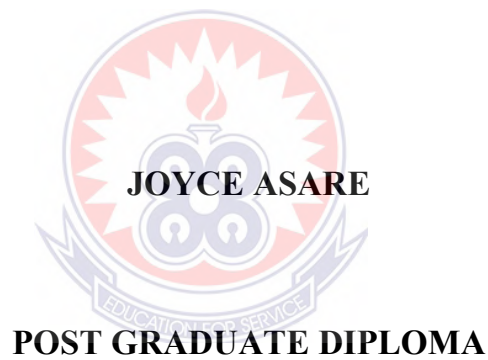


UNIVERSITY OF EDUCATION, WINNEBA

**EFFECTS OF PARENTING STYLES ON THE ACADEMIC
PERFORMANCE OF STUDENTS IN ABLEKUMA NORTH
MUNICIPAL**



2022

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OF STUDENTS IN ABLEKUMA NORTH MUNICIPAL**



**A dissertation in the Department of Educational Foundations,
Faculty of Educational Studies, submitted to the School of
Graduate Studies, in partial fulfilment
of the requirements for the award of the degree of
Post Graduate Diploma
(Education)
in the University of Education, Winneba**

MAY, 2022

DECLARATION

Student's Declaration

I, Joyce Asare, hereby declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature:.....

Date:.....



Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.

Name of Supervisor: Dr. Yayra Dzakadzie

Signature:.....

Date:.....

DEDICATION

To my lovely husband Mr. Jerry John Nkrumah and children.



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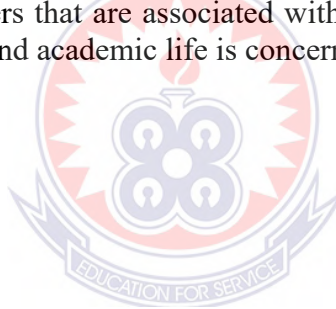
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ABSTRACT

The purpose of this study was to assess the effects of parenting styles on the academic performance of Junior School students in the Ablekuma North Municipality of the Greater Accra Region Ghana. Descriptive survey research design was adopted with a population of 345 students and a sample size of 243 students. A structured questionnaire self-designed by the researcher was used for the study. Frequency and simple percentage were used to analyse the gender difference among the respondents while mean and standard deviation, independent sample t-test and Pearson product moment correlation were used to analyse research question 2 and 3 respectively. The study revealed that authoritative, authoritarian and permissive parenting styles are not types of parenting styles adopted by parents of JHS students in the Ablekuma North Municipality. It was also revealed that there is a difference between male and female students' academic performance when authoritative and permissive parenting were identified as influencing the academic performance of the students. The study concluded that students under the control of authoritarian parent are likely to develop higher timidity and/or low academic performance and poor academic performance than those who are under the control of permissive parents. The study therefore recommended that school counsellors under the Ghana Education Service, teachers and parents should assist students who have been identified as being influenced negatively by authoritative or authoritarian parenting to come to terms with reality and understand the dangers that are associated with forceful control of their children as far as their future life and academic life is concerned.



CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

The concept of parenting styles was developed by Baumrind (2016) after conducting a study on more than 100 preschool-age children and identified four important dimensions of parenting. These dimensions were, disciplinary strategies, communication styles, warmth and nurturance and expectations of maturity and control. Based on these four dimensions, Baumrind suggested that most parents display one of three different parenting styles. These are authoritative, authoritarian and permissive parenting styles. Further studies by Maccoby and Martin (2016) based on two major elements of demandingness and responsiveness, which are modifications of Baumrind's dimensions of parenting also, suggested the addition of a fourth parenting style. This is the Neglectful or Rejecting parenting style.

Parenting plays a vital role in the development of their children as evident in Ecological Systems theory by Bronfenbrenner (2011) and Social Structure and Anomie theory of Merton (1968). Studies have shown that parents really do have profound and long-lasting effects on their children's capacity for happiness, and some styles of parenting tend to promote the development of happiness, while others do the opposite. That is, parenting which is the regulation of behaviour and development of children, with the intention that they can live a socially desirable life, adapt to their environment, and pursue their own goals, requires certain styles of parenting which have the tendency to make the child develop well and be happy or may rather have the opposite effect on him or her (Bradley & Caldwell, 2015). Huxley (2015) defined parenting styles as the manner in which parents express their beliefs about how to be a good or bad parent by adopting styles of parenting learned from their parents because

they do not know what else to do and because they feel that their way of parenting is the right way. However, this may not always be the case as some parents may adopt parenting styles that are directly opposite to that of their parents if they find them ineffective.

Parental responsiveness (parental warmth or supportiveness) refers to the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands. Parental demandingness, on the other hand also referred to as behavioural control refers to the claim's parents make on children to become integrated into the family, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys. The type of parenting style adopted, whether same or dissimilar by parents, and consistency or inconsistencies in the enforcement of the dimensions of parenting impacts on the developmental outcomes of children and personality traits in life. Parenting styles and techniques have consistently been shown to relate to various outcomes among children such as psychological, emotional, social and personality development problems (aggression), as well as cognitive development problems which may affect their level of esteem (Baumrind, 2016, 2016; Dornbusch et al., 2015; Querido et al., 2012). Authoritarian parenting styles have generally been found to lead to children who are obedient and proficient, but rank lower in happiness, social competence and academic performance. Authoritative parenting styles tend to result in children who are happy, capable and successful (Maccoby, 2012). Permissive parenting often results in children who rank low in happiness and self-regulation. These children are more likely to experience problems with authority and tend to perform poorly in school. Neglectful parenting styles rank lowest across all life

domains. These children tend to lack self-control, have low academic performance and are less competent than their peers (Cherry, 2012).

A plethora of studies (Dornbusch et al., 2015; Querido et al., 2012; Strage & Brandt, 1999; Turner et al., 2016) exist building on the work of Baumrind (2016). In general, authoritative parenting style emphasizing both responsiveness and demandingness appears superior in fostering higher social performance (Reitman et al., 2012; Turner et al., 2016). However, children from permissive, authoritarian and neglectful parenting homes over the years in most of the studies were found to perform socially and academically poor due either inconsistency in enforcing the dimensions of low disciplinary strategies, communication styles, warmth and nurturance and expectations of maturity and control.

Along racial or ethnic lines, however, parenting styles have varied in association to high performances among students. Whereas authoritative parenting style has been found to be positively associated with academic success for students in Western societies, Blair and Qian (2017) found in their study that parental control, which is a feature of authoritarian parenting style, was positively associated with high performance among Chinese adolescents. Similarly, Barnhart et al. (2013) in comparing academic performance for instance among American and Indian Students found permissive parenting style to have significant effect on academic performance of students and high performance among them.

In Ghana, until recently, most studies focused on community participation in school activities which found involving communities in schools as a worthwhile activity with beneficial effects in improving the infrastructure base of the schools and also making resources available for educational success of the students (Addae-Boahene &

Akorful, 2014; Boardman & Evans, 2014; Nkansah & Chapman, 2006; Nyarko, 2011). That is, these studies found community participation in schools as vital and stressed on the need for families, which make up the communities, to be involved in the academic performance or academic pursuits of their wards as this helps to improve the academic success of their wards. However, the few studies on parenting styles and academic performance of students in Ghana found a relationship between the two variables and found academic performance to be associated with authoritative parenting style among students within the two distinct areas they conducted their studies (Addai, 2014; Nyarko, 2011). The researcher, hence, anticipated that parenting styles by parents characterised by different disciplinary strategies, communication styles, warmth and nurturance and expectations of maturity and control affects the academic performance of students in Junior high Schools. It is therefore important to investigate how the parenting styles adopted by parents affect the academic performance of their wards in school.

1.1 Theoretical Review

In this section, theoretical underpinning of parenting is reviewed to give a broader understanding of the phenomenon. In this regard, the Bronfenbrenner's ecological system theory is adopted for the study.

1.2 Bronfenbrenner's Ecological Systems Theory

This theory looks at a child's development within the context of the system of relationships that form his or her environment. Bronfenbrenner's theory defines complex "layers" of environment, each influencing a child's development. This theory has recently been renamed "bio-ecological systems theory" to emphasize that a child's own biology is a primary environment fuelling her development. The

interaction between factors in the child's maturing biology, his immediate family/community environment, and the societal landscape fuels and steers his development. Changes or conflict in any one layer will ripple throughout other layers. To study a child's development then, we must look not only at the child and her immediate environment, but also at the interaction of the larger environment as well (Paquette & Ryan, 2015).

