-concept is the structured, constant set of discernments and philosophies about oneself. The self is the humanistic term for who we really are as a person. The self represents the inner personality, which can be likened to the soul, or Freud's psyche (McLeod, 2014). According to McLeod (2014), the self is influenced by the experiences people have in their lives and the explanations of these experiences. Rogers (1959) posited that the self-concept is influenced by two crucial foundations which are childhood experiences and evaluation by other people in society. According to Rogers (1959), people want to feel, experience and behave in ways that are consistent with their self-image and that reflect what they would like to be and their ideal-self. The closer their self-image and ideal-self are to each other, the more consistent or congruent they are and the higher their sense of self-worth. The self-concept includes three components namely:

(a) **Self-worth** (what people think about themselves) the self-worth is believed to developed in early childhood is formed from the interaction of the child with the immediate societal figures.

(b) **Self-image** (how people see themselves, which is important to good psychological health. Self-image includes the influence of body image on inner personality. At a modest level, people might perceive

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themselves as a good or bad person, beautiful or ugly. Self-image has an effect on how a person thinks, feels and behaves in the world.

(c) **Ideal self** (this is the person who people would like to be). It consists of goals and ambitions in life, and is dynamic. The ideal self in childhood is not the ideal self in adolescence or adulthood.

Rogers (1951) viewed the developing adolescents as having two basic desires: positive regard from other people and self-worth. How adolescents think about themselves, their feelings of self-worth are of fundamental importance both to psychological health and to the likelihood that they can achieve goals and ambitions in life and achieve self-actualization. Self-worth may be seen as a continuum from very high to very low. For Rogers (1959), an adolescent with high self-worth has confidence and positive feelings about him or herself, faces challenges in life, accepts failure and unhappiness at times, and is open to people. An adolescent with low self-worth may avoid challenges in life, not accept that life can be painful and unhappy at times, and will be defensive and guarded with other people.

With environmental influence being core, Rogers believed that feeling of self-worth develops in early childhood and is formed from the interaction of the child with the mother and father. As a child transits to adolescence, interactions with significant others will affect feelings of self-worth. Rogers believed that adolescents' need to be regarded positively by others; they need to feel valued, respected, treated with affection and love. Positive regard is to do with how other people evaluate and judge people in social interaction. Practicing positive regard could be conditional or unconditional. He explains that, unconditional positive regard is where parents, significant others accept

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and love the person for what he or she is. Positive regard is not withdrawn if the person does something wrong or makes a mistake.

The consequences of unconditional positive regard are that the person feels free to try new things out and makes mistakes, even though this may lead to getting it worse at times. People who are able to self-actualize are more likely to have received unconditional positive regard from others, especially their parents in childhood. Conditional positive regard is involves, praise and approval, depends upons the child, for example, behaving in ways that the parents think correct. Hence the child is not loved for the person he or she is, but on condition that he or she behaves only in ways approved by the parent(s). At the extreme, a person who constantly seeks approval from other people is likely only to have experienced conditional positive regard as a child.

With respect to this study, Rogers self-worth is applicable in the sense that no matter how bad or disproportionate an individual may be economically, socially and financially, there is possibility that such a performer can achieve his or her dream. It is believed that adolescents can realise high self-esteem as they continue to grow if they are respected by those around them irrespective of their socio-economic backgrounds. This is so because attaining self-esteem is an innate condition only to be polished by the environment adolescents may find themselves through positive regards, whether conditional or unconditional.

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Empirical Review

Self-esteem of adolescent boys and girls

Bos, Mulkens, Muris and Schaalma (2006) in a study identified four major changes that take place in adolescence. First, this is a time when boys and girls develop secondary sexual characteristics. In addition, they acquire the capacity of formative thought, enabling them to think about phenomena in far more complex ways than earlier. Socially as well as emotionally, this is a period when adolescents start to spend less time with their families and more with peers. Friendship and romantic relationships often take precedence over family. Difficulty in being accepted by peers and relationship failures can leave adolescents vulnerable to feelings of social inadequacy (Leary & Baumeister, 2001).

According to Franz (2010), an individual's level of self-esteem can affect all areas of his/her life as high self-esteem has been connected with better relationships, higher academic achievement, better coping skills while low self-esteem has been associated with predisposition to peer-pressure and peer-influence, body dissatisfaction in adolescence. Franz (2010) noted that, peer pressure and the opinions of family and friends play a substantial part in the life of adolescents and the choices they make and it becomes problematic for those adolescents with poor self-esteem. It is also believed that the development of self-esteem in adolescence is gender variant. Clay, Dittma and Vignole (2005) were of the view that, in the Western cultures, self-esteem typically differs by gender and may not be different from countries in other continents like Africa. A report on meta-analysis of self-esteem studies has confirmed that adolescent girls' self-esteem is moderate but significantly

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lower than adolescent boys' self-esteem (Clay, Dittmar &Vignoles, 2005). The variation in the development self-esteem among adolescents is believed to be contributed to by many factors. However, there are good reasons to accept those changes in adolescents' physique may be partly contributing to this trend. Body image is believed central to adolescent girls' self-definition, because they have been socialized to believe that appearance is an important basis for self-evaluation and for evaluation by others, Altabe, Heinberg, Tantleff-Dunn and Thompson (as cited in Clay, Dittmar &Vignoles, 2005).

Ata, Lally and Ludden (2007) in a study found that adolescents with low self-esteem were more susceptible to peer-pressure and were more likely to keep secret the information they received from people. Rhodes and Wood (as cited in Franz, 2010) also found in a study a correlation between self-esteem and peer pressure, stating those with lower self-esteem were more likely to yield to others and were more easily influenced by others. According to Brendgen, Lamarche, Wanner, and Vitaro (2010), adolescents with lower self-esteem usually associated with less friends and are noted for being secluded from people. Franz (2010) concluded that this kind of feeling can lead to drug use, sexual misbehaviour, breaking the law and other peer influenced poor choices.

Stice, Rohde, Gau, and Shaw (2009) in their study found that adolescent girls with low self-esteem were at risk for developing an eating disorder and and other developmental related problems. Sullivan (2004) recognized diverse experiences with regards to self-esteem for males and females during the susceptible time of adolescence. Gurian (2012) extended this gender inequality in self-esteem by recounting the impact of media,

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culture, and society together with an intensified sense of self-awareness that puts girls at a higher risk to feel the sense of negativity. Gurian (as cited in Ingram, 2013) indicated that as a result of the societal pressure on adolescents, girls appear and behave in a certain way; adolescent girls may have a harder time defining a positive sense of self-worth and self-competence, thus affecting self-esteem. Bettschart, Bolognini, Halfon and Plancherel (as cited in Ingram, 2013) indicated that girls tend to have a lower global self-esteem than their male counterparts due to a greater prevalence of depressive symptoms during adolescence. According to Zeiders, Umaña-Taylor and Derlan (2013), after puberty, adolescent girls often face more pressure from society to conform to gender roles which often include being less confident and assertive, negatively affecting self-esteem. Block and Robins (as cited in Ingram, 2013) found that over an eight-year period, from early to late adolescence, male self-esteem increased while females decreased. However, other studies challenged this view asserting that both male and female self-esteem decreased (Baldwin & Hoffman, 2002). While Scheier, Botvin, Griffin and Diaz (2000) found that males and female had their self-esteem both increased at a similar rate over the course of adolescence. However, it is important to note that none of these studies found female self-esteem to increase independently from males.

Determinants of self-esteem in Adolescents

According to Megha, Priti, Kanika, Kalyani and Deepika (2016), self-esteem is central in adolescent development and there are a number of factors including school and educational experience that determines the development of self-esteem in adolescence. Jain and Dixit (2014) in a study among Indian

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adolescents found the most prominent cause for reduction in self-esteem among the youth to be the inability to meet academic expectations of others as well as they themselves. Demo, Savin-Williams and Small (as cited in Megha, Priti, Kanika, Kalyani, & Deepika, 2016) in a related study revealed that, family issues like parent-child relationships and adolescent perceptions of communication and participation with parents are significant factors which determined self-esteem during adolescence. Deshpande and Chhabriya (2013) in a study in India revealed that adolescents who perceived acceptance from their parents had higher self-esteem than adolescents who perceive avoidance. Strong relational and communal networks are important co-relational factors for teenagers who have healthy self-esteem. Having a strong bond with family and feeling secure and loved definitely militate against low self-esteem (Baldwin & Hoffman, 2002).

Megha et al. (2016) reported that social experiences of childhood and adolescence which included the development of peer relations also influenced the development of self-esteem. Peers can serve a significant role when adolescents find parental support to be lacking. Megha, et al. (2016) in their study identified some difference with respect to instances of family conflicts and gender discrimination within the family. Among adolescent students with low self-esteem, 37.5% reported that there had been conflicts in their families. This means that adolescent gender plays a role in the level of self-esteem depending on which gender that is discriminated against in the family. Gender discrimination is likely to be a factor diminishing the self-esteem of girls in all cultures with male preferences and patriarchal set-ups. In line with this, Siah (2015) in his study in China found that perceived parental sex discrimination

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was negatively correlated with happiness and self-esteem. Importantly, this relationship only occurred among females, not males.

According to Megha et al. (2016), school and educational experience contribute to the development of self-esteem in adolescence. In their study, the participants generally reported school to play a significant role in their lives. When asked about their academic performance, students with high self-esteem differed considerably from those with low self-esteem. It was seen that 83.33% of students with high self-esteem believed that their academic performance was good. Only 7.14 % of the students with low self-esteem reported so (Megha, et al, 2016).

It is believed that peers partly contribute to the development of self-esteem among adolescents. According to Megha et al., (2016), peer relationships have been identified as an extremely significant context for adolescent development. Peers serve as sources of emotional support and security. Birkeland, Breivik, and Wold (2014) in a study found that peer acceptance had a protective-stabilizing effect on the relationship between closeness to parents and global self-esteem. Adolescents use peers as sounding boards and talking mirrors to provide feedback about who they are and what they are doing well or poorly at. Peer groups also provide a significant sense of belonging and self-worth for teens. To be rejected by a peer group, or to never be established within one, can have serious effects on an adolescent's self-esteem.

Litwack, Aikins and Cillessen (2012) also in a similar study found that supposed popularity among peers was exclusively related to decreases in depressive affect and increases in adolescent self-esteem. Results of this study

indicated that more adolescent students in the high self-esteem group felt they were important to their friends and reported greater ease in making friends. However, even in the low self-esteem group, every participant reported having at least one friend they could share their problems with (Litwack, Aikins, & Cillessen, 2012).

The body image or physical appearance of adolescents has been touted to be equally a determinant of self-esteem during adolescence. According to Harter (2006), studies indicate physical appearance to be one of the biggest predictors of adolescents' self-esteem. There is a strong correlation between adolescents who express displeasure with their appearance and those who have low levels of self-esteem. For adolescent girls particularly, the social pressures applied by persistent media messages about the perceived ideal body type can cause significant levels of dissatisfaction about their body. This is compounded by increased anxiety in relation to the changes that are occurring within a girl's body and the constant subtle and, not so subtle, comparisons to peers and others (Harter, 1999).

In studies conducted among adolescents from both upper and lower socio-economic backgrounds, strong family units were found to have protective benefits for a teens self-esteem (Rhodes, 2003). This then explains that socio-economic backgrounds have a place in the development of self-esteem in adolescence.

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Influence of Socio-Economic Backgrounds on Self-Esteem of Adolescent Girls'

According to Lan (2004), limited studies have investigated the relationship between socio-economic background and self-esteem in adolescence. According to Sang (2015), adolescent students' background factors are important in their lives and may determine the levels of self-esteem. Among the factors that may determine the self-esteem are the family's socio economic status, family type and the home location. The family socio-economic status is commonly determined by the parental level of education, occupation and income levels (Sang, 2015). Ferguson (as cited in Sang, 2015) opined that families with high socio-economic status provide their children with more opportunities at home to build. Those of low socio economic status are more concerned with providing basic needs and do not put much emphasis on their children's self-esteem.

Sang (2015) in reviewing literature in her study reported that adolescent students differed in their socio-economic status and notably in western societies the most common measures of socio economic status were family income, occupation, parents' educational levels and parents' accomplishment. According to Sang (2015), adolescent students in Kenya faced the same background challenges noted among the majority of their counterparts in other parts of the world. It has been observed that the youth of Kenya are faced many challenges which included societal disintegration of values and rules. The socio economic disparities that exist between family backgrounds in Kenya could have far reaching influence on how students from these backgrounds developed their self-esteem and performed academically.

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According to Slavin (as cited in Sang, 2015) the state of the home environment, (socio-economic) the social norms that governed behaviour in the community the adolescent belongs and the school experiences have been noted to have influence on the self-esteem. The role played by the significant others within the student's background in influencing the self-esteem and socio-economic cannot be ignored. The level of education of parents contributes substantially in stimulating the achievement orientation in their children, parents with higher education levels being in a better position to impart the virtue of good performance which eventually boost self-esteem their children.

Tremblay, Inman and Willms (2000), in their study reported when socio-economic status was measured by adolescent students' possessions at home and their family's participation in cultural activities, socio-economic status was found to be positively correlated with self-esteem. Scarbecz and Wiltfang (as cited in Lan, 2004) in a study found that fathers' unemployment status, neighbourhood unemployment status and conditions, and whether the family received welfare were more strongly related to adolescents' self-esteem than were paternal education and occupation.

In another study Kulieke, Olszewski- Kubilius and Van Tassel-Baska, (as cited in Lan, 2004) did not find any significant effect of socio-economic status (as defined as the total family income and household size) on self-esteem (as measured by Rosenberg Self-Esteem Scale). Kohn and Schooler (as cited in Lan, 2004) in their study revealed that lower-educated and lower-income parents were more likely to exert authority, required conformity, and provided less warmth in the family relationship, whereas

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higher-educated parents are more likely to encourage self-direction in their adolescent children and these practices were said to influence adolescents' self-esteem and academic achievement. In a study, Uno, Florsheim, and Uchino (1998) equally proposed that maternal employment affected parenting style, which in turn affected academic self-esteem of adolescents.

Bradley and Corwyn (2002) reviewed of numerous studies on the effects of socio-economic backgrounds on adolescents' development, particularly over health, cognitive and academic attainment, and socio-emotional development. Regarding the relationship between socio-economic backgrounds and health, they found that low-socio-economic backgrounds of children and adolescents were more likely to have several health problems. These health problems include growth retardation, birth defects, fatal alcohol syndrome, depression, obesity, and stunting during the teenage year (Vrijheid, Dolk, Stone, Abramsky, Alberman, & Scott, 2000).

Bronfenbrenner and Haque (as cited in Lan, 2004) indicated that low-socio-economic background parents were more likely to use physical discipline toward their children and those practices are found to be associated with low self-confidence and self-esteem in their adolescent children. The level of education of parents also may influence the child's academic achievement and self-esteem. Singh (as cited in & Eze, Igbo & Okarfor, 2014) asserted that the education of parents helped children to develop proper personality characteristics and equip them better to adjust socially, and academically. Based on behaviour pattern of educated and uneducated parents, the author concluded that high degree of literacy led to more positive and healthy pattern of behaviour. However, Gupta and Wogu (as cited in & Eze,

Igbo & Okarfor, 2014) in a study on self-concept and socio-economic background of 120 randomly sampled Nigerian students using Self-concept Personality Word list by Pratibha Deo and Socioeconomic Status Scale by Sharma and Chauhan revealed no significant difference between high and low socioeconomic groups with respect to self-esteem. These inconsistencies in literature about the influence of socio-economic background on self-concept call for concern in this study.

