

UNIVERSITY OF EDUCATION, WINNEBA



**TEACHER PARENTING STYLES ON STUDENT ENGAGEMENT AND
MOTIVATION**



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fulfilment of the requirement for award of
the degree Master of Education
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DECLARATION

Candidate's Declaration

I, Albert Henry Anning Twum, declare that this dissertation which has been completed solely in fulfilment of Master of Education in Social Studies, with the exception of quotations and references contained in published works which have all been identified and acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

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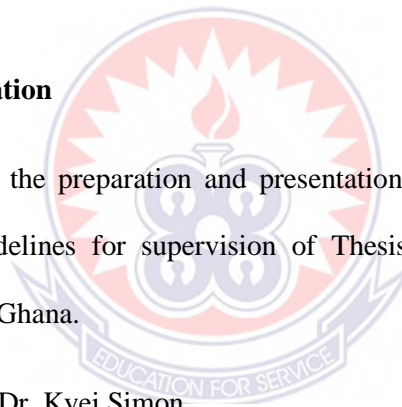
Supervisors' Declaration

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

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DEDICATION

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ABSTRACT

This study investigated how teacher-parenting styles influence student engagement and motivation in selected basic schools in Winneba, Ghana. Grounded in Baumrind's Parenting Styles Theory and Self-Determination Theory, the study conceptualized teachers as key socializing agents whose patterns of warmth, control, responsiveness, and expectations shape learners' behavioral, emotional, and cognitive investment in schooling. An explanatory sequential research design was adopted. The quantitative phase involved a descriptive survey of Junior High School students and teachers across four public and two private schools, generating data on the prevalence of authoritative, authoritarian, permissive, and neglectful teaching styles and their relationship with students' motivation and engagement. The qualitative phase followed with semi-structured interviews that provided deeper insights into how these relational orientations were enacted in classrooms and experienced by learners. Findings revealed that authoritative teaching characterized by warmth, clear expectations, and autonomy support was the most consistently associated with high levels of behavioural participation, emotional connection, cognitive effort, and intrinsic motivation. Authoritarian and neglectful styles, common in resource-constrained classrooms, were linked to fear-based compliance, reduced enthusiasm, and lower self-regulated learning. Permissive styles generated emotional comfort but limited academic discipline. Contextual factors such as cultural norms of respect, class size, institutional policies, and teacher motivation also shaped teaching behaviours. The study concludes that teacher-parenting styles are significant determinants of engagement and motivation in Ghanaian basic schools. It recommends integrating relational pedagogy, emotional intelligence, and autonomy-supportive practices into teacher education and continuous professional development to foster more supportive and learner-centered classrooms.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

Education serves as the cornerstone of human development, shaping cognitive abilities, social skills, and future opportunities. At the heart of this transformative process lies the teacher-student relationship, which extends far beyond the transmission of academic knowledge. Teachers in basic schools often assume roles that mirror parental functions, consciously or unconsciously adopting specific behavioural patterns that significantly influence their students' academic and psychosocial development. This phenomenon of "teacher parenting styles" has emerged as a critical area of study in educational psychology, particularly in understanding how educators' approaches affect student engagement and motivation.

The concept of parenting styles, originally developed by Baumrind (1971) and later expanded by Maccoby and Martin (1983), provides a valuable framework for examining teacher-student interactions. These styles - authoritative (high responsiveness and high demands), authoritarian (low responsiveness but high demands), permissive (high responsiveness but low demands), and neglectful (low responsiveness and low demands) - have been adapted to educational contexts with compelling results. Research indicates that teachers who employ authoritative styles, characterized by warmth, clear expectations, and appropriate autonomy support, tend to foster more positive learning outcomes compared to other approaches (Wentzel, 2002; Walker, 2008).

In the Ghanaian educational landscape, particularly at the basic school level, teachers play an especially pivotal role. Many children spend the majority of their waking hours in school, making teachers among the most influential figures in their lives. The town

of Winneba, home to prominent educational institutions like the University of Education, Winneba (UEW), presents an interesting microcosm of Ghana's educational system. Here, teachers navigate unique challenges including large class sizes, limited resources, and diverse student needs, all of which may influence their classroom management styles and, consequently, student outcomes.