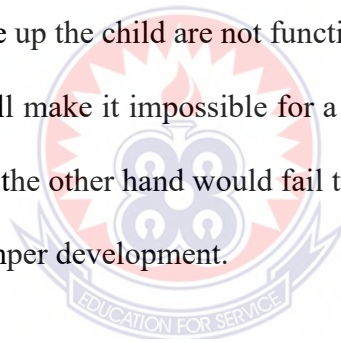
That is, it is not enough to understand human development based on direct observation of behaviour between two persons within a confined setting but rather it must go beyond the examination of various systems of interactions associated with multiple settings and also take into consideration other environments which are closely linked to the one which contains the individual under study. For instance, it is essential that the interaction between a person's biological make-up and his or her immediate environment are taken into consideration in order to understand how their behaviour develops. Any attempt to understand human behaviour from one aspect would not allow the observer to fully appreciate the processes that go into play in the development of humans. Bronfenbrenner classified the environment into four interrelated but distinct categories.

1.2.1 The Microsystem

This is the layer closest to the child and consists of the structures with which the child has direct contact. The microsystem encompasses the relationships and interactions a child has with her immediate surroundings (Berk, 2014). Within the microsystem, structures such as family, school, neighbourhood, or childcare environments can be found. Besides these structures, the biological makes up or body of the child also plays a critical role in the development of the child. The body serves as the life

support system, mobility system, emotional system and cognitive system of the child which helps him or her to perceive and interact with the environment. Without a healthy body, which is evident in good health among the systems within the body as enumerated above, development and interaction within the child and his immediate environment, especially the primary relationship with his or her family will be affected.

Primary relationship needs to be fostered by people within the child's immediate sphere of influence, which in this case is the family. The family through the parents or guardians needs to provide a sense of care which is meant to last a lifetime (Paquette & Ryan, 2015). This cannot be achieved if the child is not biologically sound and the various systems that make up the child are not functioning as expected. For instance, a poor cognitive system will make it impossible for a parent to effectually interact with his child and the child on the other hand would fail to appreciate the importance of the interaction and hence hamper development.



At this level, relationships have impact in two directions - both away from the child and toward the child. For example, the actions of parents may affect the child's beliefs and behaviour; however, the actions of the child may also affect the behaviour and beliefs of the parent. This back-and-forth interaction of structures or influences is what Bronfenbrenner calls bi-directional influences, and shows how they occur among all levels of environment. The interaction of structures within a layer and interactions of structures between layers is critical to this theory. At the microsystem level, bi-directional influences are strongest and have the greatest impact on the child. However, interactions at outer levels can still impact the inner structures.

The ecological systems theory argues that, if the relationships in the immediate microsystem breaks down, the child will not have the tools to explore other parts of his environment. As a result, children looking for the affirmations that should be present in the child/parent (or child/other important adult) relationship within their immediate environment, which is the family setting, would tend to look for attention in inappropriate places. These deficiencies show themselves especially in adolescence as anti-social behaviour, lack of self-discipline, and inability to provide self-direction (Addison, 2012). These deficiencies exhibited by the child in the adolescent stages also tend to impact on the lives of the parents as they may spend a lot of time and effort trying to curtail these deficiencies. This hence explains the bi-directional nature of the interaction that exists between the child and the parent.

1.2.2 The Mesosystem

This layer provides the connection between the structures of the child's microsystem (Berk, 2014). At this level of the child's development, emphasis is placed on the interaction that exists between the various structures such as the family, school, church, and peer group among others, within the child's environment and how this interaction affects the child. Interactions at this level are meant to provide adult relationships required for positive development. For instance, within this system, focus is placed on the connection between the child's teacher and his parents, between his church and his neighbourhood and between the child's peer group and family. Consequently, whichever course this interaction may take, whether good or bad is most likely to impact on the child's behaviour positively or negatively. Within this system, a child finds himself or herself being influenced by two or more structures and interacting with two adult figures from both structures. As such a problem with the interaction is likely to affect the child. It is in this wise that usually when

educational reforms are made or when it comes to education in general, an attempt is made to involve the various stakeholders within the educational sector to play their respective roles in order to ensure the success in the implementation of the reform and also academic success of the children, respectively.

When parents are apathetic to education and lack interest in educating their children, it is likely to affect the regular attendance of the child to school and his or her academic performance. Pryor and Ampiah (2017) in their study in a village community called Akurase in the Ashanti region of Ghana revealed that most of the parents were apathetic to the schooling of their children. These parents lacked interest in education and for that matter did not bother to engage in the learning activities of their children. Some of the explanations deduced from the data of the study were among others, (1) the parents' indifference to the progress of the children in their care, (2) the inability of the parents to afford the luxury of schooling as a result of their financial incapacity, and (3) the irrelevance of schooling to the children's future prospects as farmers (Nyarko, 2011).

Nevertheless, schools and teachers fulfil an important secondary role in every society. Where the family fails in the socialisation process especially in the area of inculcating into the children the values, beliefs, norms, discipline and accepted ways of living within a society, the school can instil them in the child through education. Nonetheless, the school cannot provide the complexity of interaction that can be provided by primary adults. For the educational community to attempt a primary role is to help our society continue its denial of the real issue. The problems students and families face are caused by the conflict between the workplace and family life – not between families and schools. Henderson (2015) recommended that schools and

teachers should work to support the primary relationship and to create an environment that welcomes and nurtures families. Besides that, political and economic policies that support the importance of parent's roles in their children's development must be enacted and implemented in the best interest of the entire society.

1.2.3 The Exosystem

This layer defines the larger social system in which the child does not function directly. It is an extension of the mesosystem including other specific social structures, both formal and informal, that do not themselves contain the developing individual, but influence the immediate settings in which that individual is located, and thus affect, delimit, or even determine what goes on there. The child may not be directly involved at this level, but they feel the positive or negative impact involved with the interaction with their own system. These structures consist of the important institutions of the society, which are both intentionally structured and spontaneously evolving, as they function at a concrete local level. They include the world of work, agencies of government (local, state, and national), the distribution of goods and services, communication or transportation facilities, inter alia (Nyarko, 2011).

Since the exosystem is an extension of the mesosystem, structures of the exosystem, such as community, society and culture provide the support for the relationships and interactions that are vital for the development of the child. They provide the values, material resources, and context within which these relationships operate. It is within the exosystem that values, norms and appropriate ways of behaving as defined by customs and traditions are defined and adopted by parents, teachers and other significant others in the life of the child and then inculcated in the child. The exosystem provides the means by which a community or society determines, for

instance ways to reward or encourage good behaviour and ways by which bad behaviour can be punished or discouraged. Likewise, if a society values education and places premium on good academic performance, efforts would be made to support education of children within the society and parents and teachers would put in much effort in educating their children and provide their needs to ensure academic success.

1.2.3 The Macrosystem

This layer may be considered the outermost layer in the child's environment. While not being a specific framework, this layer is comprised of cultural values, customs, and laws (Berk, 2014). It refers to the overarching institutional patterns of the culture or subculture, such as the educational, economic, legal, social, and political systems, of which microsystem, mesosystem, and exosystem are the tangible manifestations. Macrosystems are understood and analysed not only in terms of structure, but as carriers of information and ideology that, both explicitly and implicitly, add meaning and motivation to specific agencies, social networks, activities, roles, and their interrelationships (Nyarko, 2011). The effects of larger principles defined by the macrosystem have a cascading influence throughout the interactions of all other layers in the sense that if it is the belief or the culture that parents should be solely responsible for raising their children, that culture is less likely to provide resources to help parents. This may, in turn, affect the structures in which the parents' function. The parents' ability or inability to carry out that responsibility toward their child within the context of the child's microsystem is likewise affected. Again, if the community members feel it is the duty of the government to provide quality education, parents may feel reluctant to make any contribution towards improving quality education in the country.

There is a direct relationship (influence) between the various parenting styles (authoritative, authoritarian, permissive and neglectful) and the academic performance of the students. Irrespective of the parenting type exhibited by parents, it has a direct effect on the level of the students' esteem. Gender roles assigned to children influences how much they coordinate and socialise within their immediate environment. This is to say that parents socialise their children directly or indirectly as to which roles they are expected to play. For instance, it been a known fact that females do not venture into more rigorous programmes of study such as engineering, and mathematics because they are classified as masculine and male dominated programmes of study. In this case, their families push them into more "readable" programmes like English language. In cases where the students have interest in mathematics rather than English language, the child is likely not to excel because she finds herself in a wrong profession against his or her interest.

In other cases, gender becomes a mediating variable where males have been shown to have higher level of academic performance than females (Baumrind, 2016; ESPR, 2014; Ankomah et al., 2010). These authors in their studies revealed that gender plays a critical role in the level of academic performance especially among adolescents. In this case, the current study aligns itself with the notion exhibited by the authors. For instance, male students have been noticed to be socially outspoken than female adolescents. Again, irrespective (absence) of the various parenting styles, gender influences the esteem of adolescents.