Improvement of Adolescent Girls' Self-Esteem

Self-esteem is made up of the beliefs, feelings, and views people have about themselves and these are often not static but subject to change. No matter how bad or negative people think, feel or view things about themselves, overtime they can change. According to D'Arcy (2015), sometimes people do not even recognize they may be thinking undesirably about themselves. But once they become conscious about it and appreciate the fact that whatever they may be thinking about is up to them, then they may commence to alter their ways of doing things. In order for adolescents to manage or improve their self-esteem, D'Arcy (2015) indicated that there is the need for the growing adolescents to focus on things that suit well for them and make them feel positive and excited. It is believed that if adolescents focus on something positive to counter their perceived problem, it will go a long way to help them improve views they have about themselves (D'Arcy, 2015).

Garey of Child Mind Institute (2017) indicated that raising adolescent girls' self-esteem may be somehow difficult but not undoable. According to Garey (2017), with the help of parents' adolescent girls can challenge themselves and aspire for higher things in every endeavour no matter how

daunting their backgrounds may be. It is believed that everyone is capable of achieving his or her dreams; it all rests on how determined and committed one is to such dreams and so does to the improvement of self-esteem of adolescent students.

In the quest to improve adolescent girls' self-esteem, Sang (2015) in a study recommended that successive Governments should allocate funds to help support adolescent students from low income families because it is believed this could go a long way to improve upon adolescents self-esteem. In a situation where adolescents are not able to meet the demands of the society financially, it may compromise their general achievement including self-esteem and academic works. Sang (2015) recommended the essence of the establishment of a functioning guidance and counselling programmes in schools and communities for adolescents, as such interation would help deal with the problems faced by adolescents from difficult backgrounds.

Age Difference in Adolescent Girls' Self-Esteem

According to Megha et al (2016), self-esteem is one of psychology's most well-known constructs and the term has been defined in several ways. One of the most well-known theorists in the area, Rosenberg (1965) defined self-esteem as a favourable or unfavourable attitude towards the self. Korman (1970) position was that self-esteem reflects the degree to which the individual sees himself as a competent, need-satisfying individual and that persons with high self-esteem feel a sense of personal adequacy and believe that they have achieved satisfaction of their needs in the past.

Guindon (2002) asserted that self-esteem refers to the attitudinal and evaluative component of the self. It involves feelings of worth and acceptance

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which are developed as a result of the awareness of our competencies and feedback from the world around us. Emerging as common across most definitions of self-esteem is the component of self-evaluation. This self-evaluative process is seen to be part of but distinct from one's self-concept which also includes cognitive and behavioural aspects of the self (1991).

Much research has been conducted on self-esteem and these research works have identified clear age-related patterns (Megha et al, 2016). In a study on self-esteem across the life span, Robins, Moffitt and Caspi (2005) found that while self-esteem levels were high in childhood, they dropped during adolescence and rose gradually throughout adulthood, once again declining in old age. Adolescence therefore emerges as a time of reduction in self-esteem. A study by Dhal, Bhatia, Sharma and Gupta (2007) in Delhi found that adolescents aged 12-13 years reported lower self-esteem than those aged 10-11 years. The decline in self-esteem that occurs at this time is a result of many changes the adolescent experiences.

The Impact of School Environment on Adolescents' Self-Esteem

The school environment is one of the most significant factors influencing adolescents' self-esteem, and creative autonomy (Meškauskienė, 2017). The school environmental factors include - the school's tradition, domestic regulations, pupil and teacher relationship, the psychological climate, school management and teacher's work style (Meškauskienė, 2017). These school environmental factors to some extent can either facilitate or impede the successful development of adolescents' self-esteem. In situations where school environment negatively affect adolescents' self-esteem, a feeling of psychological discomfort, may set in which is likely to trigger a variety of

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negative behavioural school outcomes like truancy, bullying etc. (Legkauskas, 2013). This eventually pushes the adolescent to search for environment in which he or she would feel worthy and belonged (Robichoud, 2007). Meškauskienė (2017), in his study on the impact of teaching environment on adolescent self-esteem formation reported that, teaching and learning environment significantly affects adolescents' self-esteem.   He further revealed that, an autocratic teacher work-style who stereotypes and depersonalises the learners, weakens the students' self-esteem. On the contrary, the democratic teacher work style encourages students' participation in decision making, respectful relationship, honesty and self-discipline which promotes adolescents' self-confidence and improves self-esteem. Reed, Rudd and Smith (2008), revealed that, school environment significantly affected students' attitude and self-confidence. They reported this result by investigating the attitude of students before and after school infrastructure development. They realized that, students had poor attitude and self-confidence due to poor school environment. However, after the school was up graded in terms of infrastructure and facilities, students' self-confidence and attitude significantly improved. Singh and Bhatia (2012), argued that, development of the adolescent is dependent on what goes on in school and as a reason, most parents seek to send their children to better schools, particularly to schools with the best available infrastructure, facilities and good teachers.

Conceptual Review

Socio-economic Background

Socio-economic background can equally be termed socio-economic status. The two terms are used interchangeably and possess the same socio-

economic background properties and meaning. By the layman's definition, socio-economic background is value attached to one's family and how influential it is on individuals in the family based on social and economic determinants.

Oakes and Rossi (2003) maintained that Socio Economic Status is a construct that reflects one's access to collectively desired resources, be they material goods, money, power, friendship networks, healthcare, leisure time, or educational opportunities.

According to the National Centre of Educational Statistics (2012), SES can be defined broadly as an individual's access to financial, social, cultural, and human capital resources. Customarily, a student's SES has included, as components, parental educational attainment, parental occupational status, and household or family income, with appropriate adjustment for household or family composition (NCES, 2012).

The Australian Bureau of Statistics (2008) was of the view that socio-economic background encompasses social and economic position of a given individual, or group of individuals, within the larger society. Socio-economic status is usually, but not always, conceived of as a relative concept and can be measured for the individual, family, household or community/area (ABS, 2008).

The National Centre for Educational Statistics (2008) underscores socio-economic background as an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. When analysing a family's socio-economic background, the

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household income, earners' education, and occupation are examined, as well as combined income, whereas for an individual's socio-economic background only their own attributes are socio-economic background. However, socio-economic background is more commonly used to depict an economic difference in society as a whole (NCES, 2008).

The American Psychological Association (2017) explains socio-economic background in terms of income, educational attainment, financial security, and subjective perceptions of social status and social class. Socio-economic background can encompass quality of life attributes as well as the opportunities and privileges afforded to people within society and socio-economic background is a consistent and reliable predictor of a vast array of outcomes across the life span, including physical and psychological health (APA, 2017).

According to Okioga (2013), socio-economic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position relative to others, based on income and education, and occupation.

Gouc (as cited in Eze, Igbo & Okarfor, 2014), stated that socio-economic background is relative standing of a family in a society based on its income, power, background and prestige. It can also be the relative position of a family or individual on hierarchical social structure based on access to or control over wealth, prestige and power.

Ovute (as cited in Eze, Igbo & Okarfor, 2014) explained that family socio-economic background includes family income, standard of house

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occupied or rented, family size, parental education and level of family stability among other factors.

Eamon (2005) and Hochschild (2003) observed in their studies that adolescent students from low socio-economic background were more likely to drop out of school as they faced more challenges than adolescent students from high socio-economic background. Their inadequate financial income creates frustration, and sense of helplessness which in turn impact on both self-concept and academic achievement unlike those of high socio-economic background.

According to Igbo, Okafor and Eze (2014), socio-economic background is typically determined by the classification placed on source education and profession according to the societal esteem. Hence, socio-economic background could operationally be defined as a composite measure of income, level of education and occupational prestige. Some studies argue that higher levels of socio-economic background directly lead to more positive attitudes toward schooling in children and positive attitude leads to higher academic achievement.

Fisher, Fulero, Lindsay, Malpass, Turtle and Wells (2000) pointed out that socio-economic background is a most critical variable in the determination of achievement, stressing that the opportunity to achieve success is influenced by learning, availability of special help at home, reference materials and tutors. Another relating factor is energy level which reflects the quality of nutrition provided due to socio-economic background. They note that socio-economic background impact influence on student academic achievement.

Components of Socio-economic Background

It is understood that socio-economic background is a combination of social and economic components of people in society. Marmot, (2004) in their study indicated that when analysing a family's socio-economic status, the household income, earners' education and occupation are examined, as well as combined income, versus with an individual, when their own attributes are socio-economic background.

A family's socio-economic status is based on family income, parental education level, parental occupation, and social status in the community such as contacts within the community, group associations, and the community's academic performance of the family (Okioga, 2013). According to Okioga (2013), families with high socio-economic status often have more success in preparing their young children for school because they typically have access to a wide range of resources to promote and support young children's development. They are able to provide their young children with high-quality child care, books, and toys to encourage children in various learning activities at home. Also, they have easy access to information regarding their children's health, as well as social, emotional, and cognitive development. In addition, families with high socio-economic status often seek out information to help them better prepare their young children for school and future.

Income: It refers to wages, salaries, profits, rents, and any flow of earnings received. Income can also come in the form of unemployment or worker's compensation, social security, pensions, interests or dividends, royalties, trusts, alimony, or other governmental, public, or family financial assistance (NCES, 2005). Keynes (as cited in Simiyu, 2001) opined that income of a

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family can be considered in two terms, relative and absolute. Absolute income is the relationship in which as income increases, so will consumption, but not at the same rate. Relative income dictates a person or family's savings and consumption based on the family's income in relation to others and income is a commonly used measure of SES because it is relatively easy to figure for most individuals (Simiyu, 2001).

Simiyu (2001) argues that family income refers to wages salaries, profit, rents and any flow of earnings received. Income can also come in the form of unemployment or workers' compensation, social security, pensions, interests or dividends, royalties, trusts, alimony, or other governmental, public, or family financial assistance.

NCES (2005) indicated that low income families focus on meeting immediate needs and do not accumulate wealth that could be passed on to future generations, thus increasing inequality. According to Boushey and Weller (2005), families with higher and expendable income can accumulate wealth and focus on meeting immediate needs while being able to consume and enjoy luxuries and weather crises.

Education: Education plays a major role in skill sets for acquiring jobs, as well as specific qualities that group people with higher SES from lower SES. Lareau (2003) asserts that middle class parents take an active role in their children's education and development by using controlled organized activities and fostering a sense of entitlement through encouraged discussion. Ominde (1964) observes that education plays a major role in skill sets for acquiring jobs, as well as specific qualities that stratify people with higher from lower Social economic status.

Laureau (2003) touted that families with lower income do not participate in this movement, causing their children to have a sense of constraint. Okioga (2012) reported studies have established that parents from lower SES households are more likely to give orders to their children in their interactions while parents with a higher SES are more likely to interact and play with their children. A division in education attainment is thus born out of these two differences in child rearing.

According to Lareau (2003), research has shown how children who are born in lower SES households have weaker language skills compared to children raised in higher SES households. These language skills affect their abilities to learn and thus intensify the problem of education inequality between low and high SES neighborhoods. Lower income families can have children who do not succeed to the levels of the middle income children, who can have a greater sense of entitlement, be more argumentative, or be better prepared for adult life (Lareau, 2003). Boushey and Weller (2005) reported that higher levels of education are associated with better economic and psychological outcomes (i.e.: more income, more control, and greater social support and networking).

Occupation: According to Leonhardt and Scott (2005), occupational reputation, as one component of SES, encompasses both income and educational attainment. Occupational status reflects the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupations. Additionally, it shows achievement in skills required for the job.

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Gachathi (1976) indicates that occupational prestige as one component of socio-economic status encompasses socio-economic background both income and educational attainment. Occupational status reflects the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupations. Additionally, it shows achievement in skills required for the job. Occupational status measures social position by describing job characteristics, decision making ability and control, and psychological demands on the job (Erick, Nyakundi, and Onsongo, 2012).

Occupational status measures social position by describing job characteristics, decision making ability and control, and psychological demands on the job. Occupations are ranked by the Census (among other organizations) and opinion polls from the general population are surveyed. Some of the most prestigious occupations are physicians and surgeons, lawyers, chemical and biomedical engineers, university professors, and communications analysts. These jobs, considered to be grouped in the high SES classification, provide more challenging work and greater control over working conditions but require more ability. The jobs with lower rankings include food preparation workers, counter attendants, bartenders and helpers, dishwashers, janitors, maids and housekeepers, vehicle cleaners, and parking lot attendants. The jobs that are less valued also offer significantly lower wages, and often are more laborious, very hazardous, and provide less autonomy (Scott & Leonhardt, 2005).

According to Amutabi (2003), the family wealth gap is due in part to income disparities and differences in achievement. The differences in savings due to different rates of incomes, inheritance factors, and discrimination in the

housing market lead to the wealth gap. The savings increase with increasing income, the amount a person inherits, either during a lifetime or after death, can create different starting points between two different individuals or families. These different starting points also factor into housing, education, and employment discrimination (Amutabi, 2003) In line with similar research on monkeys, humans showed an increase in brain activity while viewing individuals they perceived to be of similar status. This means the brains of people with a high socio-economic status showed more activity when looking at a picture of an individual they thought also shared high status. The same goes for people with lower perceived socio-economic status when they viewed others similar to them (Okioga, 2012).

Categories of Socio-economic Background

Like any other way of life, socio-economic background is believed to be categorized into three (3) namely low, middle and high. Socio-economic background categories are about social class which refers to a collection of persons with similar levels of wealth, influence and status. The National Centre for Educational Statistics (2005) reported that socio-economic status is typically broken into three levels (high, middle, and low) to describe the three places a family or an individual may fall into. When placing a family or individual into one of these categories and any or all of the three variables (income, education, and occupation) can be measured.

Low Level Socio-economic Background: The lower level is characterized by deficiency, destitution, and unemployment. People of this level, few of whom have finished high school, suffer from lack of medical care, adequate housing and food, decent clothing, safety, and vocational training. People with low

level of socio-economic background are believed to be those who are less educated and participate in manual labour with little or no respect.

According to Russell and Williams (2016), people from low socio-economic background families are characterized by higher levels of emotional and behavioral difficulties, including social problems, delinquent behaviour symptoms, and attention deficit/hyperactivity disorder among adolescents. These group of people are equally noted with higher rates of depression, anxiety, attempted suicide, cigarette dependence, illicit drug use, and episodic heavy drinking among adolescents (Newacheck, Hung, Jane Park, Brindis & Irwin, 2003) and are with linked to decreased educational success (Stice, Rohde, Gau & Shaw, 2009).

According to Melki, Beydoun, Khogali, Tamim and Yunis (2004), low SES has been linked to domestic crowding, a condition that has negative consequences for adults and children, including higher psychological stress and poor health outcomes.