Student engagement and motivation represent two of the most critical factors in academic success. Engagement, encompassing behavioural, emotional, and cognitive dimensions (Fredricks et al., 2004), determines how actively students participate in the learning process. Motivation, whether intrinsic or extrinsic, drives the effort and persistence students demonstrate in their academic work (Ryan & Deci, 2000). These factors are particularly crucial in basic education, where foundational attitudes toward learning are formed and where disengagement can lead to long-term academic difficulties.

The Ghanaian educational context presents specific dynamics that make the study of teacher parenting styles particularly relevant. Traditional Ghanaian culture has historically emphasized respect for authority figures, which may predispose some teachers toward more authoritarian approaches. However, contemporary educational philosophies increasingly recognize the value of student-centred approaches that align more closely with authoritative styles. This tension between traditional and modern pedagogical approaches creates a rich ground for investigating how different teaching styles manifest and affect students in actual classroom settings.

Basic schools in Winneba, like many across Ghana, face ongoing challenges in maintaining high levels of student engagement and motivation. Observations suggest varying degrees of student participation across different classrooms, with some students demonstrating remarkable enthusiasm while others appear disengaged. These

variations may be attributable to multiple factors, but the role of teacher-student interactions remains a potentially significant yet under-explored element in the local context.

The psychological mechanisms through which teacher parenting styles influence students are well-documented in educational literature. Authoritative teaching approaches, which balance high expectations with emotional support, have been shown to satisfy students' basic psychological needs for autonomy, competence, and relatedness - key components of Self-Determination Theory (Ryan & Deci, 2000). When these needs are met, students typically exhibit higher quality motivation, greater engagement, and better academic performance. Conversely, authoritarian approaches may produce compliance but often at the expense of intrinsic motivation and long-term engagement.

In Winneba's basic schools, where educational outcomes have significant implications for students' future opportunities, understanding these dynamics takes on added importance. The transition from basic education to secondary school represents a critical juncture in Ghanaian students' academic journeys, making the cultivation of positive engagement and motivation patterns during the basic school years particularly vital. Teachers who effectively balance discipline with support may be better positioned to prepare their students not just academically, but also in terms of the attitudes and skills necessary for lifelong learning.

The current study emerges against this backdrop, seeking to illuminate the specific ways in which teacher parenting styles manifest in Winneba's basic schools and how these styles influence the crucial educational outcomes of student engagement and motivation. By examining these relationships in a local context, the research aims to contribute valuable insights that could inform teacher training programs, classroom

management strategies, and ultimately, enhance the quality of basic education in the region.

1.1 Problem Statement

In Ghana, concerns about student engagement and motivation in basic schools must be understood within the broader realities of classroom conditions. Recent evidence indicates that the pupil teacher ratio at the primary level was about 38:1 in the 2022/2023 academic year, while nearly 40 percent of public primary pupils lacked seats and desks in their classrooms in 2021, reflecting persistent overcrowding, infrastructure deficits, and uneven distribution of teaching resources. These conditions are not merely physical constraints; they shape the pedagogical and relational climate of classrooms by increasing pressure on teachers, limiting learner participation, and often encouraging control oriented rather than supportive forms of classroom management. In this context, examining how teachers relate to pupils through patterns of warmth, control, responsiveness, and expectations becomes essential, because teacher pupil interaction is influenced not only by individual disposition but also by the structural conditions within which teaching occurs (UNICEF Ghana, 2025).