1.3 Statement of the Problem

Children are expected to oblige to parental rules, wishes, without complaint in order to be accepted as a loved child and to avoid severe punishment from parents. This parenting culture is further demonstrated in some of the proverbs of some Ghanaian cultures. For example, an Ewe proverb, “Vi mase to nu aɔorkae kua to ne” which implied a child who refused to take instruction would suffer severe punishment (a report from a forum on parenting behaviour by Tongu citizens). In recent times, lot of JHS students of the Ablekuma North Municipality complained of inadequate care by parents. Some students also reported that they were left by parents to provide their own needs such as food, clothing and school fees (particularly the local Tongu township students). Personal interaction with some students in addition identified poor lighting, due to lack of electricity in their homes, as a challenge to studying at night.

It therefore appears, due to these challenges that some students“ often skipped classes to work on farms, wove “kente” and basket, to sell to earn some money or to partake in selling along the highways to motorists. The effect of this parenting behaviour and environment on students had been absenteeism, lateness to school, average achievement in school work and indiscipline among students. Students who fended for themselves for example, no longer take advice and instruction from parents and had carried this attitude to the school creating relatively high level of indiscipline (Tsatsu, 2016). Again, a comparative analysis of two JHS results in the district revealed that the academic performance of the school was not encouraging as at 2018 and 2019.

In the 2018 West African Senior School Certificate Examination, the general pass rate was 78 % with aggregate 18 being the best for the best six subjects; whereas in the 2019 WASSCE the general pass rate was 98.7 % with aggregate 13 being the best for the best six subjects (Ablekima Norm Municipal Education Directorate, 2019). The decline in the academic performance is due to the notion that the students lack self-confidence, academic performance towards academic exercise hence their poor performance (Tsatsu, 2016).

However, little is known about the difference in the parenting styles and their influence on the academic performance of the students. But some studies were conducted to delve into the phenomenon (Tsatsu, 2016, Bowman, 2014; Chiew, 2011). Their studies revealed that there is a strong correlation between authoritative parenting and academic performance, there is no relationship between parenting and self-efficacy and parenting style does not significantly influence academic performance and academic performance of students. More so, it was evident that these studies focused only on tertiary students without looking at the secondary students. There is therefore the need to fill the gap (effect of parenting on academic performance) in literature.

1.4 Purpose of the Study

The aim of this study was to assess the effects (negative and positive) parenting styles have on the academic performance of Junior School students in the Ablekuma North Municipality of the Greater Accra Region Ghana.

1.5 Objectives of the Study

Specifically, the study sought to:

- 1 Examine the types of parenting style adopted by parents of JHS students in the Ablekuma North Municipality.
- 2 Assess the effect of the parenting style on JHS students' academic performance in the Ablekuma North Municipality.
- 3 What is the effect of parenting style on the academic performance of JHS students when gender is compared?

1.6 Research Questions

1. What are the types of parenting style adopted by parents of JHS students in the Ablekuma North Municipality?
2. What is the effect of the parenting style on JHS students' academic performance in the Ablekuma North Municipality?
3. What is the effect of parenting style on the academic performance of JHS students when gender is compared?

1.7 Significance of the Study

The findings of this study would contribute to the body of knowledge on the relationship (influence) between parenting styles on the academic performance of JHS students in the Ablekuma North Municipality. The study could serve as important guideline for the education of parents on the appropriate parenting styles to use so that the children will have positive or high academic performance especially for social and academic interaction. The study may also help identify the type of parenting styles that should be ignored because they affect the academic performance of children negatively. The findings and conclusions of this study will make numerous

contributions to educational stakeholders in particularly in the Ablekuma North Municipality context as far as parenting styles, and academic performance is concern. Theoretically this study shades light on how to improve students' academic performance through improvement in the parenting style of their parents and its findings clarify to future researchers, policy analyst, policy planners and policy implementers.

Practically the findings and methodology could guide policy makers in formulating policies that would help stakeholders to work together and improve the parenting roles, teaching and learning processes in the classroom. Teachers and students in the Ablekuma North Municipality would benefit from the study because when policies regarding the levels of academic performance based on individual differences are made known, they would be the immediate beneficiaries. This study will create and adds more knowledge to the already existing body of knowledge for further researchers who might like to carry on further studies related to the current research and can now act as source of reference. It will also be relevant to counsellors who base their services on family life to adopt appropriate counselling services and interventions for parents in the areas of their styles of parenting and how it possibly influences their children's academic performance.

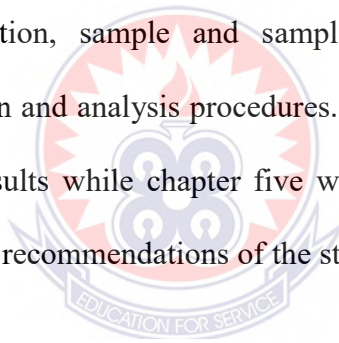
1.8 Delimitation of the Study

Geographically, this study was carried out in the Ablekuma North Municipality of the Greater Accra Region. In terms of content, this study is delimited to the effect of parenting styles on the academic performance students. The parenting styles are conceptualized as; authoritative, authoritarian and permissive parenting and academic performance is conceptualized as; high or low academic performance. The findings

and recommendations are therefore limited to the parents of JHS students in the Ablekuma North Municipality, Greater Accra Region and the quantitative research approach is assumed.

1.9 Organisation of the Study

The study is organised into 5 chapters. Chapter one focused on the introduction. This included the background to the study, objectives of the study, research questions and significance of the study. The chapter also included the delimitation and organisation of the study. Chapter 2 focused on the review of related literature this included the theoretical review, conceptual framework, and empirical review as well as conceptual review. Chapter 3 focused on the methodology adopted for the study including the research design, population, sample and sampling procedures, data collection instrument, data collection and analysis procedures. Chapter four was on the analysis and discussion of the results while chapter five was on the summary of the major findings, conclusions and recommendations of the study.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter involves the review of related literature concerning the topic under investigation. The literature is reviewed based on key variables in the study as well as the objectives of the study. It also highlights the views of experts and researchers in the field of parenting. The review is structured under the following sub-themes:

1. The concept of parenting
2. The concept of presenting style
3. Types of parenting style
4. Effect of parenting style on academic performance
5. Parenting styles that affect academic performance

2.1 The Concept of Parenting

Parenting is the process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood. Parenting refers to the activity of raising a child rather than the biological relationship (Davies, 2014). Bernstein (2014) stated that in the case of humans, Parenting is usually done by the biological parents of the child in question, although governments and society take a role as well. In many cases, orphaned or abandoned children receive parental care from non-parent blood relations. Others may be adopted, raised by foster care, or be placed in an orphanage. Usually, parental figures provide for a child's physical needs, protect them from harm, and impart in them skills and cultural values until they reach legal adulthood, usually after adolescence. Among non-human species, parenting is

usually less lengthy and complicated, though mammals tend to nurture their young extensively. The degree of attention parents invest in their offspring is largely inversely proportional to the number of offspring the average adult in the species produces (Bornstein, 2014).

2.2 The Concept of Parenting Style

The area of parents, their parenting styles and how these styles affect or impact child development has long been the interest of many scholars. However, finding actual cause-and-effect links between specific styles of parenting and later behaviour of children is very difficult. Some children raised in dramatically different environments can later grow up to have remarkably similar personalities. Conversely, children who share a home and are raised in the same environment can grow up to have astonishingly different personalities than one another. Despite these challenges, researchers have uncovered convincing links between parenting styles and the effects these styles have on children. The concept of parenting styles was developed by Baumrind (2016). However, Daniel and Steinberg (2017) defined parenting style as "a constellation of parental behaviours and attitudes toward their children that are conveyed to the children and that, as a whole, create an emotional bond in which the parents' behaviours are expressed".

Baumrind (2016) conducted a study on more than 100 preschool-age children. Using naturalistic observation, parental interviews and other research methods, she identified four important dimensions of parenting. These are disciplinary strategies, warmth and nurturance, communication styles, expectations of maturity and control. Based on these dimensions, Baumrind came up with the concept of parenting styles and suggested that most parents display one of three qualitatively different parenting

styles (Cherry, 2012). These are: Authoritative Parenting Style which is highest in all of the dimensions mentioned above, that is disciplinary strategies, warmth and nurturance, communication styles, and expectations of maturity and control; and Authoritarian Parenting Style which is high in disciplinary strategies and expectations of maturity and control but low in warmth and nurturance and communication styles; Permissive Parenting Style which is high in warmth and nurturance but low in terms of disciplinary strategies, communication styles, and expectations of control and maturity.