Middle Level Socio-economic Background: The middle level socio-economic background about the class of people who are socially and economically advantaged and fall between poor and rich. These are "white collar" workers and are well to do in terms of money than those below them on the "social and economic ladder," but less than those above them. They are divided into two levels according to affluence, education and respect. The lower middle level is often made up of less educated people with lower incomes, such as managers, small business owners, teachers, and secretaries. The upper middle level is often made up of highly educated business and professional people with high incomes.

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Higher Level Socio-economic Background: The high level socio-economic background includes those upper-class and "high-society" families who have remained rich for years. These very well-to-do people live off the income from their genetic riches. The upper-upper class is more admired than the lower-upper class.

Irrespective of where their money comes from, both divisions of the upper class are remarkably rich. Both groups have more money than they could possibly spend, which leaves them with much leisure time for cultivating a variety of interests. They live in high-class areas, gather at luxurious social clubs, and send their children to the best schools. These group of people are believed exercise a great deal of influence and power both nationally and globally.

According to APA (2017), SES affects overall human functioning, including our physical and mental health. Low SES and its correlates, such as lower educational achievement, poverty and poor health, ultimately affect our society. Inequities in health distribution, resource distribution, and quality of life are increasing in the United States and globally. Society benefits from an increased focus on the foundations of socioeconomic inequities and efforts to reduce the deep gaps in socioeconomic status in the United States and abroad.

Research indicates that children from low-SES households and communities develop academic skills slower than children from higher SES groups (Morgan, Farkas, Hillemeier & Maczuga, 2009). For instance, low SES in childhood is related to poor cognitive development, language, memory, socioemotional processing, and consequently poor income and health in adulthood. The school systems in low-SES communities are often under

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resourced, negatively affecting students' academic progress and outcomes (Aikens & Barbarin, 2008). Inadequate education and increased dropout rates affect children's academic achievement, perpetuating the low-SES status of the community. Improving school systems and early intervention programs may help to reduce some of these risk factors; therefore, increased research on the correlation between SES and education is essential.

Research shows that lower SES students have lower and slower academic achievement as compared with students of higher SES (Staff, 2012). In sum, the majority of researchers agree that income, education and occupation together best represent SES, while others feel that changes in family structure should also be considered (Milne & Plourde, 2006).

It is evidenced that socioeconomic status affects family stability, including parenting practices and developmental outcomes for children (Trickett, Aber, Carlson, & Cicchetti, 1991).

Self-esteem

In social psychology, self-esteem is an important measure because researchers have conceptualized it as an influential predictor of various outcomes, such as academic achievement and behaviour (Abhishek & Gaurav, 2013).

According to Branden (1987), self-esteem is the sum of self-confidence and self-respect. It can be understood as a consequence of the subjective judgment that every person makes of his ability to face life's challenges, to understand and solve problems, and his right to achieve happiness, and be given respect. Moreover, self-esteem has also been thought

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as an important outcome due to its close relation with psychological well-being of children (Branden, 1987).

According to Abhishek and Gaurav (2013), subjective experiences in a person's life are chief contributors in self-esteem development. The good and bad life experiences create attitudes toward the self which can be favourable and develop positive feelings of self-worth; otherwise same can be unfavourable and develop negative feelings of self-worth. In the initial years of a child's life, parents cause the most significant influence on the self-esteem and remain the chief source of positive and/or negative experiences a child will have. The emphasis of unconditional love from the parents has high importance in child developing a stable sense of being cared for and respected. These feelings translate into later effects of self-esteem as the child grows older (Olsen et al., 2008).

According to Durniala, Blicharska, Drosdzol-Cop, and Skrzypulec-Plinta (2015), self-esteem is defined as a perception of the inner-self, determining a favourable relation to oneself. Rosenberg specifies it as positive or negative attitude of oneself. The concept itself is more complex and multidimensional. Its different types are usually not distinguished in Anglo-Saxon literature. It is connected with personality traits that decide on experiencing positive emotions, as well as the easier tendencies of becoming irritated or aggressive.

Gress and Sedikides (as cited in Ahmed, 2016) 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. According to

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Ahmed (2016), Self-esteem is related to personal beliefs about skills, abilities, and social relationships.

According to Hewitt (2009), self-esteem reflects a person's overall subjective emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Self-esteem encompasses beliefs about oneself as well as emotional states, such as success, misery, arrogance, and shame. Smith and Mackie (2007) defined self-esteem as what people think about the self; whether positive or negative evaluations of the self, as in how the individual feels about it.

Self-esteem is attractive as a social psychological construct because researchers have conceptualized it as an influential predictor of certain outcomes, such as academic achievement (Yagual, 2015), happiness (Baumeister, Campbell, Krueger & Vohs, 2003), satisfaction in marriage and relationships and criminal behaviour (Smith & Mackie, 2007)

Self-esteem can apply specifically to a particular dimension or a global extent. According to Corsni (1999), psychologists usually regard self-esteem as an enduring personality characteristic (trait), though normal, short-term variations (state) also exist and terminologies used interchangeably with self-esteem include self-worth, self-regard, self-respect and self-integrity.

According to Sang (2015), self-esteem has been noted to be a very important aspect of self-development because the evaluation of our competencies affects our emotional experiences, future behaviour and long term psychological adjustment. It has been observed that adolescents with favourable self-esteem profiles tend to be well adjusted, sociable and

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conscientious. The self-esteem fluctuates as the child develops an overall view of themselves within the environment where they are growing up.

Rowe and Hall (as cited in Sang, 2015) note further that adolescents' feelings of self-worth affect all aspects of their lives and strongly influence the realization of their potential. An adolescent with high self-esteem is emotionally stable, mature and can handle lives' challenges better than the adolescent with low self-esteem who tends to be more unstable and dependent.

Self-esteem as defined by Blascovich and Tomaka (as cited in Campbell & Twenge, 2002) as the extent to which one prizes, values, approves, or likes oneself' or "the overall affective evaluation of one's own worth, value, or importance'. Brown, Cook and Dutton (as cited in Ahmed, 2016) distinguished three ways in which the term "self-esteem" is used: (a) global or trait self-esteem to refer to the way people characteristically feel about themselves, feelings of affection for oneself (b) self-evaluation to refer to the way people evaluate their various abilities and attributes, and (c) feelings of self-esteem to refer to momentary emotional states, a person might say her self-esteem was sky-high after getting a big promotion, or a person might say his self-esteem plummeted after a divorce.

During the adolescence, academic achievement is a significant predictor of self-esteem development. Academic achievement becomes the first identity with which a child relates himself. A student's achieving success or consistently failing, strongly affects their individual self-esteem (Twenge & Crocker, 2002). Social experiences are another important contributor for it. As teenagers go through school they begin to understand and note various differences between themselves and their classmates. By using social

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comparisons, children learn to judge whether they are better or worse than classmates in different activities. These comparisons play an important role in nurturing the adolescents' self-esteem and influence the development of positive or negative feelings they have about themselves (Twenge & Crocker, 2002). Michaelieu and Thorne (as cited in Abhishek & Gaurav, 2013), as children go through adolescence peer influence becomes much more important, as adolescents make assessment of themselves based on their relationships with close friends. A successful peer relationship is very important for the development of high self-esteem for children. Social acceptance brings about self-confidence and produces high self-esteem in them, whereas rejection from peers and loneliness bring about self-doubts, poor self-image and produce low self-esteem (Baumeister & Leary, 2000).

Lamborn et al. (as cited in Abhishek & Gaurav, 2013) indicated that parenting can also play an important role in self-esteem development of children. Adolescent students who have high self-esteem may have parents who are caring and supportive, who put high standards for their child and encourage them to voice their opinion in decision making. Coopersmith (as cited in Abhishek & Gaurav, 2013) accepted the limitation of literature in this regard yet it is common that the findings are that warm, as supportive parenting has a high correlation with high self-esteem in children.

Historical Antecedents of Self-esteem

William James in 1892 is credited with the term self-esteem. According to Baumeister, Boden, Roy, and Smart (1996), the identification of self-esteem as a distinct psychological construct is thought to have its origins in the work of philosopher and psychologist William James. He is believed to

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have identified numerous dimensions of the self, with two levels of hierarchy: processes of knowing ('I-self') and the resulting knowledge about the self ('Me-self').

According to Baumeister, Boden, Roy, and Smart (1996), observation about the self and storage of those observations by the I-self create three types of knowledge, which jointly serves as a justification for the Me-self as opined by William James. These are the material self, social self, and spiritual self. The social self comes closest to self-esteem, comprising all characteristics recognized by others. The material self consists of representations of the body and possessions, and the spiritual self of descriptive representations and evaluative dispositions regarding the self. This view of self-esteem as the collection of an individual's attitudes toward oneself remains today (Baumeister, Roy, Smart & Boden, 1996).

According to Baumeister, Boden, Roy, and Smart (1996), in the middle of the 1960s, sociologist Morris Rosenberg defined self-esteem as a feeling of self-worth and developed the Rosenberg self-esteem scale (RSES), which became the popular used scale to measure self-esteem in the social sciences.

In the early 20th century, the behaviorist movement minimized introspective study of mental processes, emotions and feelings, which was replaced by objective study through experiments on behaviors observed in relation with environment. Behaviourism engaged the human being as an animal subject to reinforcements, and suggested placing psychology as an experimental science, similar to chemistry or biology. As a consequence, clinical trials on self-esteem were overlooked, since behaviourists considered the idea less liable to rigorous measurement (Jose-Vicente, 1997). In the

middle of the 20th century, the rise of phenomenology and humanistic psychology led to renewed interest in self-esteem. Self-esteem then took a central role in personal self-actualization and in the treatment of psychic disorders.

According to Jose-Vicente, (1997), psychologists started to consider the relationship between psychotherapy and the personal satisfaction of a person with high self-esteem as useful to the field. This led to new elements being introduced to the concept of self-esteem, including the reasons why people tend to feel less worthy and why people become discouraged or unable to meet challenges by themselves.

Presently, it is noted that the core self-evaluations method includes self-esteem as one of four dimensions that comprise one's fundamental appraisal of oneself, along with locus of control, neuroticism, and self-efficacy (Judge, Locke & Durham, 1997).

According to Dormann, Fay, Frese and Zapf (2003), the notion of core self-evaluations as first examined by these scholars has since confirmed to have the capacity to envisage several work outcomes, specifically, job satisfaction and job performance. Self-esteem may, in fact, be one of the most essential core self-evaluation dimensions because it is the overall value one feels about oneself as a person (Durham, Judge & Locke, 1997).

According to Falci (2011), adolescence is an important period for self-esteem development and the level of self-esteem attained in adolescence serves as the foundation for personal development in adulthood.

Realistic proof suggests that adolescence is the stage in the life sequence when socio-economic background differences in self-esteem and

mastery appear to emerge (Falci, 2011). Bergman and Scott (as cited in Falci, 2011) indicated that boys and adolescents with higher socioeconomic status report higher self-esteem and mastery in adolescence than girls.

Components of Self-esteem

Self-esteem as the view one holds about the self can be positive or negative, low or high, good or bad. Irrespective of which opposing view adopted to explain self-esteem, they all offer invariably similar explanations.

Self-esteem has to do with feelings about one's positive or negative manners, worthiness, competence and goodness or acceptance about himself as a human or respecting himself (Dere, 2015). William James (as cited in Dere, 2015), defined self-esteem as a measurable evaluation process about one's success rate regarding his own wishes.

Low Self-esteem: Low self-esteem is about holding a negative or disparaging view about the self. Low self-esteem is a debilitating condition that keeps individuals from realizing their full potential.

A person with low self-esteem feels unworthy, incapable, and incompetent. In fact, because the person with low self-esteem feels so poorly about him or herself, these feelings may actually cause the person's continued low self-esteem. This may come from a poor self-image which is based on how an individual sees self. Low self-esteem may be based on other factors like your work life or respect. People who view themselves negatively are likely to think about and believe the criticisms others may make of them.

It is very important because it affects how you think, act and even how you relate to other people. It allows you to live life to your potential. Low self-esteem means poor confidence and that also causes negative thoughts which

mean that you are likely to give up easily rather than face challenges. According to Dere (2015), an individual with low self-esteem has negative perceptions about himself, sees himself as unsuccessful, insufficient and worthless, and is more helpless against the effects of unpleasant and harmful feedback. In addition, cases such as smoking, substance abuse, low academic success, depression and suicide are more common among these individuals with low self-esteem (Dalgas-Pelish, 2006).

Santrock (as cited in Dere, 2015) indicated that low self-esteem level expresses either individuals' inadequacy or his twisted pathologic distrust and inferiority complex. Besides, other features such as depression, laziness, not being happy about his own appearance and with the compliments made, feeling insecure and insufficient most of the time, having no imaginary expectations, having serious doubts about his future, being extremely shy, aggressiveness, or having antisocial behaviours, following others' desires, suicide, crime, substance abuse and poor academic success are also found related to low self-esteem during adolescence period. It is also seen that adolescents with low self-esteem have poor mental and physical health during adolescence period.

High self-esteem: Avsaroglu (as cited in Dere, 2015) reported that an individual with high self-esteem accepts himself, finds himself worthy and believes in himself, evaluates himself positively, stays away from aggressive attitudes and feels good about himself. The individual with high self-esteem is good at decision-making, eager to try new things, sensitive to others' needs, and has healthy and respectful relationships with others and these individuals

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with high self-esteem have high academic success, healthy and productive (Dalgas-Pelish, 2006).

According to Dere (2015), high level self-esteem during adolescence might express individual's worthiness as a person, as well as right and fair perceptions regarding his achievements, but it might be also the sign of pride, showing off and injustice as a superiority feeling.

Adolescence Socio-economic Background and Self-esteem

Socio-economic background and self-esteem are believed to be intertwined work in tandem. According to Campbell and Twenge (2002), self-esteem and socio-economic background are two of the most important and repeatedly studied psychological and sociological variables. At their point of connection establishes the relationship between the individual's view of self (self-esteem) and society's primary view of the individual (socio-economic background).

Socioeconomic position has a clear impact on developing self-esteem, especially during the important stage of adolescence. At this period of life, the self-esteem of young people undergoes important changes, influenced not only by the already-mentioned socioeconomic status, but also by variety of other intrapersonal, interpersonal and sociocultural determinants (Engels, Finkenauer, Oosterwegel, & Meeus, 2002).

Adolescence, the period of transition from childhood to adulthood, is a critical time for the development of lifelong perceptions, beliefs, values and practices. An adolescent struggle with the developmental tasks of establishing an identity, accepting changes in physical characteristics, learning skills for a healthy lifestyle and separating from family (Susman, Dorn & Schiefelbein,

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2003). Therefore, before entering adulthood, it is important for the adolescent to develop high self-esteem and the ability to care for the self (Anderson & Olnhausen, 1999).

Previous studies also show socioeconomic status to be significantly related to self-esteem. In general, those with higher socioeconomic status report higher self-esteem than those with lower socioeconomic status (Rhodes, Roffman, Reddy & Fredriksen, 2004). Among socioeconomic factors, family income seems to be most related to self-esteem among adolescents (Birndorf, Ryan, Auinger & Aten, 2005).

