

The Influence of Parent-Adolescent Conflict on Adolescent Academic Retention in the South Dayi District in the Volta Region, Ghana

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Abstract

Parent-adolescent conflict is a global problem that confronts most families. It remains a key concern due to its consequences on emotional, social, and psychological well-being, as well as its long-term implications for the family and the adolescents' overall development. The purpose of this study was to explore the influence of parent-adolescent conflict on adolescents' academic performance. The study adopted a qualitative approach and case study design. Thirty-two (32) participants were purposively selected from two Senior High Schools in the South Dayi District, and the data were thematically analyzed. Findings showed that poverty, neglect of parental obligations, broken homes, and single parenting were the leading causes of conflict between parents and adolescents. It was also revealed that parent-adolescent conflict resulted in school drop-out, lack of concentration in school, and early relationship with the opposite sex, among others. It was concluded that the adolescent stage is delicate; therefore, effective interventions and strategies must be initiated by the government in collaboration with district authorities and Non-Governmental

Organizations (NGOs), to enable educators, parents, and school counsellors to help adolescents who may be experiencing academic difficulties as a result of conflict at home. It was recommended that schools should develop comprehensive counselling services, including frequent counselling sessions, to help students facing adolescent-parent conflict focus on their academic work and manage their time properly.

Keywords: Adolescent, Parent, Conflict, Academic Retention, Ghana

Introduction

Parent-Adolescent conflict is a challenge that confronts families worldwide, including in Ghana. The role of parents in shaping the lives of their adolescents has increased recently due to the high rate of social vices. Conflict is a disagreement or struggle between two people or groups with opposing points of view. The stronger the emotions and intimacy between the people involved, the more likely it is for conflict to emerge (Adams, 2008). Parent-adolescent conflict refers to a situation whereby the smooth interaction and relation between parents and their adolescents is disrupted and characterized by acrimony resulting from disagreement.

In Ghanaian traditional societies, child training used to be the responsibility of the whole community. However, this trend has changed due to a shift in the focus on the extended family system to nuclear families, due to modernization. The training of the child is no longer the responsibility of the entire community but the unique responsibility of parents. Steinberg (2010) asserts that the early years of adolescence, particularly the period of ages 10 to 15, have been linked with the emergence and escalation of conflict between young adolescents and parents. The more intense conflict that surfaces in the family presents unique challenges to parents and their young adolescents as they attempt to deal with the challenging nature of their relationship.

Many studies on families found that conflict is part of growing up, but parent-child relationships that are very high in conflict and low in support impair normal adolescent development (Steinberg & Silk, 2002). Parent-adolescent conflict remains a critical concern due to its adverse consequences on emotional, social, and psychological well-being and the potential long-term implications on the family and the overall development of adolescents. In the South Dayi District, evidence suggests that such conflicts are common. Yet, there is a noticeable dearth of comprehensive research that investigates the effects of these conflicts on adolescents' academic performance.

In view of the critical role education plays in personal and national development, understanding how parent-adolescent conflict affects the

academic retention of adolescents is vital for parents, educators, counsellors, and policymakers, as it allows for the development of more informed, targeted, and effective strategies to support students, improve educational outcomes, and create a conducive learning environment. It is on this basis that this study seeks to explore the influence of parent-adolescent conflict on academic retention of students in the South Dayi district, Ghana. The questions the study seeks to answer are: a) What are the causes of conflict between parents and their adolescents? b) How does parent-adolescent conflict affect the academic retention of adolescents?

Literature Review

Causes of Parent-Adolescent Conflict

Literature underscores that parent-adolescent conflict is a regular occurrence, particularly during early adolescence, and it may have a substantial impact on both parents' and adolescents' well-being (Santrock, 2014; Allison, 2000). Conflict tends to escalate at this period due to the hormonal, cognitive, and social changes connected with puberty and the adolescent's search for independence and identity. Adolescents' growing idealism causes them to compare their parents to an internalized image of the "ideal parent," which frequently results in dissatisfaction and tension (Santrock, 2014). Adolescents' cognitive growth leads to conflict by questioning authority, challenging contradictions, and seeking autonomy (Steinberg and Silk, 2002). Teenagers are more prone to argue over personal habits, social ties, clothes, friends, and family regulations (Zelege, 2021; Smetana et al., 2006). During early adolescence, mothers and daughters experience more frequent and intense conflict.