However, further research also suggested the addition of a fourth parenting style (Maccoby & Martin, 2016). Maccoby & Martin (2016) transformed Baumrind's typology by categorizing families according to their level of demandingness (control, supervision, maturity demands) and responsiveness (warmth, acceptance, involvement). To them, demandingness refers to parental behaviours and attitudes to integrate children into the family by demanding maturity in their children, supervising and disciplining their children, and showing willingness to control the behavioural problems of their children; and responsiveness refers to the degree to which parents instil independence, self-regulation, and self-assertion in their children by agreeing to be cognizant and supportive of their children's interest, needs, and demands (Abesha, 2012). Based on these two typologies or dimensions, that is degree of demandingness and responsiveness which could either be high or low, Maccoby and Martin (2016) came up with fourth type of parenting style called the neglectful parenting style, which is otherwise known as the uninvolved style of parenting.

Baumrind (2016) stated that parenting styles are meant to capture normal variations in parent's attempts to socialize children. Parenting styles can be both supportive and unsupportive in their tone, both of which affect developmental outcomes and consequences to personality development. These variations in parenting, Carter and Welch (2013) believed were as a result of variations in the philosophies, needs, and goals of parents, as well as individual differences among parents and children which produce a complex mix of parenting views and practices. The relevance of these styles and practices in the socialisation and developmental outcomes of children cannot be overemphasized. This is because, parents across cultures have unique socialization goals, such as helping their child become an autonomous, self-reliant individual or a socially interdependent individual. The socialization goals shape parents' everyday interactions and parenting styles with their children. Parents in Western cultures endorse autonomous socialization goals that focus on helping their children become independent, competitive, and self-expressive, while parents in Asian cultures emphasize obedience, respect, and social interdependence (Keller & Otto, 2016; Barnhart et. al, 2013). That is, parents are more likely to adopt parenting styles and practices that are in sync with their socialisation goals and societal values. Barnhart et al. (2013), therefore, observed that authoritative parenting style which places a high emphasis on development of autonomy in children is consistent with the socialization goals of Western parents.

In contrast, authoritarian parenting that focuses on obedience and respect is consistent with the socialization goals of many Asian parents. Not surprisingly, Chao (2014) found that Chinese immigrant mothers reported using authoritarian parenting slightly more than European American mothers. Similarly, Jambunathan and Counselman (2012) found that mothers in India were more likely to report using authoritarian

parenting and corporate punishment, while Indian immigrant mothers in the United States were most likely to report authoritative parenting. Even when children were asked to report on their mothers' parenting styles, similar patterns were found. For instance, adolescents of European background in Canada were most likely to report authoritative parenting, while adolescents in India were more likely to report higher incidences of authoritarian parenting than the Canadian adolescents (Garg, Levin, Urajnik, & Kauppi, 2010). Specifically, in India, authoritarian parenting is also consistent with Hindu values of respect for and duty towards one's parents (Saraswathi & Pai, 2015).

2.3 The Concept of Academic Performance

Branden (2012) stated that Self-esteem is a powerful human need. It is a basic human need that makes an essential contribution to the life process; it is indispensable to normal and healthy development; it has survival value. Lacking positive self-esteem, our psychological growth is stunted. Positive self-esteem operates as, in effect, the "immune system of consciousness" providing resistance, strength, capacity for regeneration. When self-esteem is low our resilience in the face of life's adversities is diminished. We crumble before vicissitudes that a healthier sense of self could vanquish; we tend to be more influenced by the desire to avoid pain than to experience joy. Negatives have more power over us than positive (p. 9). Branden's observation summarizes the power and importance of academic performance in the life of an individual in living a healthy and productive life. Branden (2013) observed that academic performance can generally be formed or altered through an individual's beliefs and awareness of thought, feelings, and behaviour.

Self-esteem as a concept was first found in the work of William James known as the father of American psychology in his book published in 1890 (Branden, 2012). The concept of self-esteem Mruk (2013) believed was introduced to English-speaking people by a writer and poet, John Milton in the 17th century. Record has it also that by the 1980s, the State of California commissioned a taskforce to investigate how to increase the self-esteem of Californians. It was believed this measure could reduce welfare dependency, unwanted pregnancies, school failure, crime, drug addiction, and other problem to save a large amount of the taxpayers' money (Baumeister, Campell, Krueger, Vohs, 2017). The observations paint a picture of the various views held about the origin of the concept self-esteem.

Self-esteem is as old as the history of human development because in the words of Branden (2012) it is the immune system of consciousness and consciousness is as old as the person possessing it. Also, it is estimated that self-esteem refers to the evaluation an individual makes and customarily maintained about him or herself. Coopersmith stressed that self-esteem expresses an attitude of approval or disapproval and indicates the extent to which the person believes him or herself to be capable, significant, successful, and worthy. Rosenberg (2011) in his view beliefs academic performance to be an attitude an object holds towards itself. Mruk (2013) argued that self-esteem could be defined in terms of competence and worthiness. Kostanski and Wishart (2017) contended that self-esteem could be conceptualized both as a reflection of self-feeling or self-worth and more specifically as domain Specific evaluation of the self.

According to Lightfoot et al (2012), academic performance can be influenced by either internal or external factors. One's emotions, genetic make-up and personality traits constitute the internal factors while the external factors include the influence of specific events, family, and career among others. Driscoll (2013) mentioned the types of academic performance. Trait academic performance is the value an individual place on one self which remains stable over the life time (Campell, Krueger, Vohs, 2017). State academic performance refers to one's feeling of the self at a point in time in each situation. Another type of academic performance worth mentioning here is the academic Tongan performance. This refers to an individual's feeling of self-worth which is contingent upon how well one performs academically in school. Self-esteem is about psychological health, about motivation, and about personal identity (Emler, 2015).

Mruk (2013), saw self-esteem as having two interrelated aspects; that is, it entails a sense of personal worth and it is an integrated sum of self-confidence and self-respect. It is the conviction that one is competent to live and worthy of living. Observation of self-esteem as competence and worthiness distinguishes the view of self-esteem as a mere success because there would be a need for blind of competence with worthwhile actions to enable the individual achieve self-esteem. Self-esteem is thus expressed as a ratio of our actualities to our supposed potentialities; a fraction of which our pretensions are the denominator and the numerator, our successes (Mruk, 2013; Branden, 2012).

2.4 Types of Parenting Style

In the early 1960s, developmental psychologist Diana Baumrind conducted a study on more than 100 preschool-age children using naturalistic observation, parental interviews and other research methods, Baumrind found what she considered to be the four basic element that could help shape successful parenting: responsiveness verses unresponsiveness and demanding verses undemanding. From these, she identified three general parenting styles: authoritative, authoritarian, and permissive (Baumrind, 2016). She also identified four important dimensions of parenting. They are disciplinary strategies; warmth and nurturance; communication styles; and finally, expectations of maturity and control (Baumrind, 2016).

2.5 Authoritative Parenting

Authoritative parents are both demanding and responsive. “They monitor and impart clear standards for their children’s conduct. They are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible and self-regulated as well as cooperative” (Baumrind, 2016, p. 62). Children and adolescents whose parents are authoritative rate themselves and are rated by objective measures as more socially and instrumentally competent than those whose parents are non-authoritative (Baumrind, 2016; Weiss & Schwarz, 2012; Miller, Benefield & Tonigan 1993). Research has shown that parents that use democratic parenting style have children that are emotionally healthier and happier and are more successful in school and life (Olson & DeFrain, 2014). Children of democratic parenting style exhibits energetic-friendly behaviour. Energetic-Friendly behaviour children are very self-reliant, cheerful, cope well with stress and are achievement oriented (Steinberg, Lamborn, Darling, Mounts & Dornbusch, 2016).

2.6 Authoritarian Parenting

Authoritarian parents are highly demanding and directive, but not responsive. “They are obedient and status oriented, and expect their orders to be obeyed without explanation” (Baumrind, 2016, p. 62). These parents provide well-ordered and structured environments with clearly stated rules. Authoritarian parents can be divided into two types: non-authoritarian-directive, who are directive, but not intrusive or autocratic in their use of power, and authoritarian-directive, who are highly intrusive. Children and adolescents from authoritarian families (high in demandingness, but low in responsiveness) tend to perform moderately well in school and be uninvolved in problem behaviour, but they have poorer social skills, lower academic performance, and higher levels of depression (Baumrind, 2016; Weiss & Schwarz, 2012; Miller, Benefield & Tonigan, 1993). Authoritarian parenting style is difficult for adolescents who tend to rebel. Children of authoritarian parenting style exhibits conflicted-irritable behaviour. Conflicted-Irritable behaviour children are moody, unhappy, vulnerable to stress and unfriendly (Baumrind, 2012).