Family, peers and significant others play a major role in the development of an adolescent's self-esteem. The family in particular, as the primary environment at this period of life, provides an important background for developing and creating the initial sense of oneself. Previous studies have found a positive relationship between supporting family relationships and self-esteem (Barrera & Garrison-Jones, 1992; Birndorf et al., 2005). On the other hand, a lack of support or a dysfunctional family environment has been described as a contributor to maladjustment, behavioural problems and drug abuse (Wentzel, 1994). In addition, support from peer groups and significant others, like teachers, could positively or negatively influence the development of one's self-esteem.

According to Veselska, Madarasova, Geckova, Gajdosova, Orosova, van Dijk and Reijneveld (2010), factors such as gender, socioeconomic status, personality and mental health and support from family and other relationships are all suggested as important influences in the field of the developing self-esteem during the adolescence.

A study conducted in Slovakia by Gajdosova, Geckova, Orosova, Reijneveld, Van Dijk, & Veselska (2010), with adolescents' sample of 3725 reveal that there exists an association between low socio-economic background and lower self-esteem. This association changed after adjustment for personality and mental health, but not after additional adjustment for social support. Family wealth as an indicator for socioeconomic status remained significantly associated with self-esteem of the adolescents'.

Pearlin and Rosenberg (as cited in Twenge & Campbell, 2002) indicated that because socio-economic background is an indicator of status within social groups, elevated self-esteem should result from high socio-economic background. According to Campbell and Twenge (2002), if an individual pursues success in the form of social status and wealth and realises these goals, high self-esteem should be the outcome. Equally, the individual who does not attain high socio-economic background may suffer from low self-esteem.

According to Twenge and Campbell (2002), in adolescence, socio-economic background is measured not by the individual's own income or accomplishments, but by their parents'. Accordingly, for children and adolescents, socio-economic background is an attributed status, one they have not produced by themselves (Demo & Savin-Williams, 1983).

According to Bannink, Hope and Pearce (2016), the likelihood of high self-esteem and life satisfaction increased with income; similarly, the risk of having low self-esteem and life satisfaction increased as income decreased. In their study with adolescents in the U.K, Bannink, Hope and Pearce (2010) revealed that young adolescents who perceived their family as poorer than

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their friends (instead of about the same) were less likely to have high self-esteem and life satisfaction and were more likely to have low outcomes.

Wang et al. (as cited in Falci, 2011) indicated that self-esteem in adolescence is related to socio-economic background attainment adolescents' families.

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CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter presents the method that was used for the study. It focuses on research design, population, sample and sampling procedure. It also describes the instruments, data collection procedure and the procedure for data analysis adopted to achieve the purpose of the study.

Research Design

Research design is the plan for the research work, which serves as the foundation for the study. Beck, Hungler and Polit (2010) define research design as the researcher's overall framework for answering the research question or testing the research hypothesis. Burns and Grove (2003) equally defined a research design as the blueprint for conducting a study with maximum control over factors that may interfere with the credibility of the findings. The study employed a descriptive survey design with the quantitative approach. As a design, it gives a researcher the opportunity to describe and report events as they occur naturally (Amedahe, 2002). According to Burns and Grove (2003), descriptive survey is designed to provide a picture of a situation as it naturally happens or occur. Thus it may be used to make informed decisions with regards to current practice and theories.

The study adopted the quantitative approach which according to Given (2008), most often uses deductive logic, in which researchers start with research questions or hypotheses and then collect data which can be used to

determine whether empirical evidence to support that hypothesis exists. As such, data collected and reported by quantitative approach is numerical in nature. Corrine (2011), said that quantitative analysis requires numeric information in the form of variables. The results of quantitative analysis are most commonly reported in the form of statistical tables or graphs which are used in this study. The presentation of results usually begins with descriptive statistics describing who is in the sample. This can take the form of univariate statistics (such as frequency distributions, means, and standard deviations) or simple graphs (such as pie charts, bar graphs, or historgrams).

According to Hunter and Leahey (2008), quantitative approach is especially useful for addressing specific questions about relatively well-defined phenomena. Quantitative analysis requires high-quality data in which variables are measured well (meaning the values of the variables must accurately represent differences in the characteristics of interest); this can be challenging when conducting research on complicated or understudied areas that do not lend themselves well to being measured with specific variables. Because it uses deductive logic and is therefore more easily viewed as "real science," the quantitative approach is often perceived as providing stronger empirical evidence than other research approaches (Hunter & Leahey, 2008). Per the nature of the study, the descriptive survey was best explore the influence of socio-economic background on adolescent girls' self-esteem among Senior High School students of the Ho Municipality in the Volta Region of Ghana.

Population

Taking excerpts from Van Dalen (1979), population is the entire people that research results is intended to be generalised to by a researcher. Burns and Grove (2009) define population as the entire set of individuals that meet the sampling criteria for a study. Population represents the entire people that are to be considered for the study (Amedahe, 2002). The target population comprised all female adolescent Senior High School students in the Ho Municipality and this was estimated at 2,226 (Ho Municipal Directorate of Education, 2018) and this represents the entire form one female adolescents from eight (8) schools that are to be considered for the study. However, four (4) schools were sampled for the study and which sum up to 1819.

Table 1: Population Distribution of the Schools

Schools	N
Mawuli S.H.S.	263
Mawuko S.H.S.	583
OLA S.H.S.	721
Sokode S.H.S.	252
Tanyigbe	175
Taviefe	126
Shia	66
Volta Technical	40
Total	2, 226

Source: Ho Municipal Directorate of Education, 2018

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Sample and Sampling Procedures

The study adopted multistage sampling technique which comprised of purposive sampling, proportional sampling and simple random sampling techniques in selecting the sample size for the study. The sample estimated for the study was 327 based on Krejcie and Morgan (1970) sample size determination table with their interval and confidence level, but with the chance of being increased. Consequently, the study used 400 respondents for the purpose of increasing power and generalisation. A sample represents a subset of the population that serves a true component of the population (Amedahe, 2002). Polit, Beck & Hungler (2010) assert that, sampling is the process of selecting participants who are representatives of the population being studied. In other words, sampling can be defined as the process of selecting a portion of the population to represent the entire population.

According to Lance and Hattori (2016), sampling is concerned with the selection of a subset of individuals from within a statistical population to estimate characteristics of the whole population. The sample was arrived at through purposive sampling, simple random, and proportional sampling.

Purposive sampling was used because the researcher intended using only form one adolescent female students. It is noted that purposive sampling is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling (Crossman, 2017). This type of sampling can be very useful in situations when you need to reach a targeted sample quickly, and where sampling for proportionality is not the main concern (Amedahe, 2002).

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Simple random sampling was used in selecting senior high schools in Ho Municipality for the study where two (2) schools each from single sex and mixed schools were selected. According to Yates, David and Daren (2008), a simple random sample is a subset of individuals (a sample) chosen from a larger set (a population). Each student is chosen randomly and entirely by chance, such that each individual has the same probability of being chosen at any stage during the sampling process, and each subset of k individuals has the same probability of being chosen for the sample as any other subset of k individuals. A simple random sample is an unbiased surveying technique and serves as the basic type of sampling, since it can be a component of other more complex sampling methods. The principle of simple random sampling is that every object has the same probability of being chosen (Daren, David & Yates, 2008)).

Proportional was used based on differences in population among the selected schools. Proportional sampling is noted to be a sampling procedure that is used when a known population is composed of several subgroups that are greatly different in number. According to Van Dalen (1979), proportional sampling provides the researcher a way to achieve even greater representativeness in the sample of the population. In doing this, the total population of each school was divided by the target population and multiplied by 100 to get the proportion and therefore extracted that proportion from the total sample size. Finally, simple random was used to select cases through the lottery method in the various schools.

Table 2: Sample size for individual schools

Schools	N	S
Mawuli S.H.S.	263	67
Mawuko S.H.S.	583	136
OLA S.H.S.	721	140
Sokode S.H.S.	252	55
Total	1819	400

Source: Field survey, 2018.

Table 2 indicates the population distribution of the schools and the sample size selected from each school. The sample size to be selected for each school was determined by dividing the population of each school by the total population of all the schools and multiplied it by the appropriate sample size which was 327, which gave the number of students to be selected from each school.

Data Collection Instruments

According to Dudovskiy (2017), questionnaire is a research tool for data gathering in research that consists of a set of questions in a different form of question type that is used to collect information from the respondents for the purpose of either survey or statistical analysis study. Questionnaire can be classified as both, quantitative and qualitative method depending on the nature of questions.

The instrument was divided in four sections. Section A comprises demographic information of respondents. Section B comprised of socio-economic information of respondents made up of 7 items. Also, section C included Rosenberg self-esteem scale consisting 10 items while section D was

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on Improving Self-esteem which was made up of 13 items. It was measured on a four-point Likert scale starting from 1=Strongly Disagree (SD), 2=Disagree (D), 3=Agree (A) and 4=Strongly Agree (SA) respectively. The self-esteem scale was developed by Rosenberg (1965) with a reliability coefficient of 0.76. The developed and adopted questionnaires were given to my supervisors for expert advice.

Advantages of questionnaires include increased speed of data collection, low or no cost requirements, and higher levels of objectivity compared to many alternative methods of primary data collection. However, questionnaires have certain disadvantages as well, such as selection of random answer choices by respondents without properly reading the question and the absence of possibility for researchers to express their additional thoughts about the matter due to the absence of a relevant question (Dudovskiy, 2017).

Pre-Testing of Research Instrument

According to Amedahe (2002), pre-testing of instruments helps the researcher to identify confusing and ambiguous language and to obtain information about possible results. It was necessary to pre-test the instruments. Pre-testing of the instruments was done using two schools in the Ho Municipality who were not selected to be part of the study. A total of 40 students from Tanyigbe Senior High and Shia Senior High were used in estimating the reliability coefficient and a Cronbachs Alpha of .66 was arrived at.

Validity of the Instrument

The questionnaire for respondents was taken through face, content and constructs validity procedures. First of all, the face validity of the instrument

was ascertained by affecting the comments of my supervisors who are professionals in the field of Educational Psychology and Educational Administration. The initial instrument was given to measurement and evaluation specialist to check the structure, alignment, lay out and conformation of the research instrument in regards to the research objectives and questions. Also, the views, comments, additions and deletions raised as a result of the pre-testing were effected. Content validity, on the other hand, was ensured with assistance from the supervisor who is a specialist in the area. He examined the research instrument in relation to the research objectives and questions in determination of how well an item measures what it is intended to measure.

Reliability of the Instrument

The reliability of the questionnaire was ensured by pre-testing the questionnaire. The data was derived from 40 students who were not selected to be part of the sample used for the main data from Tanyigbe Senior High and Shia Senior High schools. The pre-testing data was input into SPSS to help ascertain how consistent the instrument was. The Cronbach's Alpha procedure of reliability testing was used and the Alpha value of .66 was arrived at for the composite instrument. Considering the sub sections of the instrument, the self-esteem scale had a Cronbach's Alpha value of .74, socio-economic had .64 and improvements in self-esteem had .66 (Appendix D). These values are quite satisfactory following Creswell (2014) citing Cronbach gives a range of reliability score of 0.70-0.90 as internally consistent. Also, the reliability estimate was done for the instrument with sample of 400 after the data

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collection. The test yielded Cronbach alpha value of .63 for the whole instrument with 30 items.

Data Collection Procedure

Before administering the instruments, letter of introduction was taken from the Department of Education and Psychology to seek formal permission from the head masters of the schools. Permission was sought from the schools through the Ho municipal education office. After permission was granted, the researcher went to the sampled schools to select the participants for the study.

The data was collected in a span of 3 schooling days with the help of an assistant. The researcher visited the schools with the assistant and entered the classes from which the data was required. The questionnaires were distributed to the students after explaining the essence of the study and were collected after completion. The pupils were informed about the nature of the instrument and how it should be answered. Students were able to complete the questionnaire in a space of 15 minutes. The choice of the academic friend as an assistant was informed because I am with the conviction that he possessed what it takes in research and his engagement was in the right direction.

Ethical Consideration

Ethical considerations in research are critical. Ethics are the norms or standards for conduct that distinguish between right and wrong. They help to determine the difference between acceptable and unacceptable behaviours. First, ethical standards prevent against the fabrication or falsifying of data and therefore, promote the pursuit of knowledge and truth which is the primary goal of research. Ethical behaviour is also critical for collaborative work because it encourages an environment of trust, accountability, and mutual

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respect among researchers (Munhall, 1988). Before data collection, ethical consideration is an essential study in research. Oliver, (2003) stated that, ethical issues are very important in research especially when human beings are involved; they should be treated with respect, they should not be harmed in any way, and they should be fully informed about what is happening to them or with them as part of the research process

The protocols in research such as informed consent, confidentiality and anonymity of respondents and information provided were considered. Apart from these on field protocols, I took an introduction letter from the Department of Education and Psychology in University of Cape Coast and presented to the various schools' authorities to show as permission document. In addition, ethical clearance was taken from the Institutional Review Board in University of Cape Coast which indicates the acceptance of the questionnaire for the purpose of general indication of genuine research expedition been executed.

Data Processing and Analysis

After the data had been gathered, the data was processed and managed by coding the data, editing the data where appropriate, entering the data into the appropriate software (Statistical Product and Service Solution, version 21) to generate results and finally cleaning the data to remove any forms of mistakes that may have gone unnoticed. As such the data for this study were processed and managed in the following ways. Descriptive statistics (frequency, percentages, means and standard deviation) and inferential statistics (independent sample t-test and between groups two-way ANOVA)

were used to analyse the data related to the research questions and hypotheses set.

As a quantitative study, the uses of quantitative statistical tools for data analysis were considered. Research questions 1 and 2 were analysed using means and standard deviation. Research hypothesis one was analysed using two ways ANOVA and hypothesis two was analysed using Chi-square (χ^2) while the hypothesis three was tested using Independent sample t-test.

The mean provides the summary of the responses from students and the standard deviation indicates whether students' responses were clustered to the mean score or dispersed. Standard deviation ranges from 0 to 1. Where the standard deviation is relatively small (within 0), the students' responses are believed to be homogeneous (similar responses). On the other hand, where the standard deviation is relatively large (within 1), the students' responses are believed to be heterogeneous (dissimilar responses). A mean of 2.50 and above indicates students' positive perception while a mean of 2.49 and below indicates a negative perception towards their self-esteem.

Independent-samples t-test was used to determine whether there is a statistically significant difference between the means in two unrelated groups. The dependent variables here are self-esteem and the independent variable is gender (male and female).

The one-way analysis of variance (ANOVA) was used to determine whether there are any statistical significant differences between the means of three or more independent (unrelated) groups (age range) of the students in the Ho Municipality in the Volta Region of Ghana with respect to their self-esteem.