Poverty, unemployment, and financial stress are all associated with increased family conflict. Financial difficulties might limit parental emotional availability and increase irritation, resulting in strained interactions (Conger et al., 2010; Vu et al., 2022). Education level and work-related stress also have an impact on parenting quality, with lower educational attainment and longer working hours associated with less effective parenting and more conflict (Crouter et al., 1999; Dotterer et al., 2008). Technological improvements and social media have created new points of contention. Parents frequently struggle to manage digital activities, but teenagers appreciate autonomy in media usage, resulting in friction (Buzzetta, 2011; Nanglu, 2014). Furthermore, peer influence and generational or cultural differences may conflict with parental expectations, especially in more individualistic societies (Chao, 2001; Collins & Steinberg, 2020; Phinney et al., 2001).

Family structure is also important. Conflict levels are greater in single-parent and polygamous families, where adolescents may receive

insufficient parental participation or uneven treatment (Amato, 2001; Al-Sharfi et al., 2016; Macabangon, 2022). Adolescents from polygamous households had a distant and detached relationship with their father (Pervez & Batool, 2016). Marital instability and divorce often affect family dynamics, causing role uncertainty, split loyalties, and increased conflict (Cummings & Davies, 2010; Fosco & Grych, 2010). Excluding adolescents from decision-making processes frequently impedes effective dispute resolution. In contrast, shared decision-making improves relationships and reduces tension (Xia et al., 2004; Steinberg & Silk, 2002). Mental health concerns in parents or adolescents, trauma, and unfavorable childhood experiences all exacerbate conflict, frequently with long-term consequences (Frazer et al., 2021; Melching, 2011). Differences in parental and adolescent aspirations of autonomy are linked to higher levels of conflict (Smetana, 2017). Conflict may arise from growing adolescent resistance to parental authority and demands for more autonomy (Rathus, 2014), and parental efforts to maintain control over particular areas related to adolescent safety, home responsibilities, and academic success, on the other hand (Smetana et al., 2006). Conflict between teenagers and parents frequently results from adolescents discovering they are different from their parents and that parents can make mistakes. Teenagers who had largely followed their parents' guidance may start to quarrel and deviate (Noller & Collan, 2016). Adolescents with neglectful, indulgent, and authoritarian homes reported higher levels of autonomy expectations, which were associated with more frequent and intense parent-adolescent conflict (Bi et al., 2018).

Effects of Parent-Adolescent Conflict on Adolescents' Academic Retention

Parent-adolescent conflict, as a common developmental event, can have serious consequences for adolescents' academic performance (Dotterer et al. 2008). Research indicates that the nature, frequency, and severity of these disagreements can either positively or negatively influence academic achievement (Smetana, 2010; Crosnoe & Johnson, 2011). Adolescents experiencing frequent and intense conflicts with their parents are more likely to encounter adverse effects on their academic performance (Crosnoe & Johnson, 2011). Conversely, higher levels of conflict can sometimes correlate with increased academic achievement (Gadalla et al., 2016). Adolescents who maintain positive relationships with their parents tend to view conflict as a constructive catalyst for their academic success, whereas those with negative relationships may see conflict as detrimental (Smetana et al., 2006). A supportive home environment is vital for optimal learning (Ghana Ministry of Education, 2018), and adolescence is a crucial period for developing academic skills (Jimerson et al., 2000). Frequent, severe

disagreements can disrupt learning by inducing stress, anxiety, and impaired cognitive functioning, all of which hinder academic engagement and achievement (Cummings et al., 2006; Goeke-Morey et al., 2009). Teenagers caught in ongoing parent-adolescent conflict often struggle to concentrate, retain knowledge, and perform well in school (Goeke-Morey et al., 2009), increasing the likelihood of withdrawing from school activities and experiencing diminished academic self-efficacy. This disengagement frequently results in poor study habits, absenteeism, and lower academic performance (Fosco et al., 2012). The quality of the parent-child relationship plays a significant role; constructive conflicts over academic matters can foster motivation and independence, leading to better outcomes (Smetana et al., 2006). Conversely, conflicts over non-academic issues, such as curfews and friendships, tend to produce negative effects (Crosnoe & Johnson, 2011). Conflict within the family can undermine healthy communication patterns and make it more challenging for parents to support their children's academic endeavors (Deater-Deckard et al., 2006). Parents preoccupied with conflict may be less receptive to their child's educational needs or availability, which can decrease the child's motivation and academic performance (Katz & Woodin, 2002). Furthermore, parent-adolescent conflict can influence how engaged adolescents are with school, including their attitude towards learning, attendance, and participation in extracurricular activities (Lansford et al., 2006). High levels of conflict may directly impede academic achievement by making it difficult for adolescents to focus, retain information, and perform well (McGinnis, 2016). Parental support, such as academic advising, supervision, and involvement, can also be disrupted by conflict in the parent-adolescent relationship. Lack of support and inconsistent parenting styles resulting from conflict can harm adolescent motivation, self-esteem, and engagement with their studies (Deb, 2018). Although adolescent conflict with parents is a normal part of development and may facilitate independence, it can also contribute to a decline in academic success over time (Dotterer, Hoffman, Crouter & McHale, 2008). Such conflicts are linked to lower self-esteem, depressive symptoms, and feelings of worthlessness (Ozdemire, 2014). Adolescents who perceive conflict as hostile and as leading to social withdrawal tend to have poorer academic performance, lower self-esteem, and less developed social skills compared to those involved in more constructive conflicts who maintain social interaction afterwards (Collins et al., 2022). A home environment filled with conflict and lacking responsiveness can hinder a teen's learning and diminish their confidence in their academic abilities (Yuin & Yaacob, 2016). Adolescents reporting more frequent and intense disagreements with their parents are more likely to engage in problem behaviors and face academic challenges (Xiong et al., 2008). High conflict levels can lead