Authoritarian parenting follows a rather dictatorial style involving the highest degree of control on children and very low levels of warmth. Parents who adopt such styles expect strong obedience from their children and favour punitive discipline in response to acts of rebellion (Kang & Moore, 2011; Hong, 2012). They are usually found setting strict rules to abide by and monitoring their child’s time as well as their activities during the day and night. Moreover, the use of this authoritarian style precludes effective discussion, of any sort, between parents and children, which places more pressure on the children than any other parenting style (Areepattamannil, 2014; Hong, 2012).

2.7 Permissive Parenting Style

Permissive parenting is characterised by low expectations of maturity and control, and disciplinary strategies over children, aiming for high levels of warmth. That is, the parents are non-restrictive and exhibit high levels of responsiveness. Unlike authoritarian parents, punishment is very rarely used in permissive homes and children are commonly given greater opportunity to make their own decisions in life (Kang & Moore, 2011). Being more responsive than demanding, parents of this style have relatively low expectations for their children, setting very few, if any, rules. They often take a very casual and easy-going approach (Verenikina, Vialle & Lysaght, 2011) toward their children, opening conversations and subsequently developing warmer relationships between them. Again, supervision and bi-directional communication between parents and children are low. Baumrind (1989) considered the permissive parenting style as a careless style in which parents make few demands, encourage their children to express their feelings, and barely use power to gain control over their behaviour, but encourage their children's independence instead.

2.8 Neglectful Parenting Style

The uninvolved style is predominantly characterised by low levels of both warmth and control. This often reflects the parents' emotional detachment from the children as they are often seen responding only to their children's needs out of annoyance rather than compassion (Tiller et. al., 2017), and would otherwise be completely unresponsive. Due to the lack of care and discipline for the child, as the name of the style suggests, parents are usually uninvolved in the child's life in general. Thus, they do not often volunteer to partake in research studies (Tiller et al., 2017), with a massive 43 per cent of parents on average never participating in school activities (Steinberg et al., 2012). Consequently, this has led to a deficiency of knowledge about

this style and so less is known about uninvolved parenting than any other style (Hong, 2012).

Likewise, Maccoby and Martin (2016) were of the view that this style of parenting is low in both dimensions (i.e., the degree of responsiveness and demandingness) and believed to be the most detrimental of the four types of parenting styles on children's and adolescents' development. Again, using Baumrind's dimensions, this type of parenting style is low in four dimensions of disciplinary strategies, warmth and nurturance, communication styles and expectations of maturity and control. Other dimensions of parenting are the indulgent parents and the uninvolved parents.

2.9 Indulgent Parents

Indulgent parents (also referred to as "permissive" or "nondirective") "are more responsive than demanding. They are non-traditional and lenient, do not require mature behaviour, allow considerable self-regulation, and avoid confrontation" (Baumrind, 2016, p.62). Indulgent parents may be further divided into two types: democratic parents, who, though lenient, are more conscientious, engaged, and committed to the child, and nondirective parents. Children and adolescents from indulgent homes (high in responsiveness, low in demandingness) are more likely to be involved in problem behaviour and perform less well in school, but they have higher academic performance, better social skills, and lower levels of depression (Baumrind, 2016; Weiss & Schwarz, 2012; Miller, Miller, Benefield & Tonigan, 1993). Permissive parenting style is characterized by constant change and force togetherness which is not healthy for children. Permissive parenting style exhibits impulsive-aggressive behaviour. Impulsive-Aggressive behaviour children are rebellious, domineering and underachieving (Baumrind, 2016).

2.10 Uninvolved Parenting

Uninvolved parents are low in both responsiveness and demandingness. In extreme cases, this parenting style might encompass both rejecting–neglecting and neglectful parents, although most parents of this type fall within the normal range (Baumrind, 2016, p. 62). Children and adolescents whose parents are uninvolved perform most poorly in all domains. That is, parental responsiveness (predicts social competence and psychosocial functioning,) and parental demandingness (is associated with instrumental competence and behavioural control thus academic performance and deviance) (Baumrind, 2016; Weiss & Schwarz, 2012; Miller, Benefield & Tonigan, 1993). Rejecting Parenting Style children are often immature and have psychological problems. They are also solitary, withdrawn and underachieving.

Santrock (2014) believed that parents should be neither punitive nor aloof. Rather, they should develop rules for their children and be affectionate with them. These parenting styles are meant to describe normal variations in parenting, not deviant parenting, such as might be observed in abusive homes. Most parents do not fall neatly in one category, but fall somewhere in the middle, showing characteristics of more than one style (Baumrind, 2016). Besides the four main parenting styles discussed, there are other parenting styles which include using, abusing, deprivation, asymmetrical parenting, perfectionist, dogmatic or cult-like, appeasement, micromanagement, the deceivers, public image manager, role reversal, not your business, the guard dog, my baby forever, along for the ride, the politician, its taboo, the identified patient and “münchhausen” syndrome by proxy.

2.11 Effect of Parenting Style on Academic Performance

An Australian study carried out on 467 adolescents tapping academic performance revealed females to have higher academic performance and career expectations than boys (Patton, Bartrum & Creed, 2015). Numerous researchers have examined, explored and discovered that males have lower academic performance than the female adolescents (Benjet & Hernandez-Guzman, 2015). However, a study by Powel (2015) in contradiction shows that girls have more issues about academic performance and self-concept due to which their academic performance is affected. This may lead to a later life depression and anxiety disorders. McCabe and Ricciardelli (2015) in their study explored academic performance and emotional regulation in young adolescents and observed gender factors to be associated with academic performance scores. Similarly, a Mexican study investigated psychosocial wellbeing and academic performance as one of the core variables on the sample of 1102 Mexican adolescent participants.

Amongst the other associated factors of academic performance in adolescents, studies have found that body dissatisfaction is the most common (Uppal & Prosser, 2014; McCabe & Ricciardelli, 2015). This dissatisfaction is found to have caused depressive moods, immediate distress and low academic performance. Stice (2012) found that there is a positive relation between body dissatisfaction and eating disorders among adolescents. Moreover, the degree of influence on adolescents' academic performance is found to be associated with gender difference. Gender is believed to influence the development and manifestation or expression of academic performance. A study by Carlson, that there is a positive relation between the effect of social pressure and anxiety caused by body image and body shape changes. Uppal and Prosser (2014) suggest that as compared to boys, the decline in the level of self-satisfaction is

consistent in adolescent girls because they experience dissatisfaction with their physical changes, especially dissatisfaction related to their appearances as compared to the boys of their age. Studies of Hankin and Abramson (2015) have also indicated that there is a positive relation between the effect of social pressure and anxiety caused by body image and body shape changes.

Alsheikh (2014) noted that parenting style is a way to categorize and measure the quality and type of interaction between parents and children. Academic performance concept according to Hu and Garcia (2015) is a psychological construct which refers to what an individual think about himself. Measures of academic performance include self-confidence, sense of self-worth, self-respect, self-regard, self-assurance and pride as aspects of personal description Hu and Garcia (2015). According to (Kansiime, 2015), academic performance is the belief in one's capabilities to organize and execute courses of action required to produce given attainments.

Parents strive to protect and prepare their children for life in the world and how that goal is approached varies (Goodnow, 2017). Parents vary in their interactions with children along dimensions of warmth and demandingness (Goodnow, 2017). Baumrind, (1988) classified parent-child interactions into authoritarian characterized by lack of warmth and high demandingness, authoritative characterized by high warmth and high demandingness and permissive interaction characterized by high warmth and low demandingness. Academic performance has been found to be influential in the actions and success of individuals in many different areas, including overcoming fears, success in the workplace, hard life transitions and academic performance (Kansiime, 2015; Chemers, Hu & Garcia, 2015). For example, Kansiime (2015) in his study on parenting perspectives, trajectories and influences among

migrant Ugandan mothers in Sweden found out that, mothers remained protective and strict on shaping children's behaviour through denial of materials because physical punishment was abolished in Sweden. The Ugandan-migrant mothers also understood parenting as role modelling, creating friendship with the child, loving the child, teaching and guiding to develop good character traits including academic performance.

Deshpande and Chabiriya (2014) in their study found that parenting style affects adolescents' academic performance. The study examined acceptance, concentration and avoidance attitudes among parents and results showed that adolescents who perceive parental acceptance attitudes have a higher academic performance than the adolescents who perceive concentration and avoidance attitudes among parents. Rudy (2006) noted that one of the classic measures of adolescent adjustment in parenting studies is the academic performance. Isabel et al (2014) posit that academic performance is categorized into four dimensions, that is, academic, social, family and physical academic performance. Deshpande and Chabiriya (2014) hold that parenting styles affect adolescents' academic performance. Under parenting styles, adolescents who perceive parental acceptance attitudes have a higher academic performance than the adolescents perceive concentration and avoidance attitudes among parents Deshpande and Chabiriya (2014). Martinez and Garcia (2014) found that adolescents of indulgent parents show highest scores in academic performance whereas adolescents from authoritarian parents obtain the worst results.