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CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

In the previous chapter, the research methods used for the study were presented. This chapter offers the analysis and interpretation of the findings of this study. The purpose of the study was to examine the influence of socio-economic background on the self-esteem of senior high adolescent girls'. The analysis was based on the 100% return rate data obtained from 400 students in the Ho Municipality in the Volta Region of Ghana. The data was analysed using inferential statistics (Between group One way Analysis of Variance, Chi-square (χ^2), independent sample t-test) and descriptive statistics (means, standard deviations, frequencies and percentages). The first part of this chapter considered the bio data of the respondents which were analysed using frequencies and percentages. In the second part, the research findings are presented based on the research question and hypotheses formulated for the study.

Description of Sample

This section relates to the background information of the students who responded to the questionnaires. The excerpts from the data were analysed using frequencies and percentages to indicate how the demographic data represented the students who took part in the study.

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Table 3: Demographic Characteristics of the Students

Variables	Subscale	Freq.	Percent %
Age	12 - 14 years	41	10.3
	15 - 17 years	342	85.5
	18 - 20 years	16	4.2
Whom the students leave with	Father	22	5.5
	Mother	92	23.0
	Both Parents	234	58.5
	Guardian/Family Relatives	52	13.0
Mother's Educational Level	Never been to school	28	7.5
	Basic School (Primary & J.H.S.)	107	28.5
	S.H.S./Technical/ Vocational	144	38.4
	Diploma	40	10.7
	Degree	31	8.3
	Masters	20	5.3
	PhD	5	1.3

Source: Field Data, (2018)   (n=400)

Table 3 presents results on the demographic characteristics of adolescent girls' in the Ho Municipality in the Volta Region. From the Table, the results suggest that most adolescent girls' in the Ho Municipality who took

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part in the study were within 15 - 17 years (n=342, 85.5%). Those above 18 -

20 years were the least (n=16, 4.0%). To ascertain whom the students leave

with, the results indicated that most of the students were leaving with their

Both Parents, few of them leaved with their Fathers (n=22, 5.5%). Finally, the

results suggested that, most of the mothers of the students had

S.H.S./Technical/Vocational (n=144, 38.4%). Those with higher education

were least presented in the study

Table 4: Demographic Characteristics of the Students

Variables	Subscale	Freq.	Percent %
Father's Educational Level	Never been to school	5	1.4
	Basic School (Primary & J.H.S.)	49	13.6
	S.H.S./Technical/Vocational	131	36.4
	Diploma	54	15.0
	Degree	56	15.6
	Masters	44	12.2
	PhD	21	5.8
The area where you live	Slum	15	3.8
	Residential (estate)	161	40.3
	Rented	96	24.0
The kind of house your parents/guardian live in	Family House	49	12.3
	Own House	209	52.3
	Compound House	45	11.3

Source: Field Data, (2018)   (n=400)

Table 4 continued with results on the demographic characteristics of

adolescent girls' in Senior High School in the Ho Municipality in the Volta

Region. As depicted in the Table, the results suggest that most adolescent

girls' fathers in the Ho Municipality were S.H.S./Technical/Vocational leavers

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(n=131, 36.4%). The results further suggest that most of the students are residing in Residential (estate) (n=161, 40.3%). Few of them were identified to be residing in Slum (To ascertain whom the students leave with, the results indicated that most of the students were leaving with their Both Parents, few of them leaved with their Fathers (n=22, 5.5%).

Research Question One: What is the level of self-esteem (low/high) among adolescent girls in Senior High School in the Ho Municipality?

The objective of this research question was to assess level of self-esteem (low/high) among adolescent girls in the Ho Municipality. To achieve this, means and standard deviation were used to rate the level of self-esteem (low/high) among adolescent girls. Table 5 presents the results.

Table 5: Results on the Level of self-esteem (low/high) among adolescent girls in Senior High School in the Ho Municipality (Modified from SPSS Output)

Statements	M	SD	MR
I take a positive attitude toward myself.	3.44	.754	1st
I feel that I have a number of good qualities.	3.34	.774	2nd
I wish I could have more respect for myself.	3.20	.858	3rd
I am able to do things as well as most other people.	3.14	.818	4th
On the whole, I am satisfied with myself.	2.97	.885	5th
I feel that I am a person of worth, at least on an equal plane with others.	2.93	.946	6th
At times I think I am no good at all.	2.48	.998	7th
I feel I do not have much to be proud of.	2.42	1.02	8th
I certainly feel useless at times.	2.25	1.08	9th
All in all, I am inclined to feel that I am a failure.	1.53	.851	10th

Source: Field Data, (2018)   (n=400)

Key=M=Mean, MR=Mean Rank, SD=Standard Deviation, cut off mean=2.50

The results show that generally, the students in the Ho Municipality have high level of self-esteem. This was evident after the students rated the pre-coded items above the cut off mean. For example, the students indicated that they take a positive attitude towards themselves and this explains that they have high level of self-esteem of students in the Ho Municipality (mean=3.44, M>CV, SD=.754, n=400).

Again, the study indicated that students feel that they have a number of good qualities and this could lead to their high level of self-esteem (mean=3.34, M>CV, SD=.774, n=400). The students further indicated that they wish they could have more respect for themselves and could influence them to have high level of self-esteem of students in the Ho Municipality (mean=3.20, M>CV, SD=.858, n=400).

The students further pointed out that they are able to do things as well as most other people and this placed them to have high level of self-esteem (mean=3.14, M>CV, SD=.818, n=400). The study further rated that on the whole, they are satisfied with themselves and this indicates their high level of self-esteem of students in the Ho Municipality (mean=2.97, M>CV, SD=.885, n=400). The results further show that the students feel that they are persons of worth, at least on an equal plane with others among students in the Ho Municipality (mean=2.93, M>CV, SD=.946, n=400).

It can therefore be deduced from the responses that female adolescent students in the Ho Municipality self-esteem was high irrespective of their socio-economic backgrounds with a composite mean of 2.77 above the criterion mean of 2.50.

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Research Question Two: How can adolescent girls' self-esteem be improved?

To establish more evidence, the researchers investigate from the students how adolescent girls' self-esteem can be improved among students in the Ho Municipality. The means and standard deviation were used to measure the students' responses. Table 6 depicts the results.

Table 6: Results on how adolescent girls' in Senior High School self-esteem can be improved (Modified from SPSS Output)

Statements	M	SD	MR
Self-understanding			
I challenge myself realistically so that I achieve a set goal in life.	3.59	.649	1st
I pay special attention to my personal hygiene so that I can look attractive in the face of others	3.47	.684	2nd
I clarify my strengths/weakness and try converting my weakness to strengths so that I can feel good	3.46	.672	3rd
I understand myself and try to change the distorted thinking about myself	3.37	.695	4th
I understand my feelings and express different emotions to the betterment of myself	3.31	.722	5th
I form intimacy and confidence by understanding my personality	3.27	.728	6th
I try thinking positively about myself anytime I am feeling bad or negative	3.17	.829	7th
I do more of the things that I enjoy so that I can boost my satisfaction	3.09	.893	8th

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Table 6: Continued

Personal Relationship			
When am in a bad mood, I need to be nice to people, and do nice things for them.	3.66	.714	1st
I spend more time with people who are close and cherish me	3.62	.615	2nd
I do some of the things that I have been avoiding	3.41	.939	3rd
I get close to people who are capable of offering advice	2.90	.943	4th
I avoid places and people that treat me badly or make me feel bad about yourself	2.80	.973	5th

Source: Field Data, (2018)   (n=400)

Key=M=Mean, MR=Mean Rank, SD=Standard Deviation, cut off mean=2.50

The results generally show that some measures can be put in place to improve the adolescent girls' self-esteem. The students indicated they challenge themselves realistically so that they achieve a set goal in life and this helps them to improve their self-esteem (mean=3.59, M>CV, SD=.649, n=400). Another measure identified by the students was the fact that they pay special attention to their personal hygiene so that they can look attractive in the face (mean=3.47, M>CV, SD=.684, n=400).

The students pointed out that they recognize their strengths/weakness and try converting their weakness to strengths so that they can feel good this helps them to improve their self-esteem (mean=3.46, M>CV, SD=.672, n=400). The students were of the view that one way to improve their self-

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esteem is through the formation of intimacy with peers and confidence by understanding their personality (mean=3.27, M>CV, SD=.728, n=400).

The students again confirmed in their responses that they try thinking positively about themselves anytime they feeling bad or negative and this helps them to improve their self-esteem (mean=3.17, SD=.829, n=400). With respect to Self-understanding, the students pointed out that they do more of the things they enjoy in order to boost their satisfaction which could help them improve their self-esteem (mean=3.09, M>CV, SD=.893, n=400).

In relation to the personal relationship measures, the students indicated they try to be nice to people when in a bad mood to improve their self-esteem (mean=3.66, M>CV, SD=.714, n=400). The results further indicated that they spend more time with people who are close and cherish them and this could help them to improve their self-esteem (mean=3.62, SD=.651, n=400).

Another measure was the fact that they do some of the things that they have been avoiding to help them improve their self-esteem (mean=3.41, M>CV, SD=.939, n=400). The results further suggest that they get close to people who are capable of offering them advice and this helps them to improve their self-esteem (mean=2.90, M>CV, SD=.943, n=400). Finally, the adolescent girls were of the view that they avoid places and people who treat them badly or make them feel bad about themselves (mean=2.80, M>CV, SD=.973, n=400).

It can be deduced from the findings that female adolescent students in the Ho Municipality are able to keep themselves by understandings who they are and relating to their peers positively so they could maintain and improve their self-esteem.

Research Hypothesis One H0a: There will be no statistically significant difference in the level of self-esteem among adolescent girls' in terms of age.

In previous studies, age of the students is one of the elements that are perceived to have influence on the self-esteem among adolescent girls'. Based on this, the researcher therefore tested to find out whether age of the students will difference in terms of self-esteem among adolescent girls'. To accomplish this, one way between-groups analysis of variance (ANOVA) was deemed appropriate for the analysis. Figure 1 presents the analysis on the means scores of the age of the students.
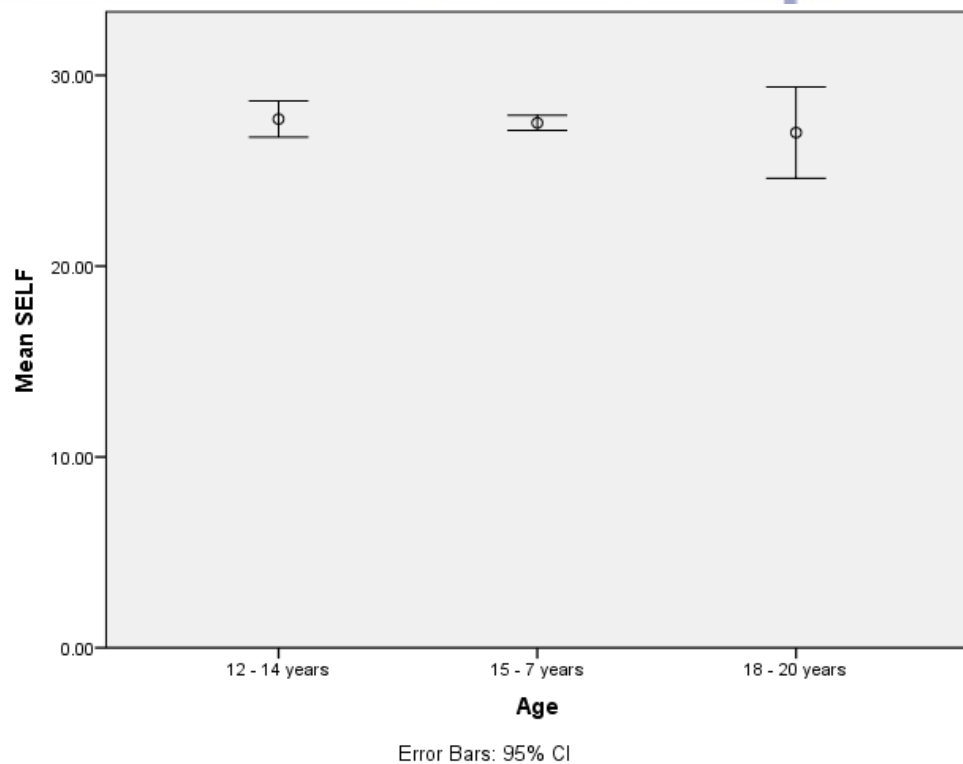

Error Bars: 95% CI

Figure 1: Means Plots

Figure 1 offers the Means Plots on how to compare the means scores for the age of the students against the self-esteem of students. It is obvious from the figure that there were no differences in the mean scores of the age of

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the students. However, in order not to give swift conclusions, one way between-groups analysis of variance (ANOVA) was conducted to gain more statistical confirmation to the results.

Table 7: Results of Homogeneity of Variances Test (Modified from SPSS Output)

Levene Statistic	df1	df2	Sig.
1.829	2	396	.162 **(ns)**

Source: Field Data, (2018)   n=400

Table 7 presents homogeneity of variances test of the variables (ages of the students and their self-esteem). From Table 7, the Significant value (Sig) for Levene' test is .162 which is greater than the alpha or critical value of 0.05. This suggests that the assumption of homogeneity has not been violated [F (2, 396) = .1.829, p>.05, n=400, p-value=.162, 2-tailed)]. Therefore, conducting one way between-groups analysis of variance (ANOVA) was deemed appropriate. The results are presented in Table 8.

Table 8: Summary of One-way Analysis of Variance (ANOVA) Results (Modified from SPSS Output)

Source	Sum of Squares	Df	Mean Square	F	Sig. (p-value)
Between Groups	5.758	2	2.879	.210	.811**(ns)**
Within Groups	5431.961	396	13.717		
Total	5437.719	398			

Source: Field Data, (2018)   n=400

Since the assumption of homogeneity was not violated, the researcher tested one way between-groups analysis of variance (ANOVA) to check whether the overall *F* ratio for the one way between-groups analysis of variance (ANOVA) is significant or not. From the analysis in Table 8, it was noted that the F-ratio of .210 was not significant at .05 (*p-value* =.811) alpha level which implies that there were no significant difference among the ages of the students and their self-esteem. The ANOVA results reported *F* (2, 396) = .210 p>.05, n=400, *p-value*. = .811) gives statistical evidence to the effect that self-esteem is not depended on the students ages. Hence, the null hypothesis that "*There will be no statistically significant difference in the level of self-esteem among adolescent girls' in terms of age*" was upheld.

Deducing from the hypothesis, it was evident that female adolescent students in the Ho Municipality self-esteem did not differ in terms of their ages.

Research Hypothesis Two H₀2: There will be no statistically significant association between adolescent girls' socio-economic background and the level of self-esteem.

The main thrust of this research question was to assess the statistically significant association between adolescent girls' socio-economic background and the level of self-esteem among Senior High School students in the Ho Municipality. To achieve this, Chi-square (χ^2) test of associations was to establish the association. The results are presented in Table 9.