children to lose interest in learning, reduce motivation, and struggle to focus and regulate their emotions (Riggio & Valenzuela, 2016). Intrinsic motivation and persistence on tasks are associated with conflicts characterized by warmth, support, and constructive resolution strategies, which can enhance involvement and effort in academic activities, thereby improving academic outcomes (Barber, 2013).

Theoretical Background: The Social Learning Theory, Attachment Theory and Family Systems Theory

The Social Learning Theory (Bandura, 1977) and Attachment Theory (Bowlby, 1969) explain how unresolved conflict can harm emotional security, influence behaviour, and impair relationships with teachers and peers. Conflicts therefore have emotional implications such as anxiety, sadness, and low self-esteem, all of which are associated with poor academic performance (Fosco & Grych, 2010; Ozdemire, 2014). A lack of effective parental communication and support may discourage adolescents from seeking academic assistance, compounding low performance (Fan & Chen, 2001; Deater-Deckard et al., 2006). A Conflict has the potential to also diminish student involvement, raise absenteeism, and impede participation in school activities (Lansford et al., 2006). Economic hardship can exacerbate conflict and limit access to academic resources, especially in low-income families (Conger et al., 2002; Park & Bauer, 2002). Parenting style and engagement are critical factors. Authoritarian parenting, defined by warmth and strong demands, is associated with improved academic performance (Spera, 2005). Neglectful or dictatorial techniques, on the other hand, may demotivate and degrade performance. High parental expectations, along with support and communication, increase academic self-efficacy and motivation (Jeynes, 2005; Brotman et al., 2018).

In essence, empirical studies show that conflict and academic difficulties are linked through both direct (e.g., cognitive disruption) and indirect (e.g., reduced support) pathways (McGinnis, 2016; Deb, 2018). Conflict may also alter teenagers' perceptions of parental warmth and support, affecting emotional control and academic attention (Kim et al., 2015; Carrera, 2019).

However, moderate levels of constructive conflict may foster independence, emotional regulation, problem-solving, and communication skills that are necessary for academic success (Cummings & Davies, 2010; Steinberg & Silk, 2002; Fabes et al., 2018). The study was anchored on the Family Systems theory of Bowen (1978), which views the family as an emotional unit or system of which all members are interconnected. Thus, according to Bowen (1978), any conflict between parents and adolescents can destabilize family dynamics, creating stress that interferes with the

adolescent's academic success. It, therefore, underscores the fact that family conflicts need to be appropriately managed, as what happens to one member of the family affects all the others. Thus, conflict, stress, or emotional struggles in one relationship (such as between parents and adolescents) can influence the functioning and well-being of other family members, including the adolescent's school performance.

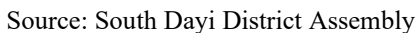
Research Methodology

The study used a qualitative approach, and the analysis was based on themes. A qualitative research approach was employed because it enabled the researcher to delve into participants' experiences, motivations, and feelings (Denzin & Lincoln, 2018). Thematic analysis involves identifying, analyzing, and reporting patterns (themes) within data (Braun & Clarke, 2006). It minimally organizes and describes the data set in rich detail and further interprets various aspects paramount to the study (ibid). The design was a case study. A case study design was used because it is one of the most practical ways to solve a problem and to ascertain the current condition, as well as to gather rich and comprehensive data about the problem at hand in the community (Yin, 2014). In this study, the community involved was the inhabitants of South Dayi. A sample of 32 respondents was selected for the study based on data saturation, in which additional data could not add any new knowledge (Guest, Bunce, & Johnson, 2006). This enabled the researcher to gather rich and credible information on the ground to make the research reliable, worthwhile, and valid. Data was collected using an in-depth interview and focus group discussion methods, and the results were analyzed through the thematic analytical approach.