Social contexts of the home environment are characterized in terms of the degree of parenting style that enhances or diminishes child motivation, extrinsic or intrinsic motivation. According to Erlanger, Chandler and Heffer (2013), the more autonomy,

demand, and support parents provide, the more students are confident and persistent academically. A family environment created by a parenting style may influence one's general sense of academic performance (Bandura, 2015). Deshpande and Chabiriya (2014) examined acceptance, concentration and avoidance attitudes among parents and results showed that adolescents who perceive parental acceptance and attitudes have a higher academic performance than the adolescents who perceive concentration and avoidance attitudes among parents. According to Deshpande and Chabiriya (2014), affection or support from parents is a key builder of adolescent's academic performance.

Grusec and Goodnow (2015) indicated a persistent, significant relationship between self-concept and many aspects of human behaviour. Dehyadegary, Yaacob, Juhari and Talib (2012) examined the relationships between parenting styles, academic performance and school achievement and found that authoritative parenting style had a positive significant correlation with adolescents' academic performance and academic achievement. However, none of these studies was conducted in the context of the Ablekuma North Municipality or a developing country like Ghana but in the developed countries with different cultural dimensions and therefore it is not enough material to draw conclusion in the African setting of varying socio-economic status and cultural diversity.

CHAPTER THREE

RESEARCH DESIGN

3.0 Introduction

This chapter presents the methodology employed for the study. This includes the research design, population, sample and sampling procedures, research instrument, data collection procedure and analysis and ethical issues relevant to the study.

3.1 Research Design

The study adopted the descriptive survey research design rooted in the quantitative paradigm. This involves the collection of data in order to answer questions regarding the subject of the study. Research design indicates the basic structure of a study, the nature of the hypothesis and the variables involved in the study. According to Gay (2012), descriptive research is concerned with the conditions or relationships that exist, determining the nature of prevailing conditions, practices and attitudes; opinions that are held; processes that are going on; or trends that are developed. The descriptive research survey best served the purpose of the study because it helps to collect data to describe the state of affairs (parenting style and its influence on academic performance).

The researcher is concerned with the existing condition of single parenting and academic performance. The study considered opinions held, and nature of prevailing conditions, practices and attitudes of single parents towards academic performance. The descriptive design was considered for the study since it focuses on the investigation of the perceptions parents have of their roles, their views and perspectives and the challenges they face in their participation. The study involved the

formulation of research questions and use of questionnaire to seek answers to the questions raised.

3.2 Population of the Study

The population for the study comprised all Junior high school forms 1, 2, and 3 Students in the Ablekuma North Municipality. The three schools in the district were used for the study. Target population was 6, 345 students. However, the accessible population for the study is form 1 and 2 students in the district. The choice of the population is because the final year students are preparing for their final exams hence, they may not be willing to participate in the study. The accessible population is 4, 046 JHS 1 and 2 students. The population involves both male and female JHS students irrespective of their age and family background.

3.3 Sample and Sampling Procedures

The sample frame for the study is 243 respondents. The sample size was selected based on the recommendation of Gay (2012) in whose study it was propounded that a sample size should take not less than 1 third of the entire population for the purpose of generalisation. He is of the view that typically in descriptive and inferential studies, it is not ideal to use the entire population hence the need for a probability sampling. Based on such recommendations by Gay (2012), the simple random sampling technique was used to select the respondents for the study. Strategically the lottery approach was used to select the sample. Effectively, the respondents in each school were asked to pick randomly from a mixed up of pieces of papers with figures of 1 and 2 written on them. The respondents who picked 2 were considered as the sample. This was done because Kansiiime (2015) opined that every member of the population

qualifies to be used as a respondent for the study hence, they should be given the chance to either be selected or rejected for the study.

The choice of the proportionate sampling technique was effective because it allowed each of the three schools to be fairly and equally represented in the study. Additionally, the schools were proportionality selected. The schools were grouped into three groups (strata) so that equally, each of them will have a sample of 81 students. The three schools after grouping sampled the respondents through the simple random sampling technique. This means that the simple random proportionate sampling technique was used to select the sample for the study.

3.4 Instrument for Data Collection

A self-deigned structured questionnaire was used for the data collection. The questionnaire was titled Parenting Style and Questionnaire and it was structured into three parts. The questionnaire was such that each part measures construct (research question) as far as this study is concern. The first section focused on the gender difference among the respondents. The second part was on the parenting style adopted by the parents of the respondents. This section was made up of 15 items to that effect. The next section was made up of 11 items on the effect of parenting styles and the academic performance of students.

Additionally, the questionnaire was structured on a five-point Likert scale ranging from most often, often, sometimes and not at all. The range of the scale was 1-4 to means that 1 represents “most often”, 2 represents “often”, 3 represents “sometimes” while 4 represents “not at all”. The responses were measured against a standard/set mean ($M=2.50$). That is addition of 1, 2, 3, and 4 (10) divided by the occurrence of the frequency which is 4. In sum, the questionnaire has a total of 34 items to measure

the various constructs. Robinson, Mandleco, and Olsen and Hart (2015) opined that questionnaire especially the Likert scale is efficient when studying relationship or effect between two or more variables. They stated that academic performance or self-confidence is best ascertained using Likert scales that respondents are limited to the choice of responses for the benefit of objectivity.

3.5 Data Collection Procedures

The data was personally collected by the research. However, before the commencement of the data collection, I requested for an introductory letter from my head of department (Educational Foundations) to enable me as a prof that the study was approved by the university and the department for that matter. The introductory letter was later sent to the district director of education where he endorsed and gave me an approval letter to be sent to each of the schools. At the schools, the researcher sent the letters to the headmasters where they also allowed me to collect the data from the students. Among the samples (81), there were randomly picked by the help of a colleague teacher. This was done to effectively monitor them during the exercise. For the purpose of uniformly, the purpose and procedure for responding to the items were explained to the respondents. After the introduction, the respondents could independently respond to the various items on the questionnaire. More so, I was available with them and in cases where they do not understand a term of item, it was vividly explained to them. Soon after the respondents finished answering the questionnaires, it was retrieved from them and kept in a designated envelop to prevent any of them getting mission.

3.6 Data Analysis Procedures

The collected data was analysed research question by research question. Frequency and simple percentages were used to determine the gender difference among the respondents. Means and standard deviation were used to analyse research question 1, 2 and 3. The questionnaires were serially numbered to trace any lost or missing data. The individual items were also coded for easy analysis. After entering the data into SPSS, the researcher checked for missing items and non-keyed items as well as double responses. This, carefully cleared and the data was ready for analysis. The analysed results are presented in frequency distribution tables (refer to chapter 4).

3.7 Ethical Considerations

Issues of confidentiality and privacy of personal rights of the respondents was assured protected. Permission was obtained from relevant authorities. The objective of the study was explained verbally and respondents was assured that their participation was voluntary and the information obtained would be kept confidential. The respondents were again directed not to write their names nor class on the instrument. They were also assured that failure to comply would not result in any penalties.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION OF RESULTS

4.0 Overview

This chapter presents the analysis, and discussion of major findings that emerged from the study.

4.1 Demographic Information of the Respondents

The demographic difference among the respondents was determine using frequency counts and simple percentage as the analysis tool for the data that was collected using the structured questionnaire. The result is presented in Table 1.

Table 1: Gender Distribution of the Respondents

Gender	Freq.	Pert. (%)
Male	71	29.2
Female	172	70.8
Total	243	100

Source: Field survey (2022).

The analysis of the demographic information of the respondents shows that majority (172) representing 70.8% of them are females while the minority (71) representing 29.2%) were male students. Therefore, the females dominated the data collection hence, majority of the respondents are from the female students.

4.2 Main Results

The research questions were analysed with both descriptive and inferential statistics such as means and standard deviation, independent sample t-test and Pearson moment correlation. The results are presented in Table 2, 3 and 4 respectively.

Research Question 1: What are the types of parenting style adopted by parents of JHS students in the Ablekuma North Municipality?

The first research question sought to investigate the types of parenting styles adopted by parents of JHS students in the Ablekuma North Municipality. The Parenting Style and Questionnaire was used to collect the relevant data from the students and mean and standard deviation was used to analyse the result as presented in Table 2.