Table 9: Socio-Economic Background and the Level of Self-Esteem (Modified from SPSS Output)

Demographic Variables	Chi-square (χ^2)	Degree of Freedom (df)	Significance (p-value)
Area of Living	44.582*	42	.003(s)
Mothers Educational level	151.68*	126	.029(s)
Fathers Educational level	113.135*	126	.007(s)
Guardian Educational level	108.806	114	.019(s)
Who are you living with	61.691	63	.523(ns)
Mothers Occupation	641.233	819	1.00(ns)
Fathers Occupation	1562.16	1617	.832(ns)
Guardian Occupation	674.399	693	.687(ns)
Your financier	68.663	63	.632(ns)
Kind of house	60.818	63	.555(ns)

Source: Field data, (2018), Significant association exist @p=0.05 (2-tailed), n=400

Table 9 presents the Chi-square test of association of the socio-economic background and the level of self-esteem of the children. The results indicate that some of the measured socio-economic background (area of living, mothers educational level, fathers educational level and guardian educational level) of the students has significant association with their self-esteem in the Ho Municipality.

For instance, area of living of the student gave a results to mean that it influences on their self-esteem χ^2 (df=42) =44.582, p =.003*, n=400, 2-tailed).

Mothers Educational level of the students was also identified to have association with the self-esteem of the students in the Ho Municipality (Chi-square χ^2 = 151.68, df =126, p-value =.029, n=400, 2-tailed).

Statistically, the results of the fathers' educational level were in line with the area of living and mother's educational level of the students. The fathers educational level was identified to have strong influence and association with the self-esteem of the adolescents of students in the Ho Municipality χ^2 (df =126) =113.135, p-value =.007, n=400, 2-tailed). Result produced by the guardian educational level of the students was not different as it was statistically confirmed that Educational level influences the self-esteem of the students in the Ho Municipality χ^2 = (df=114) =108.806, p-value =.019, n=400 2-tailed).

On the other hand, some of the socio-economic backgrounds of the students were found not to have association with the self-esteem of the students. For example, who the student leaves with did not have influence on their self-esteem χ^2 (df=63)=61.691, p-value =.523, n=400, 2-tailed). Mothers occupation was found not to have influence on the self-esteem of the students in the Ho Municipality χ^2 (df=819)= 641.233, p-value =1.00, n=400, 2-tailed).

Result on the fathers' occupation was not different as Fathers' occupation was found not to have influence on the self-esteem of the students in the Ho Municipality χ^2 (df=1617) =1562.16, p=0.05 =.832, n=400, 2-tailed). Guardian occupation of the students was also found not to have influence on the self-esteem of the students in the Ho Municipality χ^2 (df=693) 74.399, p-value =.687, n=400, 2-tailed). The students' financier did not have association with the self-esteem of the students as it produced insignificant

results χ^2 (df =63)= 68.663, , p-value =.632, n=400, 2-tailed). Finally, the kind of house of the students did not have association with the self-esteem of the students as it produced insignificant results of students in the Ho Municipality χ^2 (df=63)=60.818, p-value =.555, n=400, 2-tailed).

It can be concluded from the hypothesis that socio-economic background factors such as area of living, mothers' educational level, fathers' educational level and guardian educational level of the female adolescent students have significant association with their self-esteem in the Ho Municipality.

Research Hypothesis Three H0c: There will be no statistically significant difference between the category of schools and self-esteem of adolescent girls.

Another demographic characteristic of students that can be said to influence self-esteem of adolescent girls is category of schools in the Ho Municipality. To establish this, hypothesis was formulated and tested to find out whether the category of schools could differ in the self-esteem of adolescent girls in the Ho Municipality. To achieve this, independent sample t-test was deemed appropriate for the analysis. The results are presented in Table 10.
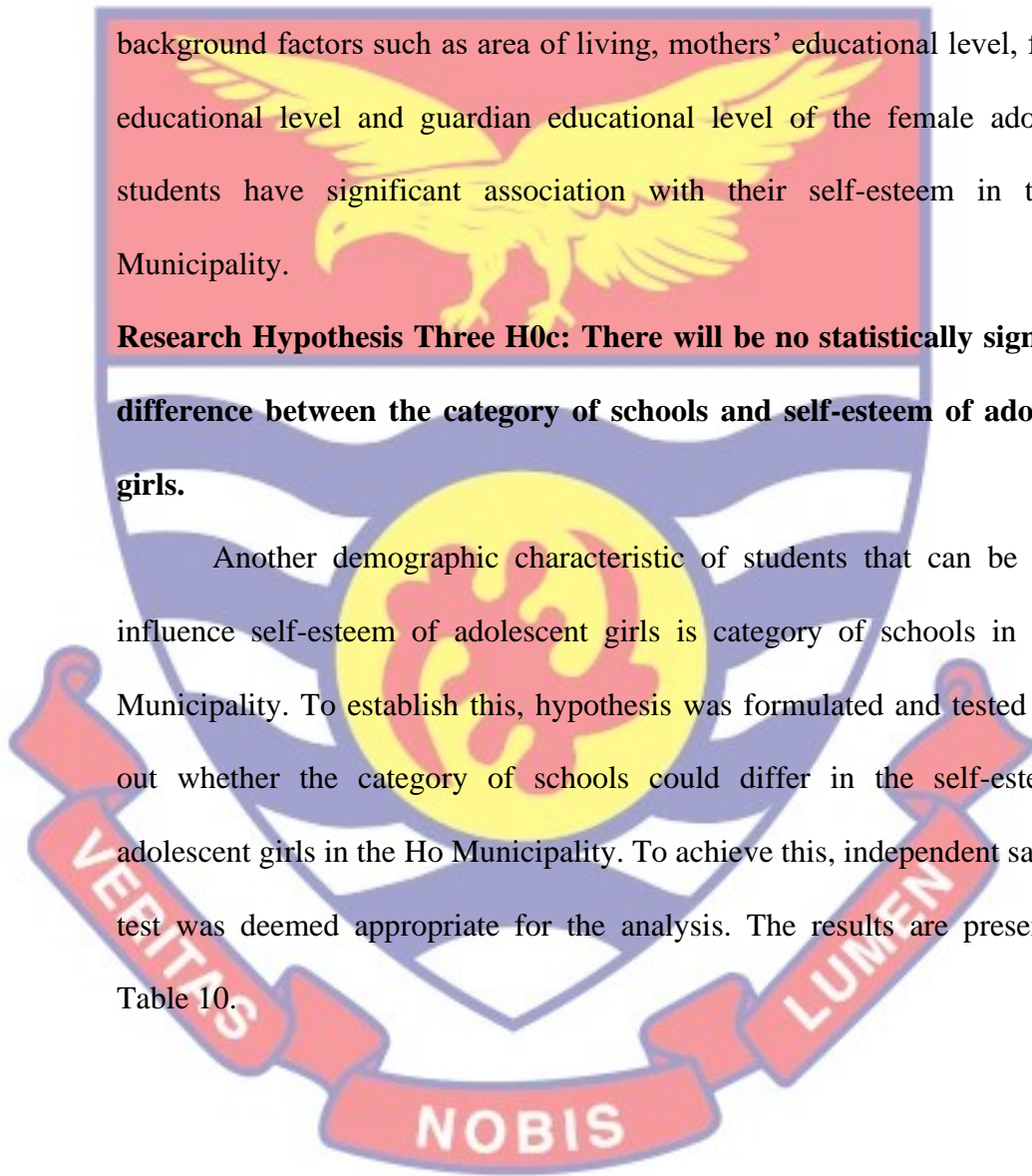
Table 10: Results of t-test Comparing Self-Esteem of Adolescent Girls based on Category of Schools

Category	Mean	SD	t-value	Df	Sig-Value
Category A	28.55	2.543	3.33	398	.008 **(s)
Category B	21.47	1.503			

Source: Field Data, (2018) Significant differences exist @p=0.05 (2-tailed), n=400

Table 10 presents t-test comparing difference between the category of schools and self-esteem of adolescent girls. From Table 10, the results show that there were statistical significant differences between category (A and B) of schools in the Ho Municipality (t (398) =3.33, p-value = .008**, p<0.05, n=400, 2-tailed). The results show that Category A schools comprising Ola Senior High and Mawuli Senior exhibited high self-esteem (mean= 28.55, SD=2.543) than Category B schools comprising (Mawuko Senior High School and Sekode Senior High School). It is conclusive on the hypothesis that the type of school female adolescent students attend does have influence on their self-esteem as the results generated were significant.

Discussion

Research Question One

The question sought to find out whether female adolescent students in the Ho Municipality were high or low in terms of self-esteem. It was deduced from the responses that female adolescent students in the Ho Municipality had high self-esteem irrespective of their socio-economic backgrounds with a composite mean of 2.77 above the criterion mean of 2.50. Being females, the expectation was that they should be a bit low in terms of self-esteem in relation to their socio-economic backgrounds. The revelation therefore debunks that of Clay, Dittmar and Vignoles (2005), who were of the view that,

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in the Western cultures, self-esteem typically differs by gender and may not be different from countries in other continents like Africa. They came to that position based on a report on meta-analysis of self-esteem studies which confirmed that adolescent girls' self-esteem is moderate but significantly lower than adolescent boys' self-esteem (Clay, Dittmar & Vignoles, 2005). Guided by the revelation, it can be said that female adolescent students in the Ho Municipality may not be pressured to fall prey to anything untoward being consequence of low self-esteem because theirs is high. It therefore defeats Ata et al. (2007) study that found adolescents with low self-esteem are more susceptible to peer-pressure and are more likely to keep secret the information they receive from people. It equally dissociated from Rhodes and Wood (as cited in Franz, 2010) study findings that indicate that there was a correlation between self-esteem and peer pressure, stating those with lower self-esteem are more likely to yield to others and are more easily influenced by others.

Research Question Two

The question sought to expatiate how self-esteem can be maintained and improved among female adolescent students in the Ho Municipality. It was deduced that female adolescent students in the Ho Municipality were able to keep themselves through parents and counsellors by understandings who they are and relating to their peers positively so that they could maintain and improve their self-esteem. The revelations corroborated other empirical findings by Garey of Child Mind Institute (2017), who indicated that raising adolescent girls' self-esteem may somehow difficult but not undoable and with the help of parents' adolescent girls can challenge themselves and aspire for higher things in every endeavour no matter how daunting their backgrounds

may be. It is believed that everyone is capable of achieving his or her dreams, it all rest on how determined and committed one is to such dreams and so does to the improvement of self-esteem of adolescent students. It again affirmed the position of Sang (2015) in a study recommendation about the essence of the establishment of a functioning guidance and counselling programmes in schools and communities for adolescents, as such more would help deal with the problems faced by adolescents from somewhat difficult backgrounds.

Research Hypothesis One

The hypothesis focused on differences in age of female adolescent students and their self-esteem. It was revealed that female adolescent students in the Ho Municipality self-esteem does not differ in terms of their ages so therefore issues about self-esteem and age difference are not part of this study. Having found this, it sounds interesting as many findings are refuted. For instance, Robins et al. (2002) in a study found that self-esteem cut across the life span that while self-esteem levels were high in childhood, they dropped during adolescence and rose gradually throughout adulthood, once again declining in old age. Adolescence therefore emerges as a time of reduction in self-esteem. Again, Bhatia, Dhal, Gupta and Sharma (2007) study in Delhi found that adolescents aged 12-13 years reported lower self-esteem than those aged 10-11 years. The decline in self-esteem that occurs at this time is a result of many changes the adolescent experiences. These findings are more or less contrary to the findings of the current study as differences were not recorded in as much as self-esteem and age are concerned.

Research Hypothesis Two

The hypothesis focus was on the association between socio-economic backgrounds of female adolescent students and their self-esteem. It was revealed that adolescent students' socio-economic background factors such as area of living, mothers educational level, fathers educational level and guardian educational level of the female adolescent students have significant association with their self-esteem. The study findings confirmed Slavin (as cited in Sang, 2015) study that the state of the home environment, the social norms that govern behaviour in the community the adolescent belongs and the school experiences have been noted to have influence on the self-esteem and academic achievement of the student.

The level of education of parents contributes substantially in stimulating the achievement orientation in their children with parents with higher education levels being in a better position to impart the virtue of good performance to their children. The revelation equally corroborates Tremblay, Inman and Willms (2000) study report that indicated that when socio-economic status was measured by adolescent students' possessions at home and their family's participation in cultural activities, socio-economic status was found to be positively correlated with self-esteem. The results further support the claims of The National Centre for Educational Statistics (2008) underscores socio-economic background as an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. It is therefore acceptable to note that socio-economic backgrounds of students indeed influence their self-esteem.

The results are in conformity with the findings of Okioga (2013) who revealed that socio-economic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position relative to others, based on income and education, and occupation. Similarly, Eamon (2005) and Hochild (2003) observed in their studies that adolescent students from low socio-economic background are more likely to drop out of school as they face more challenges than adolescent students from high socio-economic background.

In another evidence, Wells, Malpass, Lindsay, Fisher, Turtle and Fulero, (2000) pointed out that socio-economic background is a most critical variable in the determination of achievement, stressing that the opportunity to achieve success is influenced by learning, availability of special help at home, reference materials and tutors.

Research Hypothesis Three

The aim of the hypothesis was accentuating the type of school students attend and its influence on their self-esteem. It was revealed that the type of school female adolescent students attend does have any influence on their self-esteem as the results generated were significant. The results from the study lend support to the work of Meškauskienė (2017) who found that the school environment is one of the most significant factors influencing adolescents' self-esteem, and creative autonomy. Meškauskienė (2017) further pointed out that school environmental factors include - the school's tradition, domestic regulations, pupil and teacher relationship, the psychological climate, school management and teacher's work style. Therefore, the schools that possess these school environmental factors are likely to exhibit high self-esteem.

Similarly, the results confirm the assertions of Meškauskienė (2017), who in his study on the impact of teaching environment on adolescent self-esteem formation reported that, teaching and learning environment significantly affects adolescents' self-esteem. He further revealed that, an autocratic teacher work-style who stereotypes and depersonalises the learners, weakens the students' self-esteem. On the contrary, the democratic teacher work style encourages students' participation in decision making, respectful relationship, honesty and self-discipline which promotes adolescents' self-confidence and improves self-esteem.

Furthermore, the results are in consonant with the study of Reed, Rudd and Smith (2008) who revealed that, school environment significantly affected students' attitude and self-confidence. They reported this result by investigating the attitude of students before and after school infrastructure development. They realized that, students had poor attitude and self-confidence due to poor school environment.

To further lend support to the findings of Bhatia and Singh (2012) who argued that, development of the adolescent is dependent on what went on in school and as a reason, most parents sought to send their children to better schools, particularly to schools with the best available infrastructure, facilities and good teachers.