The Study Setting

The study was conducted in the South Dayi district of the Volta Region of Ghana. The district is among the 261 Metropolitan, Municipal and Districts in Ghana and forms part of the 18 Municipalities and Districts in the Volta Region. It was formerly part of the Kpando District until the southern portion was carved out of the Northern belt to form South Dayi District in 2004. The district's administrative capital is Kpeve, and it is located in the Volta Region, which shares a boundary with the Asuogyaman District of the Eastern Region. Agriculture is the dominant economic activity in the district, and major agricultural activities are crop production, animal rearing and fishing. The main crops cultivated are maize, cassava, yams and plantain. Figure 1 below shows the District Map of South Dayi showing the study sites.

SOUTH DAYI DISTRICT GENERAL MAP



Causes of Parent-Adolescent Conflict

Poverty

“As a result of poverty, after my BECE, my mother wants me to stay in the house and help her sell water, but I refused because I want to go to Senior High School. She insisted I must not go because she does not have the money to send me

to school. This brought conflict between us” (A1, 17-year-old female adolescent, Peki 2024).

This result indicates that poverty undermines the ability of parents to ensure that the child attends school and receives proper learning, which aligns with previous studies. For instance, Conger et al. (2020) claimed that conflict between parents and adolescents can be worsened by socioeconomic pressures such as unemployment, poverty, and financial instability. Similarly, Schofield et al. (2010) argue that financial hardships may make it more difficult for parents to assist their children emotionally. The present findings support this argument, showing that there is stress and tension within the family because the majority of adolescents rely significantly on their parents' support.

Neglect of parental responsibilities

The study found that most adolescents in the district experience constant parental neglect and feel abandoned and unloved because their parents were unable to offer them the required assistance. Participants explained that their parents' inability to fulfil their responsibilities made them feel neglected, leading to resentment and conflict. A few adolescent participants also revealed that their parents, most especially fathers, do not even know they are in school and have never visited them or attended any Parent-Teacher Association meeting for them. According to them, they sometimes cry upon seeing their colleagues' parents visiting. A8, a male adolescent participant narrating her story, said:

“The conflict I have with my father is that he gave birth to me, but he is not taking care of me. He has neglected me ever since I was born. It is said that we should not wish for death, but I wish he were dead so that I know I do not have a father.” (A8, 18-year-old male adolescent, Peki 2024).

This response clearly demonstrated that most of the conflict between parents and their adolescents occurs as a result of neglect. This finding gives credence to the Developmental System Theory, which explains that conflict between parents and their adolescents is not solely determined by individual factors, such as personality or temperament, but rather by the complex interactions between the individual and their environment (Lerner, 2018).

Broken Homes

The study findings also demonstrated that broken homes were one of the leading causes of conflict between parents and their adolescents in the district. A broken home is a term used to describe a home when the parents

are not living together, either as a couple or apart. From the participants' perspectives, many of the adolescents reported that their parents were separated, and some remarried. According to the participants, they have challenges dealing with stepmothers and fathers, as they always receive unfair treatment from their stepparents because they are not their biological parents. A few other participants also reported that they had conflicts with their parents, particularly fathers, because they refused to take care of them after breaking up with their mothers. Sadly, this, according to a few of them, has negatively affected them. For instance, one of the female adolescent participants mentioned that at an early age, 16 years, she started taking boyfriends with the hope of getting support from them. Explaining the situation, C2, a female school counsellor, narrated:

“According to one of the girls who came to me, her mother and father broke up because of conflict, and her father had to leave the house he built for the mother and went to rent a different place. Now her mother decided to marry another man and bring him to the father’s house, which she was against. The girl became very angry and refused to talk to her mother and her stepfather, and this brought conflict between the girl and her parents, such that the mother refused to provide her with basic needs. The girl, therefore, went in for a boyfriend who would support her.” (C2, female school counsellor, Peki, 2024).