The quality of education in Ghana's basic schools is increasingly assessed not only by curriculum coverage and examination results but by the extent to which schools succeed in cultivating learners who are engaged, motivated, and psychologically ready for lifelong learning. Within this landscape, teachers constitute the most powerful in-school influence on pupils' learning experiences. They function not merely as instructors but as socialising agents whose relational orientations shape how pupils perceive themselves, their school environment, and the value of schooling itself. Especially at the basic-school level, where pupils spend a significant portion of their waking hours with teachers, the teacher often performs a quasi-parental role. This parallels the notion

of *teacher-parenting styles*, where patterns of warmth, control, responsiveness, and expectations in teacher–student interactions mirror the classic parenting styles identified in developmental psychology (Baumrind, 1971; Maccoby & Martin, 1983). Drawing on this lens, the present study interrogates how such teacher-parenting styles influence student engagement and motivation in selected basic schools in Winneba.

Baumrind’s (1971) foundational typology of parenting, authoritative, authoritarian, and permissive was subsequently extended by Maccoby and Martin (1983) to include neglectful parenting. Together, these frameworks establish that combinations of high or low responsiveness and demandingness have distinct implications for children’s socio-emotional and academic outcomes. Contemporary syntheses confirm that authoritative patterns, characterised by warmth, clear expectations, structure, and open communication, are associated with higher competence, self-regulation, and positive developmental outcomes, whereas harshly authoritarian, indulgent, or neglectful orientations are more likely to undermine optimal functioning (Baumrind, 1991; Darling & Steinberg, 1993). Building on this work, classroom-based studies have adapted the parenting-style framework to examine teachers’ practices. Walker (2008), for example, demonstrated that teachers’ combinations of control and responsiveness framed as authoritative, authoritarian, or permissive classroom styles are systematically related to students’ engagement, self-efficacy, and achievement. Similarly, teacher research–student relationships underscores that warm, supportive, yet appropriately structured classrooms predict stronger motivation, engagement, and performance than environments marked by conflict, rejection, or emotional distance (Pianta, 1999; Roorda et al., 2011).

Concurrently, engagement and motivation have emerged as central constructs in explaining academic success. Fredricks, et al. (2004) conceptualised engagement as a

multidimensional construct, behavioural, emotional, and cognitive arguing that sustained participation and investment in learning are shaped by the quality of interactions in the school context. Self-Determination Theory (SDT), articulated by Ryan and Deci (2000), provides a complementary lens, positing that learners' intrinsic motivation and high-quality engagement flourish when three basic psychological needs autonomy, competence, and relatedness are supported in their environments. In effect, teachers who display warmth and respect (relatedness), provide optimal structure and feedback (competence), and allow meaningful voice and choice (autonomy) function in ways analogous to authoritative parents, thereby creating conditions that nurture engagement and motivation. This theoretical convergence makes it both conceptually meaningful and practically important to examine teacher-parenting styles in the classroom.

However, in Ghanaian basic schools, these insights have not been adequately translated into empirical inquiry or professional practice. Ghana's educational culture is historically rooted in strong respect for authority, deference to elders, and strict discipline values that can encourage teachers to embrace highly controlling and punitive approaches in the name of maintaining order (Osei & Torto, 2022). Recent reforms, including the *Inclusive Education Policy (2015)* and positive-discipline initiatives, explicitly call for learner-friendly, child-centred, and inclusive classroom environments that protect dignity and foster participation (Ghana Education Service [GES], 2015). However, studies and policy reviews continue to report reliance on authoritarian discipline, limited emotional support, and minimal learner voice in many classrooms, raising concerns about the alignment between national policy aspirations and everyday teacher practices (Mensah & Amponsah, 2021; Osei, 2019).

Emerging African and Ghanaian evidence makes the issue more pressing. Research on parenting styles in Ghana has shown that authoritative patterns are generally associated with more favourable academic and psychosocial outcomes than authoritarian or neglectful styles (Nyarko, 2019). Studies on teacher and peer support in Ghanaian schools similarly indicate that supportive relationships significantly predict student engagement and persistence. For instance, Ansong et al. (2017) found that teacher and peer support were positively related to engagement among Ghanaian junior-high students, while Torto (2020) reported uneven patterns of engagement in public basic schools, suggesting that classroom interactional climates may be contributing factors. Additional work on teacher–student relationships and outcomes in Ghana further reinforces that relational quality is not incidental but central to learning (Amoako, 2020). However, these studies rarely employ the explicit lens of *teacher-parenting styles* to classify and analyse teachers’ relational and managerial orientations in the classroom.