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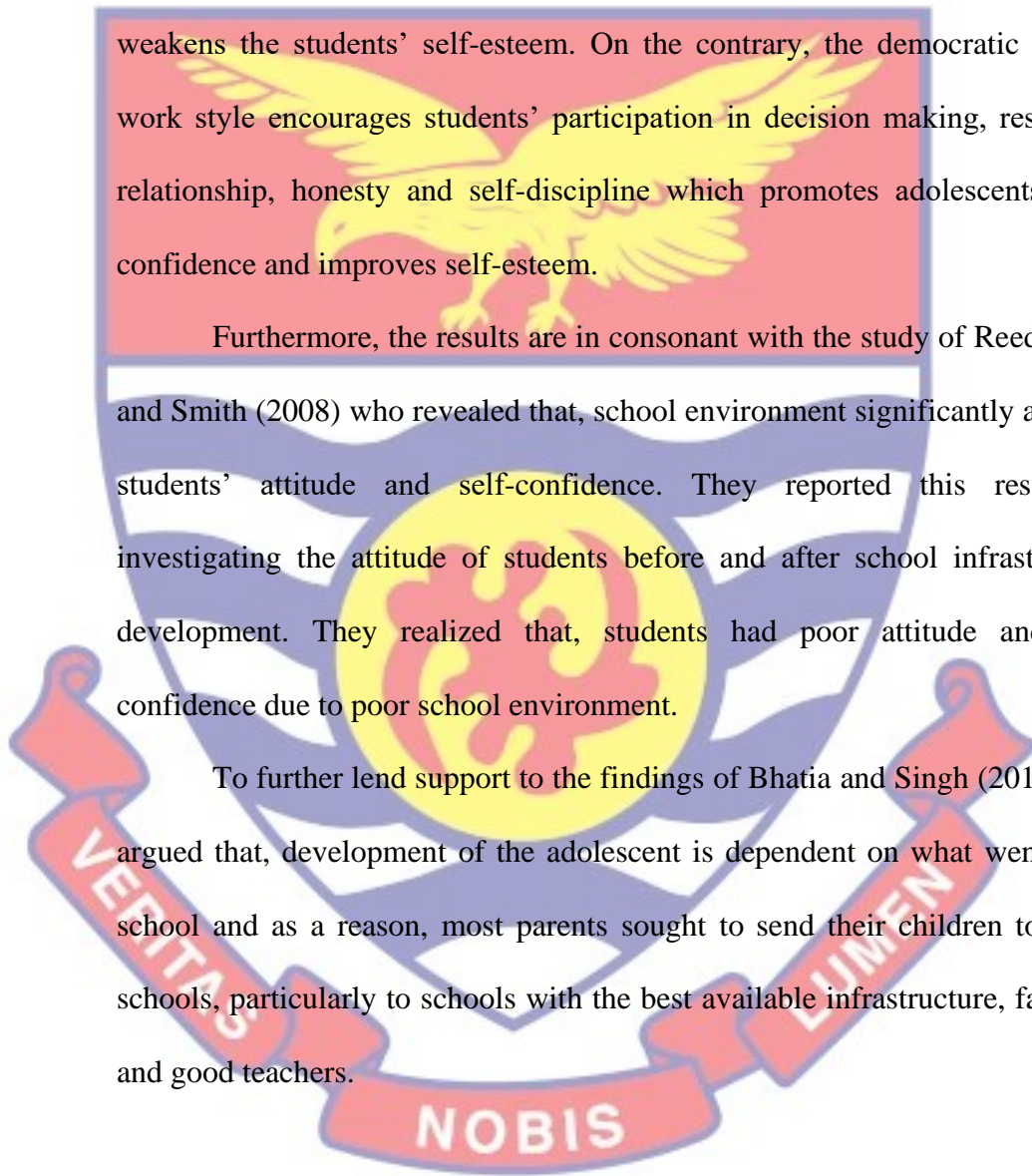
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents a summary of the research findings, discussion of the research findings, the conclusion and the recommendations. The study sought to investigate the effects of socio-economic background on self-esteem of female adolescent students in Ho in the Volta Region of Ghana. The study employed a descriptive survey design approach with the quantitative method. A sample of 400 out 2,226 female adolescent Senior High School students was used for the study. The participants were selected using the simple random and purposive sampling procedures. A close-ended type questionnaire developed by the researcher was used and it comprised three (3) sections (A-C) containing 30 items. Section "A" solicited demographic information of respondents. Section "B" sought information from the respondents on their level of self-esteem. Section "C" sought information about how self-esteem among female adolescents can be improved.

Summary of Findings

The research question sought to find out whether female adolescent students in the Ho Municipality are high or low in terms of self-esteem. It was revealed that female adolescent students in the Ho Municipality self-esteem was high irrespective of their socio-economic backgrounds.

The research question sought expatiate how self-esteem can be maintained and improved among female adolescent students in the Ho

Municipality. It was deduced that female adolescent students in the Ho Municipality are able to keep themselves through parents and counsellors by understandings who they are and relating to their peers positively so that they could maintain and improve their self-esteem.

The research hypothesis one focused on differences in age of female adolescent students and their self-esteem. It was revealed that female adolescent students in the Ho Municipality self-esteem does not differ in terms of their ages so therefore issues about self-esteem and age difference is not a part of this study.

On research hypothesis two the focus was on the association between socio-economic backgrounds of female adolescent students and their self-esteem. It was revealed that adolescent students in the Ho Municipality socio-economic background factors such as area of living, mothers educational level, fathers educational level and guardian educational level of the female adolescent students have significant association with their self-esteem in the Ho Municipality.

Research hypothesis three, analysed the type of school students attend and its influence on their self-esteem and it was revealed therefore that the type of school female adolescent students attend does have influence on their self-esteem as the results generated were significant.

Conclusions

Deducing from the foregoing outcomes, it is possible conclude that female adolescent students in the Ho Municipality self-esteem was high.

It is also concluded that female adolescent students in the Ho Municipality self-esteem was not different based on their age. As it holds,

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female adolescent students whether young or old are more or less having similar levels of self-esteem irrespective of where they are coming from in terms of socio-economic backgrounds.

It can be concluded again that female adolescent students in the Ho Municipality are able to keep themselves through parents and counsellors by understandings who they are and relating to their peers positively so that they could maintain and improve their self-esteem.

Indeed, it is conclusive that the type of school female adolescent students attended did not have influenced their self-esteem as the results generated were insignificant.

Recommendations

Based on the findings of this study, the following recommendations are made to help improve levels of self-esteem of adolescent girls and subsequently their general wellbeing and academic performance.

The researcher recommends that female adolescent students be guided as they sail through life irrespective of what one is blessed with, in terms of home resources and parental wealth so that their self-esteem can be maintained. This could be done by stakeholder institutions such as School Counsellors and Education Psychologists as a way of educating them on how to remain resolute and respect what one possesses.

The researcher recommends that female adolescent students be guided on how to keep themselves positive in order to build their self-esteem as it may serve as a turning point in their lives. In regard, parents, peer-educator groups and as teachers should be implored to sway female adolescents from

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some unwholesome comparisons among themselves so they can maintain their self-esteem in a positive dimension.

Social Studies academic curriculum in the Senior High School should include self-esteem as a subject to expose students to how their self-esteem is developed and how it can influence their lives.

There is the need to strengthen guidance and counselling departments in Senior High schools to organize programmes and seminars that are aimed at improving students' self-esteem.

Suggestions for Further Research

It is suggested that further studies should be conducted on parenting styles and self-esteem.

Further studies should also be conducted on the influence of society and religious on female adolescent students' self-esteem and stereotyping and self-esteem.

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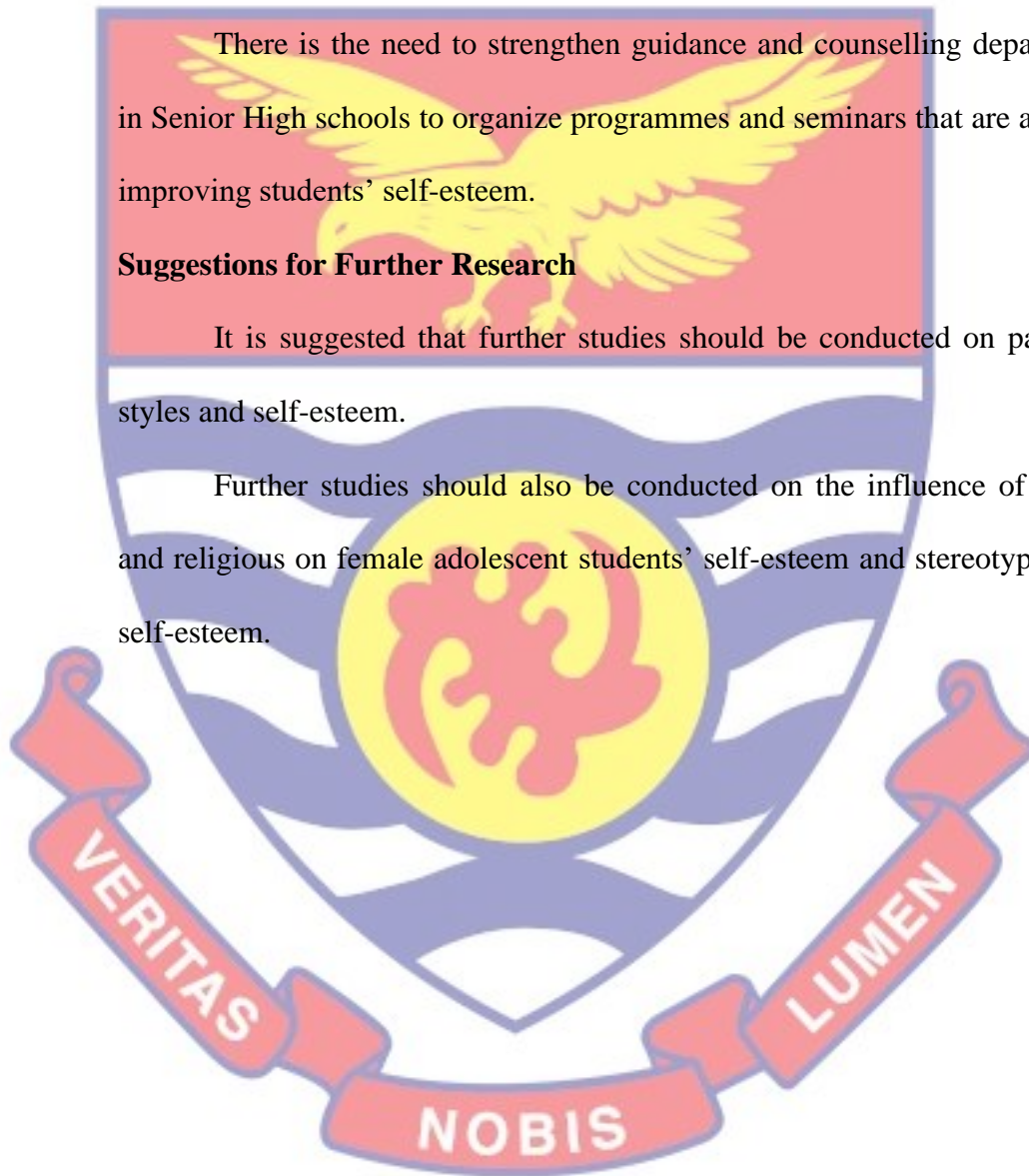
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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

STUDENTS' QUESTIONNAIRE

Dear Student

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I am embarking on study that seeks to find out "*Influence of Socio-economic Background on the Self-Esteem of Adolescent Girls*". I would be grateful if you could answer the questions below. There is no right or wrong answer. I am interested in your personal experience and opinion. The confidentiality of your information is guaranteed.

Instruction: For each item, please choose the answer which best describes your experiences by ticking [√]

SECTION A

Personal Background Information

1.   Age

a)   12-14 years   [   ]

b)   15-17 years   [   ]

c)   18-20 years   [   ]

SECTION B

Parental Background (Education and Employment)

2.   Currently, who are you living with?

a)   Father   [   ]

b)   Mother   [   ]

c)   Both parents   [   ]

d)   Guardian/family relatives   [   ]

Instruction: For each item, please choose the answer which best describes the

question below by ticking [√]

3. **Educational Level**	**Mother**	**Father**	**Guardians**
Never been to school			
Basic School(Primary & J.H.S)			
S. H.S/ Technical/ Vocation			
Diploma			
Degree			
Masters			
PHD			

4. **Employment**

   a) State Mother's occupation …………………………………

   b) State Father's occupation …………………………………..

   c) State guardians occupation …………………………………

5. Who finance you (The one who gives you money for your upkeep).

   Father   [   ]

   Mother   [   ]

   Guardians   [   ]

6. The area where you live

   a) Slum   [ ]

   b) Residential (estate)   [ ]

   c) Non-residential   [ ]

7. The kind of house your parents/guardians live in

   a) Rented   [ ]

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b) Family House   [ ]

c) Own house   [ ]

d) Compound house   [ ]

SECTION C

Rosenberg (1965) Self-esteem Scale

Please tick [√] 1=Strongly Disagree (SD), 2=Disagree (D), 3=Agree (A)

and 4=Strongly Agree (SA)

Statements	SD	D	A	SA

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8. On the whole, I am satisfied with myself.				
9. At times I think I am no good at all.				
10. I feel that I have a number of good qualities.				
11. I am able to do things as well as most other people.				
12. I feel I do not have much to be proud of.				
13. I certainly feel useless at times.				
14. I feel that I am a person of worth, at least on an equal plane with others.				
15. I wish I could have more respect for myself.				
16. All in all, I am inclined to feel that I am a failure.				
17. I take a positive attitude toward myself.				