This result indicates that the process of separation was awfully difficult for adolescents, as they need to get used to living with stepfathers and mothers in blended families. This finding aligns with Amato (2001), Steinberg & Silk (2002) and Fosco & Grych (2010). Amato (2001) argues that conflict between parents and teenagers is influenced by the makeup and structure of the household. According to Amato (2001), conflict levels may increase as a result of increased pressures brought on by divorce that destabilize family dynamics. Similarly, Steinberg & Silk (2002) highlight that conflict is common in households where teenagers have to adjust to parental remarriage. Families experiencing divorce or separation may have greater levels of parent-adolescent conflict, as adolescents frequently take sides or battle with conflicting loyalties (Fosco & Grych, 2010).

Single Parenting

The study findings also noted that most adolescent participants were facing challenges living with single parents. The majority of the participants reported that their parents were struggling to cope with the challenges of single parenthood and financial instability; as such, they find it extremely

difficult to provide them with their basic needs, as they are not doing any meaningful work. This lack of involvement from their parents made them feel neglected, fueling conflict and rebellious behaviour. Describing the situation, P1, a 66-year-old female parent participant, has this to say:

I am a single parent and a farmer, so anytime my daughter asks for money or any other thing that I am not able to provide for her, it tends to lead to tension between us, particularly her practical items, because she is doing home economics. Sometimes I call her father's family, but there will not be any form of assistance from them, and this often brings conflict between my daughter and me.” (P1, a 66-year-old parent, Kpeve 2024).

This finding seems to be consistent with Amato (2001). According to Amato (2001), conflict levels may increase as a result of increased pressures brought on by single-parent households that destabilize family dynamics.

Misattribution by parents

The study findings also revealed that parents' wrongful blame of their adolescents contributed to conflict between parents and their adolescents in the district. From the participants' point of view, a few adolescents said that their parents' frequent criticism of them for things, especially when they believe they are not at fault, makes them feel unjustly treated and undermines their autonomy. According to the participants, this triggered anger, rebellion, and resistance in an attempt to show their innocence. Describing the situation, A6, a male adolescent participant, narrated:

“On the 26th of October, 2022, I had a conflict with my mother about stolen money. My mother placed ₦100.00 on the table and went out, and I was the only one left in the house because my sister went to school. My mother said I was the one who took the money without even giving me the chance to explain myself, but I was not the one who took it. I was unhappy and felt like am being disrespected.” (A6, male adolescent, Kpeve,2024).

This finding gives credence to Smetana (2011) and Laursen & Collins (2009). According to Smetana (2011), unjust blame can disrupt parent-adolescent relationships, creating anger, misunderstanding, and emotional suffering among teenagers. Similarly, Laursen & Collins (2009) argue that when parents mistakenly blame their children for behavioral problems or home disputes, adolescents may experience emotions of

unfairness and dissatisfaction. These sentiments, if not addressed, contribute to ongoing parent-adolescent conflict (Laursen & Collins, 2009).

Effects of Parent-Adolescent Conflict on Adolescent Academic Retention

The study found that Adolescent-Parent Conflict affects the adolescent's academic retention in many ways. This includes lack of concentration, absenteeism and truancy and poor time management.

Lack of concentration

The findings demonstrated that parent-adolescent conflict impairs the adolescent's ability to focus on their studies. Conflict with parents may be extremely stressful for adolescents, who may continue to worry about the tension between their parents and themselves. According to the participants, the majority of the adolescents reported feeling bored and finding it difficult to pay attention in class and to their academics, while they conflicted with their parents. They claimed that having conflict with their parents caused them to become unhappy because their minds would constantly review the conflict scenario at home and the words their parents used on them, making it difficult for them to take advantage of any opportunities. According to the participants, recalling the issue always bothers them, making it difficult for them to concentrate in class and on schoolwork. As a result, several of the participants stated that they are unable to concentrate, and even when they force themselves to study, they are unable to recall anything; thus, they always place their heads on the table when the teacher is teaching. In contrast, a few other participants stated that they frequently ask permission to walk outside to relieve themselves and will not return until the session is completed. A5, a male adolescent participant, expressed this concern in the following quote:

“Because of the conflict when I come to prep, I could not focus and learn anything because I continue to think about the issue and when I go to class too and the teacher is teaching, I will just be watching him but my mind will not be on what his teaching because I will still be thinking” (A5, 18-year-old male adolescent, Peki, 2024).

This finding suggests that teenagers who are in conflict with their parents fail to cope with their academic work because they are not well-served at home before going to school. The findings are congruent with Cummings et al. (2006), who argue that children frequently experience emotional pain as a result of parent-adolescent conflict, which can affect how well they learn and function cognitively. These negative emotional states are associated with decreased attention, memory problems, and poorer cognitive

flexibility (Goeke-Morey et al., 2009). As a result, adolescents who have conflicts with their parents may struggle to focus, recall information, and perform well at school.