Table 2: Types of Parenting Style

Statement	Response	
	Mean	SD
I feel that children need to obey rules at home	2.98	1.18
My parents allow my opinions regarding family matters	2.48	1.13
My parents find it difficult to discipline me	2.40	1.42
My parents don't allow me to question decisions they make	2.68	1.08
My parents tend to get upset when I try to disagree with them	2.35	1.08
My parents expect me to immediately do whatever they ask me to do without asking any questions	2.21	1.12
My parents take my wishes into consideration before I ask them to do something	2.21	.90
My parents encourage me to talk about my feelings and problems	2.21	1.14
My parents want me to follow their expectations simply out of respect	2.14	1.14
My parents provide comfort and understanding when I am upset	2.14	1.02
My parents usually insist that I do what they think is right	1.99	1.04
My parents usually tell me exactly what they want me to do & how they expect me to do it	1.86	.92
My parents are responsive to my feelings and needs	1.82	.93
My parents always tell me what they want me to do & how they expect me to do it	1.70	.86
My parents explain to me how they feel about my good/bad behaviour	1.58	.83
Average Mean	2.18	1.05

Source: Field survey (2022).

The result presented in Table 2 shows that more often than not, the formulated parenting styles in this study do not occur among parents on JHS students in the Ablekuma North Municipality. This accounted for an average mean score of $M=2.18$

and a standard deviation of $SD=1.05$. Quite importantly, the SD as seen in Table 2 is an indication that although most of the respondents disagreed that both authoritative parenting style, authoritarian parenting style and permissive parenting style has been identified as influencing the academic performance of basic school students, it cannot be said of parents in the Ablekuma North Municipality. This means that the difference between the students who disagreed and those who agreed to the statement are large hence, the responses are far apart from the data set. Therefore, authoritative, authoritarian and permissive parenting styles are not types of parenting styles adopted by parents of JHS students in the Ablekuma North Municipality.

Further analysis shows that the individual items recorded item means lesser than the standard mean ($M=2.50$) indicating that the respondents disagreed to the statements that sought to assess their views about the adaptation and use of authoritative, authoritarian and permissive parenting styles as a way of guarding and rearing the JHS students in the Ablekuma North Municipality. For instance, the respondents indicated that “My parents take my wishes into consideration before I ask them to do something”. The respondents however, disagreed that their parents consult them before taking decisions concerning them. Again, the result suggest that the students disagreed that their parents explain to them about their feelings in terms of good behaviour or bad behaviours that they put up at home ($M=1.58, SD=.83$). As indicated earlier, a higher SD suggest that the score is not a true reflection of the actual mean. In this response however, there is a smaller SD to mean that the responses were homogenous in nature hence, majority of the respondents disagreed to the assertion.

When the respondents were asked to rank their agreement or disagreement to the item (My parents encourage me to talk about my feelings and problems), it was noticed that ($M=2.21$, $SD=1.14$) of them disagreed that they are given the opportunity by their parents to speak on issues bothering them as children/students. About ($M=1.82$, $SD=.93$) of them also indicated that their parents push them to get feedback of their feelings/emotions or needs. This assertion translates to means that the emotional needs of the students are taken care of when needed. However, as indicated by mean and the SD, they disagreed while there is also a small margin between those who disagreed and those who agreed. Notwithstanding, it emerged that ($M=2.14$, $SD=10.2$) of the students disagreed that their parents provide them comfortable and understanding moments when they feel upset. To them, their parents do not provide that sought of emotional support they need hence, a mean score of 2.14 which is lesser than the standard mean and the average mean.

The responses also suggest that the students disagreed they get assisted by their parents to do what they think is right ($M=1.90$, $SD=1.04$). The mean score compared to the SD shows that they disagreed to the notion while although there is a greater difference in the responses. Therefore, they disagreed that they get the help to do what is right from their parents. Surprisingly, ($M=2.21$, $SD=1.12$) of them also indicated that “My parents expect me to immediately do whatever they ask me to do without asking any questions”. This means that as far as the mean score is lesser than the standard mean, the respondents disagreed to the notion. A comparison with the SD also shows that there is a huge difference in the scores hence, the score is not an accurate representation of the sample.

Additionally, it was identified that ($M=2.26$, $SD=1.08$) were of the view that their parents give them the chance to question some decisions that they make in the home. Emphatically, it emerged that on the average ($M=2.68$) majority of them agreed that “My parents don’t allow me to question decisions they make”. Clearly put, there SD shows that there is a heterogenous meaning to the agreement in the sense that the SD (1.08) is higher hence, it is far apart from the mean. It was also revealed from the result in Table 3 that the respondents agreed to the notion: My parents tend to get upset when I try to disagree with them ($M=2.35$, $SD=1.08$) however, there is a heterogenous response in the result in the sense that most of them might have either agreed or disagreed that their parents get upset anytime they try to disagree on issues that they see as important in their life. In that case, some of them hold the view that their children are disrespectful.

Surprisingly, it emerged that less than 2.0 of the respondents agreed that their parents inform them about what they want them to do and how it is expected of them. Specifically, ($M=1.70$, $SD=.86$) of them disagreed to the assertion. The result also shows that majority of them disagreed because the SD is lesser and it appears to be far apart from the item mean. On the items of how permissive parents influence their children, it was identified that ($M=2.40$, $SD=1.42$) of them were in favour of the notion. They agreed that their parents find it difficult to discipline them. This notion is likely to undermine the rate at which the respondents will portray and disapply disciplinary measures in their life both at school and home. The result also shows that ($M=2.14$, $SD=1.14$) of them disagreed that their permissive parents always talk about wanting them to follow their expectations simply out of respect. However, the SD is higher as compared to the mean to mean that there is some amount of disagreement between the two responses. About ($M=2.48$, $SD=1.13$) of the respondents were

against the statement that “My parents allow my opinions regarding family matters”. This is because the item mean is lesser than the average mean. comparably, there was a heterogenous responses as far as the item is concerned. Though the response was negative, the SD (1.13) shows that they had divers“ views. Furthermore, the result presented in Table 3 has a mean of (M=2.98, SD=1.18) to mean that the responses were positive when they were asked to rank their views on how they feel about children obeying rules and regulations at home.

However, with reference to the analysis, one can say that permissive and authoritarian parenting styles were mostly adopted by parents of JHS students in Ablekuma North Municipality. The result agrees with the finding of Abesha (2012) whose study identified that most parents whose children go way ward are authoritarians while the few are permissive. The study went ahead to indicate that there is a statistically significant difference between the later life of children who went through authoritative parents and their deviant behaviours. This clearly shows that parents who are permissive, guide and motivate their children to do their best at home and in school. In another study conducted by Barnhart et al. (2013) permissive parenting style was identified as the most predominantly used among parents of high school students in Kanya. This presupposes that the current finding and that of Barnhart et al are in congruence. During the analysis, it was also found that permissive parenting style was predominantly used by the parents compared to the authoritarian parenting style that appears not to be flexible as the permissive.

Research Question 2: What is the effect of the parenting style of parents on JHS students' academic performance in the Ablekuma North Municipality?

In order to find answers to the 2nd research question, the section of the Parenting Style and Questionnaire was used to solicit data on the effect to which parenting style account for the academic performance of students. Pearson product moment correlation was used to analyse the result as presented in Table 3.

Table 3: Effect of the Parenting style Academic Performance

Variable	N	Mean	sd	r	p
Parenting style	243	32.75	5.61	.23	.048
Academic performance	243	21.91	4.05		

Source: Field survey (2022).

The analysis of the result was based on the fact that the all assumption with regard to correlation analysis were tested and non was violated. As such, the test statistic of Pearson's r was used. The result shows that there is a significant effect of parenting style on the academic performance students ($r=.23$, $n=243$, $p=.048$, 2-tailed). There was also a relatively positive weak relationship ($r=.23$) between parenting style and academic performance as the independent and dependent variables. Furthermore, there is clear evidence that there is 23% variance between parenting style and academic performance students. This means that there is a relatively positive weak effect of parenting style of the academic performance of JHS students in the Ablekuma North Municipality as recommended Field (2016).

Therefore, the result revealed that there is an influence or effect of parenting style on the academic performance of students. Since the result established a statistically significant relationship between the two variables, the magnitude of the relationship was calculated to that effect. For that matter, Gay (2012) opined $r=.10$ to $.29$ or $r=-.10$ to $-.29$ as weak relationship. The result therefore revealed that though there is a relationship between the two variables, parenting style contribute significantly less to the rate of academic performance among students. Data in Table 3 shows that as the parenting styles positively affect the students, academic performance is positively affected and vice-versa. Conformably, the result blends with the findings of Kansiiime (2015) in the sense that the parenting style adopted in most developed countries affect how well students develop their academic performance. The result is also incongruence with the result of Deshpande and Chabiriya (2014). The study of Deshpande and Chabiriya found out that parenting style affects adolescents' academic performance and moral wellbeing. Therefore, available literature in the area of parenting and academic performance possesses a similar result to the current study in the sense that when parents adopt a more favourable conditions of parenting, students who are adolescents, develop positive attitudes and actions towards their parents thereby learning from them in a form of a positive communal influence.