SECTION D
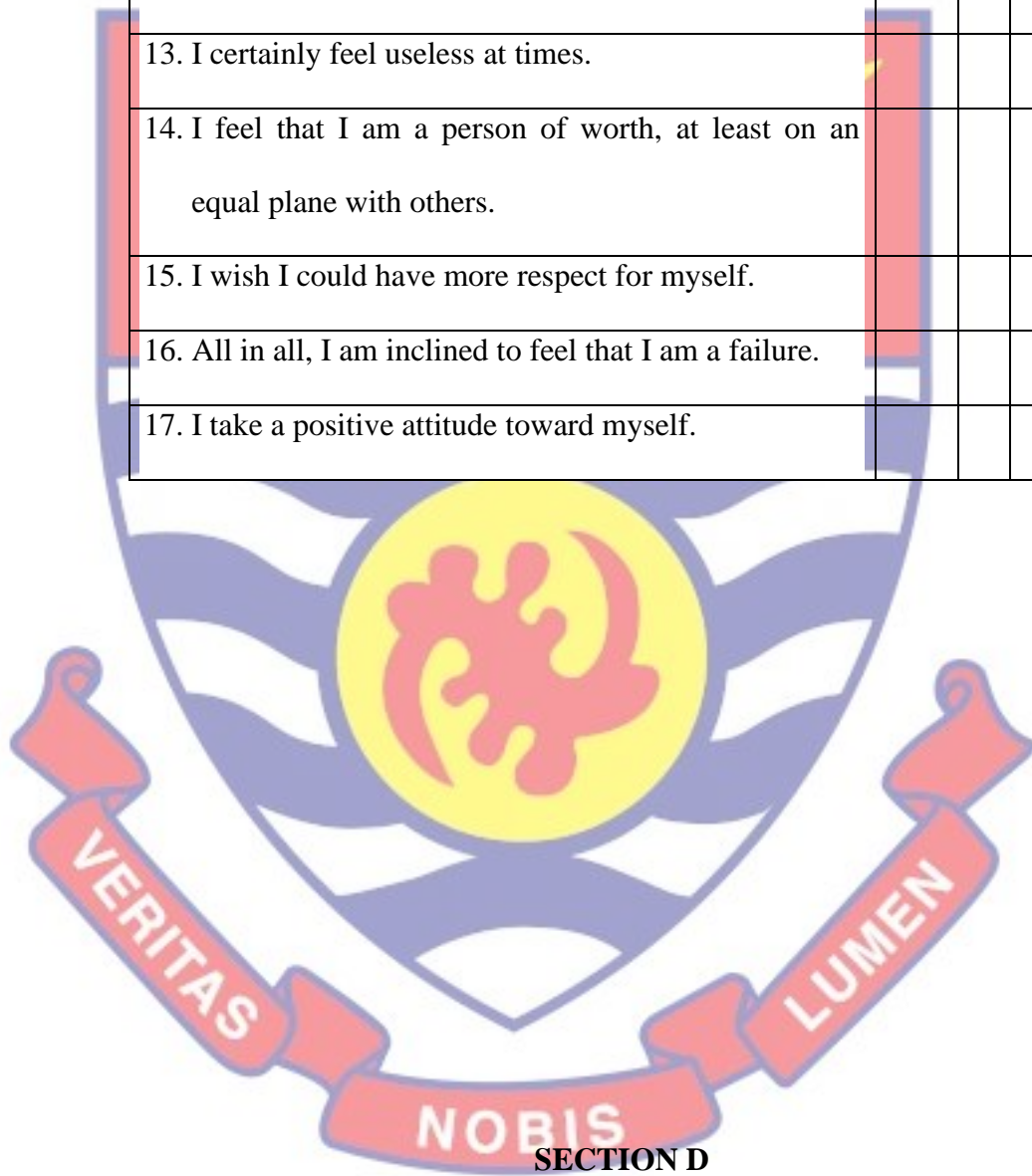
Improving Self-esteem

Please tick [√] 1=Strongly Disagree (SD), 2=Disagree (D), 3=Agree (A)

and 4=Strongly Agree (SA)

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Statements	SD	D	A	SA
Self-understanding				
18. I understand my feelings and express different emotions to the betterment of myself				
19. I form intimacy and confidence by understanding my personality				
20. I clarify my strengths/weakness and try converting my weakness to strengths so that I can feel good				
21. I understand myself and try to change the distorted thinking about myself				
22. I challenge myself realistically so that I achieve a set goal in life.				
23. I do more of the things that I enjoy so that I can boost my satisfaction				
24. I try thinking positively about myself anytime I am feeling bad or negative				
25. I pay special attention to my personal hygiene so that I can look attractive in the face of others				
Personal Relationship				
26. When am in a bad mood, I need to be nice to people, and do nice things for them.				
27. I do some of the things that I have been avoiding				
28. I spend more time with people who are close and				

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cherish me				
29. I avoid places and people that treat me badly or make me feel bad about yourself				
30. I get close to people who are capable of offering advice				

THANK YOU SO MUCH FOR YOUR TIME

APPENDIX B

RELIABILITY TEST

RELIABILITY TEST RESULTS OF THE INSTRUMENT (SOCIO-ECONOMIC)

117

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excludeda	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of items
.640	30
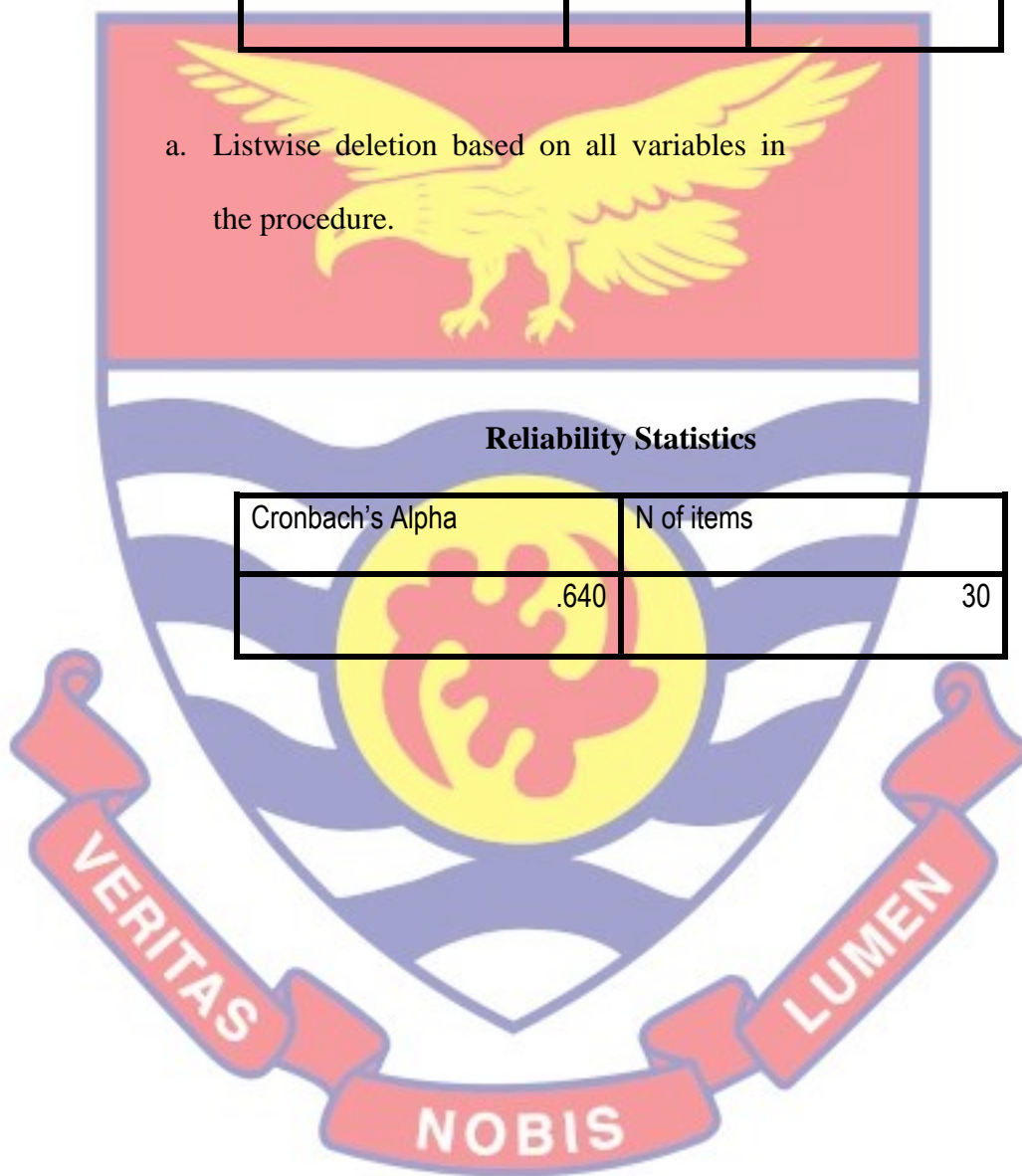
RELIABILITY TEST

RELIABILITY TEST RESULTS OF THE INSTRUMENT (SELF-ESTEEM)

118

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in

the procedure.

Reliability Statistics

Cronbach's Alpha	N of items
.740	30
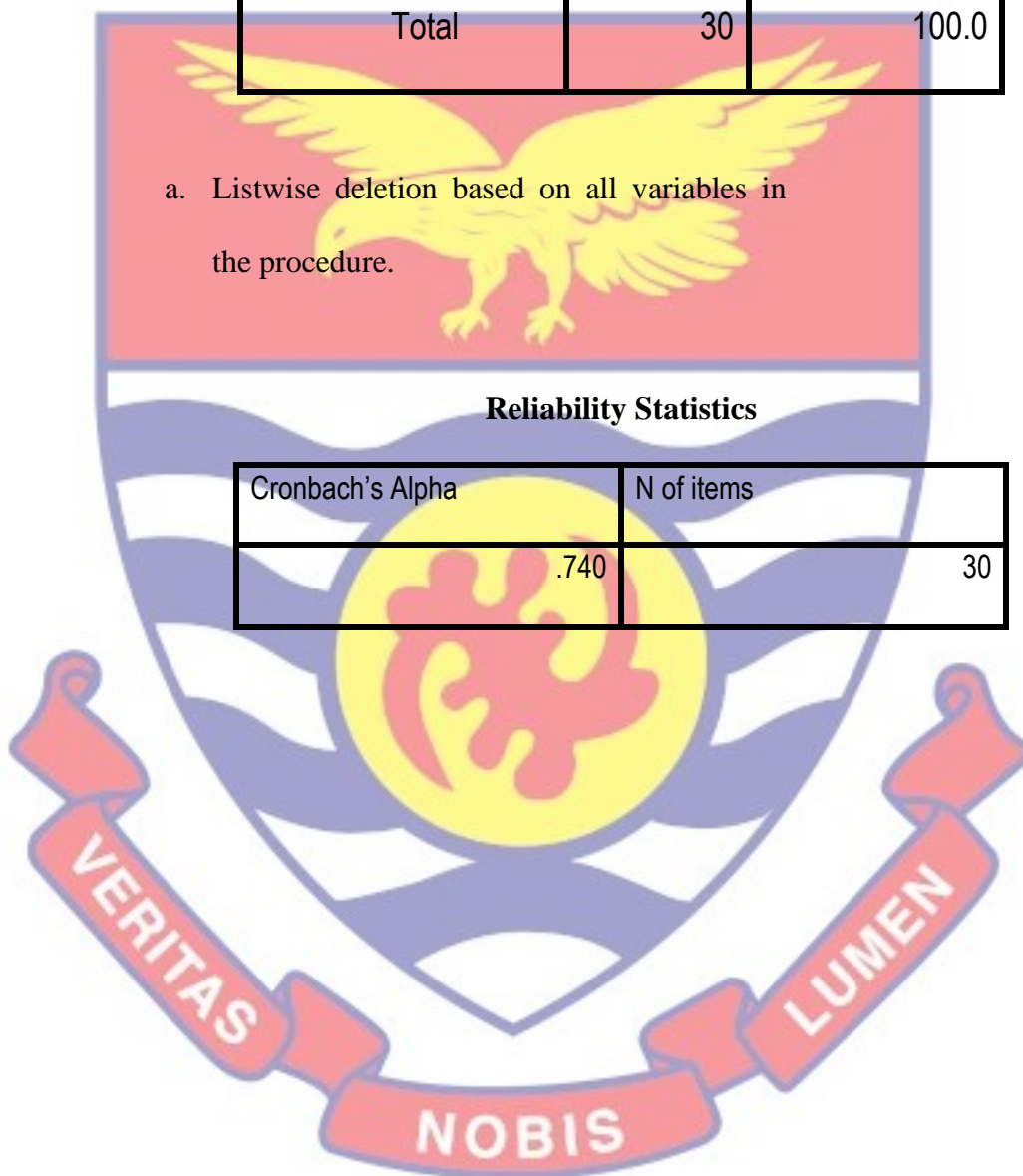
RELIABILITY TEST

RELIABILITY TEST RESULTS OF THE INSTRUMENT

(IMPROVEMENT OF SELF-ESTEEM)

119

Case Processing Summary

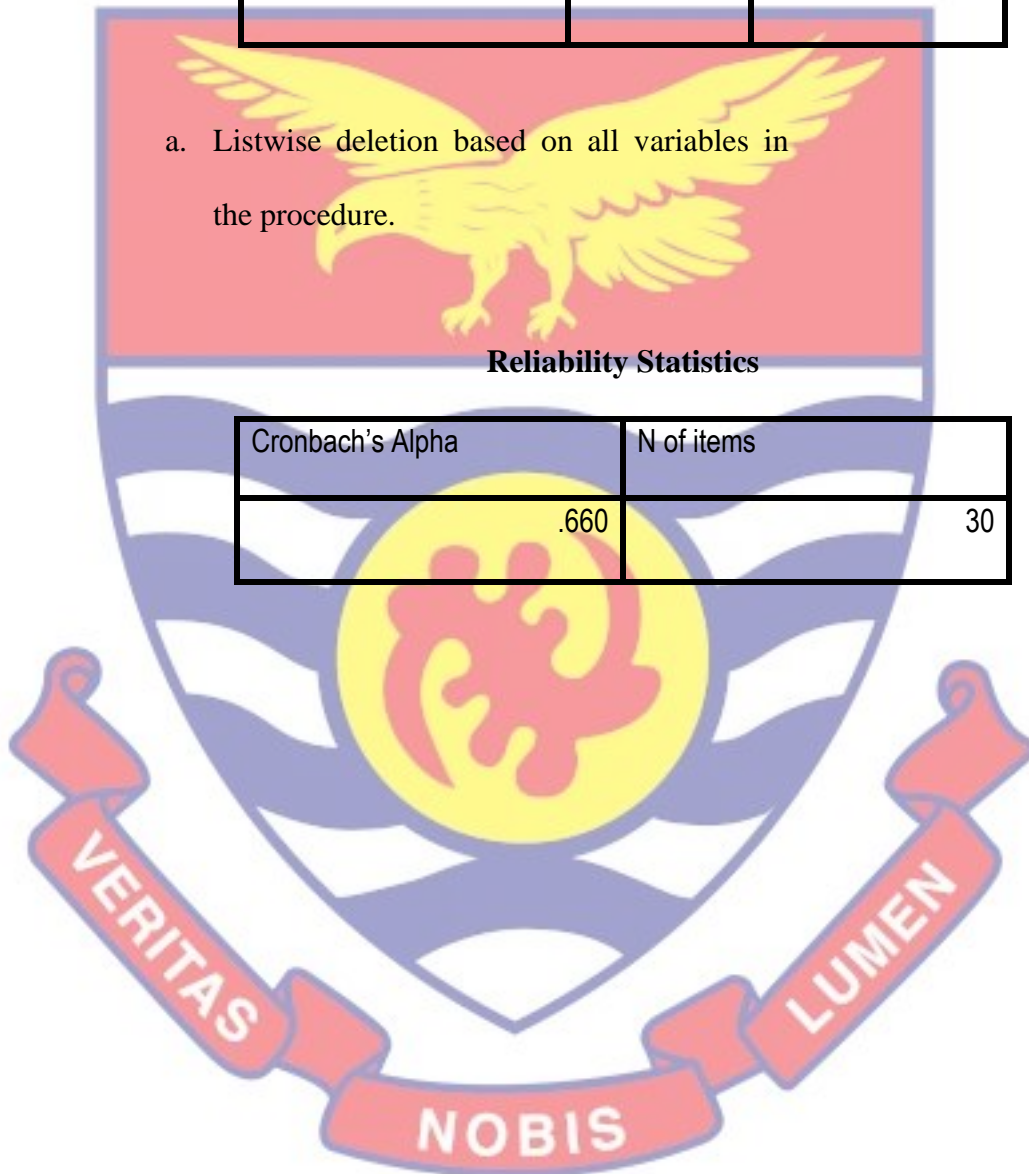|		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in

the procedure.

Reliability Statistics

Cronbach's Alpha	N of items
.660	30

APPENDIX C

INTRODUCTORY LETTER

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

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UNIVERSITY POST OFFICE
CAPE COAST, GHANA

APPENDIX D

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES/ERB/UCC-edu/V2/18-38   Date: Jan 21, 2018

Your Ref: ....