Absenteeism and Truancy

According to the study findings, adolescents who have had conflicts with their parents are less likely to attend school and are more likely to be absent. Regular school attendance allows adolescents to participate in class discussions, complete class exercises and assignments on time, and participate in extracurricular activities. However, according to the participants, many of the adolescents were truant and regularly absent from school as a result of their parents' failure to provide them with their fundamental requirements, including their educational needs, due to conflict. According to the participants, they often lack pens and exercise books to write with, so they have to miss school or leave class to work for others to support themselves. This made them extremely fatigued, and they always fall asleep in class, making it impossible for them to pay attention. In contrast, a handful of the parent participants stated that they had ceased caring for their adolescents' basic needs to force them to heed their instructions. This circumstance is particularly alarming since it undermines the adolescents' efforts to concentrate and do well in school. Speaking about the scenario, A8, a male adolescent participant, stated:

"First in a class of 40 students, I can say I placed 10th but as this problem started I sometimes absent myself from school or leave class and go and do job for people whiles my colleagues are in class learning and this is affecting my performance because the time to attend class and also study my books is what I used to work for money for my upkeep." (A8, 18-year-old male adolescent, Peki, 2024).

This result shows that adolescents who were absent from school missed out on critical instruction time and were unable to complete class exercises and assignments. This causes gaps in their understanding of the content being taught, making it difficult for them to keep up with their classmates and perform effectively. These findings conflict with the objectives of the Ghana Ministry of Education (2018), which requires parents to perform their home-school obligations or expectations in order to meet their children's needs, but align with Chung (2015) and Lansford et al. (2006). According to Chung (2015) and Lansford et al. (2006), the degree of adolescents' school engagement, including their attitudes about school, commitment to academic work, attendance, and interest in extracurricular activities, is influenced by parent-adolescent conflict.

Poor time management

The findings also revealed that adolescents who had problems with their parents were unable to effectively manage their time at school. According to the participants, the majority of the adolescents claimed that because of the difficulties they were experiencing, they regularly squandered the time they were meant to spend studying, speaking with friends, which harmed their performance. Meanwhile, effective time management is one of the factors that can help adolescents perform well in school. Talking about the situation, A3, a male adolescent, said:

“I always do not learn and do my homework. I will go to my friends and we will discuss things we do at home” (A3, 17-year-old male adolescent, Kpeve, 2024).

According to Smetana (2011), persistent and severe conflicts can hurt teenagers' psychological and behavioral functioning, particularly their capacity to properly manage time. Adolescents who have frequent conflicts with their parents may struggle to focus on their academic and personal duties, resulting in procrastination and poor time management (Repetti, Robles, & Reynolds, 2011). The findings of this study support these claims, since most participants reported not having time for studies because recalling the issue continued to haunt them, making it impossible for them to concentrate on anything.

Conclusion and Recommendation

The study revealed that parent-adolescent conflict in the district is influenced by a variety of socio-economic and behavioral factors, including poverty, single parenting, broken homes, and the neglect of parental obligations. Furthermore, behavioral issues such as misattribution by parents contribute to strained relationships. The effects of these conflicts on adolescents' academic performance are severe, resulting in absenteeism, truancy, lack of concentration and poor time management. These findings highlight the need for targeted interventions to improve parent-child relationships and enhance adolescents' academic success. As advocated by Bowen (1978), parents should allow adolescents to develop independence while staying emotionally connected. This implies that open communication and clear boundary-setting should be strengthened, allowing adolescents to express their views respectfully, while parents provide supportive guidance without exerting excessive control over adolescents' behaviour.

Based on the conclusion, it is recommended that:

- 1) Heads of senior high schools should develop comprehensive counselling services, including frequent counselling sessions, to help students focus on schoolwork and manage their time properly.

- 2) The Ministry of Gender, Children and Social Protection, including local authorities and non-governmental organizations, should provide resources for family support services, adolescent counselling, and conflict resolution programs.
- 3) Non-Governmental Organizations and Civil Society Groups should organize workshops and mentorship programs to help adolescents develop self-discipline, goal-setting skills, and responsible behaviour.
- 4) Ghana Education Service, in collaboration with Parent-Teacher Association, should organize a sensitization program for parents on the importance of effective communication, positive discipline, and monitoring their children's activities.

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