Research Question 3: What is the effect of parenting style on the academic performance of JHS students when gender is compared?

The final section of the analysis focused on the gender difference in the academic performance of the students based on gender with parenting style as a factor. For this section, the last portion n of the Parenting Style and Questionnaire designed by the

researcher was used to collect relevant data to that effect and was analysed using independent sample t-test.

Table 4: Gender difference on the effect of parenting style and academic performance

Variable	N	Gender				df	t-value	p-value
		Males		Female				
		Mean	SD	Mean	SD			
Academic performance	24	20.62	4.56	22.45	3.72	24	-2.99	.001
	3					1		

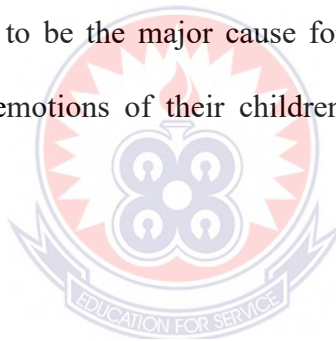
Source: Field survey (2022).

When the difference in the effect of parenting style has on the academic performance of the JHS students was compared based on their gender, it was revealed that female students academically perform better than the male students. This was revealed in the mean analysis performed using the independent sample t-test. Hence, the result indicated that there was a significant difference in the mean score for males (M=20.62, SD=4.56) and females (M=22.45, SD=3.72; $t(241) = -2.99, p = .001$ 1-tailed). Table 4 shows that there is a significant difference between male and female JHS students of academic performance. The mean score, (M=22.45, SD=3.72) of the female students is higher which indicates that the female students have higher academic performance compared to the male students.

Additionally, the result is said to positive since it has been established from the analysis that there is a gender difference in the academic performance of students who have been influenced by the three conceptualised parenting styles (Permissive, authoritative and authoritarian). Therefore, it can be said that there is a difference between male and female students' academic performance. This means that while

gender plays a significant role in the life of the students who are mostly adolescents, the level of the influence is much significant in their emotional wellbeing hence, the study recommended that parenting and parenting approaches be carefully selected and exercise on adolescents. This is in line with the studies of like Menon (2011) and Uppal and Prosser (2014).

The findings of Uppal and Prosser (2014) revealed in their study that male and female gender difference influences the development and manifestation or expression of academic performance. Literature has also established that there is a positive relation between the effect of social pressure and anxiety caused by body image and body shape changes of parents on the academic performance level of students. this notwithstanding, appears to be the major cause for which many parents directly or indirectly influence the emotions of their children thereby building a lasting self-image on their children.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This section includes the summary of key findings, conclusions as well as the recommendations made based on the findings.

5.1 Summary of Study

The aim of this study was to assess the effects (negative and positive) parenting styles have on the academic performance of Junior School students in the Ablekuma North Municipality of the Greater Accra Region Ghana. Descriptive survey research design was adopted with a population of 345 students and a sample size of 243 students. A researcher designed questionnaire named Parenting Style and Questionnaire was used for the data collection. Frequency and simple percentages, mean and standard deviation, independent sample t-test and Pearson product moment correlation were used to analyse the results. On the contrary, the result found that gender plays a significant role in students' level of academic performance as it was also established that parents influence their children's academic performance. More so, the result identified that while parents try to protect their children, they rather make them intimate and timid hence, their levels of esteem may not grow as expected of adolescents. The result also agrees with studies in the area of parenting and academic performance of adolescents. Therefore, the study has established the extent to which parents should protect and care for their children.

5.2 Key Findings

The findings of the study revealed that:

1. Authoritative, authoritarian and permissive parenting styles are not types of parenting styles adopted by parents of JHS students in the Ablekuma North Municipality. However, permissive and authoritarian parenting styles were mostly adopted by parents.
2. There is an influence or effect of parenting style on the academic performance of students. Furthermore, it is evident that there is 23% variance between parenting style and academic performance students indicating that there is a relatively positive weak influence between parenting style and academic performance of students.
3. There is a difference between male and female students' academic performance when authoritative and permissive parenting were identified as influencing the academic performance of the students. This means that while gender plays a significant role in the life of the students who are mostly adolescents, the level of the influence is much significant in their academic wellbeing.

5.3 Conclusions

The following conclusions were made concerning the findings:

Concerning the first objective which examined the types of parenting style adopted by parents of JHS students in the Ablekuma North Municipality, conclusions were made based on available literature and the finding to that effect. The researcher concludes that with reference to authoritarian parenting, students under the control of such parents are likely to develop higher timidity and/or low academic performance and poor academic performance than those who are under the control of permissive

parents. The researcher also concludes that students of permissive parents may perform better academically than authoritative or authoritarian parents when their academic performance levels are compared. As such, there is a cause for parents to adopt relatively effective styles of parenting based on the personality type of their children.

With reference to the second research objective that assessed the effect parenting style has on the JHS students' academic performance, the researcher concluded that as far as parenting style have been identified as an influence on the academic performance level of the students, any neglect of the behavioural characteristics of counsellors and teachers concerning the conduct of students at school may go a long way to affect the social and academic future of the students. It is further concluded that parents, teachers and school counsellors have the responsibility of working with students to identify their personality types for appropriate referral.

The final objective was on the effect of parenting style on the academic performance of JHS students when gender is compared. As such, conclusion is made based on the finding and available literature. It is concluded that with respect to the difference in the academic performance of male and female students, school counsellors, parents and teachers should be responsible for collaborating to assist students with lower academic performance to develop their interest in learning and to safe guide the negative effects parenting has on their academic and educational life.

5.4 Recommendations

Recommendations are made based on the findings of the study.

1. The school counsellors under the Ghana Education Service, teachers and parents should assist students who have been identified as being influenced negatively by authoritative or authoritarian parenting to come to terms with reality and understand the dangers that are associated with forceful control of their children as far as their future life and academic life is concerned. It is believed that such gestures will enable parents to understand and appreciate the dangers of the kinds of parenting style they adopt, they would be able to make the right choices for their children.
2. Furthermore, the study recommends that parents should be sensitised about the influence of their styles of parenting on academic performance of students especially those who are adolescents since that can affect their educational fortunes in the long run.
3. The study finally recommends that school counsellors and headteachers should be resourced and given the appropriate stage to help students that may be identified as weak.

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APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF PSYCHOLOGICAL FOUNDATIONS

PARENTING STYLE AND QUESTIONNAIRE

The purpose of this questionnaire is to gather data on the influence of parenting style on the academic performance of students. Please respond to this questionnaire with honesty as much as possible.

Section A: Gender difference

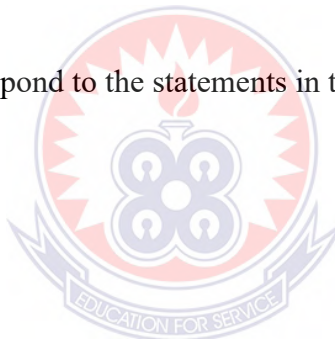
1. Indicate your gender

Male ()

Female ()

Use the scale below to respond to the statements in the table below

1. **Most often**
2. **Often**
3. **Sometimes**
4. **Not at all**



Section B: Types of Parenting Style

S/N	Statement	Responses			
2	My parents take my wishes into consideration before I ask them to do something				
3	My parents explain to me how they feel about my good/bad behaviour				
4	My parents encourage me to talk about my feelings and problems				
5	My parents are responsive to my feelings and needs				
6	My parents provide comfort and understanding when I am upset				
7	My parents usually insist that I do what they think is right				
8	My parents expect me to immediately do whatever they ask me to do without asking any questions				
9	My parents don't allow me to question decisions they make				
10	My parents tend to get upset when I try to disagree with them				
12	My parents always tell me what they want me to do & how they expect me to do it				
13	My parents find it difficult to discipline me				
14	My parents want me to follow their expectations simply out of respect				
15	My parents usually tell me exactly what they want me to do & how they expect me to do it				
15	My parents allow my opinions regarding family matters				
16	I do not feel that children need to obey rules at home				
Section C: Influence of Parenting Style on Academic Performance					
16	I am satisfied with myself				
17	At times I think I am not good at all				
18	I feel that I have several good qualities				
19	I am unable to do things as well as most other people				
20	I feel I do not have much to be proud of				
21	I certainly feel useless at times				

22	I take a positive attitude towards myself				
23	All in all, I am inclined to feel that I am a failure				
24	I wish I could have more respect for myself				

Thank you for your time.