International syntheses provide strong grounds for concern regarding unsupportive or harsh teacher styles. Meta-analytic evidence by Roorda et al. (2011) confirmed that positive affective teacher–student relationships are reliably associated with improved engagement and achievement across grade levels, while negative relationships predict avoidance and lower performance. Pianta (1999) and Hamre and Pianta (2006) similarly argue that classrooms are relational systems in which patterns of control, support, and emotional availability directly shape how students invest effort and persist with academic tasks. Despite this robust body of work, there remains a paucity of context-specific evidence on how such relational or parenting styles are enacted by teachers in Ghanaian basic schools, and how they concretely relate to pupils’

engagement and motivation particularly within socio-cultural norms that endorse obedience and teacher dominance.

This lack of empirical clarity in the Ghanaian context generates several interrelated problems. First, educational policy and discourse promote child-friendly, inclusive, and participatory pedagogies, yet there is limited research-based understanding of the actual relational climates teachers create in basic-school classrooms, or the extent to which these align with authoritative, authoritarian, permissive, or neglectful patterns. Second, concerns about declining or uneven student engagement and motivation in basic schools are often attributed to students' attitudes, home background, or resource constraints, while insufficient attention is paid to how teachers' interactional styles may be undermining or enhancing learners' willingness to participate, ask questions, and value learning. Third, teacher education and in-service training in Ghana place substantial emphasis on subject content, methods, and assessment, but offer comparatively little systematic preparation on socio-emotional competencies, interpersonal styles, and their documented consequences for learner motivation and engagement. As a result, many teachers may be unaware that their habitual styles whether overly rigid, inconsistent, distant, or excessively lenient function as powerful, and sometimes harmful, "parenting" scripts in the classroom (Adu-Yeboah, 2011).

Winneba presents a particularly strategic site for interrogating these issues. It hosts a mix of public and private basic schools and is home to the University of Education, Winneba (UEW), a key institution responsible for teacher preparation nationally. Yet anecdotal observations in selected Winneba schools suggest marked differences in classroom atmosphere: while some teachers create orderly but supportive environments where pupils participate freely and express confidence, others rely on fear, shouting, or emotional withdrawal, with pupils responding through silence, superficial compliance,

or visible disengagement. Despite such observable contrasts, there is no systematic local study that classifies these styles using an established theoretical framework and examines their relationship with the multidimensional construct of student engagement and the intrinsic and extrinsic dimensions of motivation.

The absence of such evidence has practical implications. Without clear, context-grounded knowledge of how teacher-parenting styles shape learner engagement and motivation, school leaders and policymakers lack a solid basis for designing targeted professional-development, mentoring frameworks, or appraisal criteria that explicitly promote authoritative, learner-supportive teaching. Similarly, teacher-education programmes risk remaining overly technical and content-driven, overlooking the socio-emotional and relational capacities that research elsewhere has shown to be crucial for creating motivating classroom environments. In policy terms, efforts to promote positive discipline, inclusive education, and improved learning outcomes may be significantly weakened if the relational styles through which teachers exercise authority and care are not critically examined and reshaped.

This study examines a central and under-explored issue regarding the limited empirical understanding of how different teacher-parenting styles affect student engagement and motivation within the Ghanaian basic school context. By focusing on selected basic schools in Winneba, the study addresses the need for context-specific evidence that links established theoretical perspectives on parenting styles and Self-Determination Theory with actual classroom relational practices and learner outcomes. In doing so, it aligns with and supports national and global calls for psychologically safe, supportive, and participatory learning environments.

Accordingly, the study is guided by the claim that Teacher-parenting styles constitute a critical, measurable, and contextually relevant determinant of student engagement and

motivation in Ghanaian basic schools. Classrooms characterised by authoritative-like teacher behaviours high expectations combined with warmth, responsiveness, and constructive support are more likely to foster higher levels of behavioural, emotional, and cognitive engagement, as well as more self-determined forms of motivation, than classrooms dominated by authoritarian, permissive, or neglectful styles. On this basis, and in line with this claim, the study seeks to identify the prevailing teacher-parenting styles in selected basic schools in Winneba and to examine empirically how these styles influence students' engagement and motivation, thereby providing an evidence-based foundation for reforming teacher-education, professional-development, and school-leadership practices toward more learner-centred, relationally competent pedagogies.

1.2 Research Objectives

1. To explore how teachers in the study area conceptualise and enact various parenting styles; authoritative, authoritarian, permissive, and neglectful in their classroom interactions.
2. To examine how different teacher-parenting styles influence students' behavioural, emotional, and cognitive engagement during classroom activities.
3. To identify contextual factors within the school environment that reinforce or hinder the adoption of authoritative-like, learner-supportive teaching practices.

1.3 Research Questions

1. How do teachers in the study area describe and demonstrate their preferred parenting styles, authoritative, authoritarian, permissive, or neglectful, in their everyday classroom practices?
2. How do teacher-parenting styles influence students' levels of intrinsic and extrinsic motivation toward learning, as perceived by both teachers and pupils?

3. What institutional, cultural, or classroom-related factors support or constrain teachers' ability to practise authoritative-like, learner-centred pedagogical approaches in Winneba's basic schools?

1.4 Significance of the Study

This study is significant both theoretically and practically, as it contributes to a deeper understanding of how teacher-parenting styles shape student engagement and motivation within Ghana's basic education context. By focusing on the teacher as a relational and socialising agent, the research extends beyond instructional methods to explore the socio-emotional dimensions of classroom practice. The findings will therefore have implications for educators, policymakers, teacher education institutions, and future researchers.

The study contributes to the theoretical advancement of educational psychology by integrating *Baumrind's (1971)* parenting typology with *Self-Determination Theory (Ryan & Deci, 2000)* in explaining teacher–student relationships. While Baumrind's model explains variations in teacher control and responsiveness, Self-Determination Theory provides a framework for understanding how these relational styles meet or frustrate students' needs for autonomy, competence, and relatedness. By linking these two perspectives, the study will enrich theoretical discussions on how teachers' interpersonal orientations influence students' engagement and motivation in non-Western contexts. It will also test the contextual relevance of these theories in Ghana's collectivist cultural setting, where respect for authority and communal values shape teacher–student dynamics.

Empirically, this study fills a notable gap in Ghanaian educational research. Although several studies have examined teacher behaviour, discipline, and student performance (e.g., Ansong et al., 2017; Osei & Torto, 2022), few have systematically explored

teacher-parenting styles as a conceptual lens for understanding classroom relationships. By generating rich qualitative data from teachers and pupils in Winneba, this study will provide context-specific evidence on how classroom relational climates influence learners' engagement and motivation. The findings will also contribute to the growing body of African scholarship on relational pedagogy and motivation, an area that remains underrepresented in global educational research.

The results of this study have direct implications for teacher education and policy formulation. For teacher training institutions such as the *University of Education, Winneba (UEW)*, the findings will highlight the need to integrate psychosocial and relational components into pre-service and in-service curricula. Emphasising reflective teaching, emotional intelligence, and authoritative classroom practices can help develop teachers who are not only content experts but also relationally competent facilitators of learning. For policymakers and the *Ghana Education Service (GES)*, the study's insights can inform the implementation of learner-friendly and inclusive policies by providing empirical evidence on the interpersonal aspects of teaching that support or hinder student engagement. Strengthening teacher development programmes with a focus on relational pedagogy will align with national reforms that promote inclusive, participatory, and motivation-driven classrooms.

At the school level, the study will assist head teachers and education supervisors in identifying the relational factors that influence students' learning behaviours. Understanding how different teacher-parenting styles manifest in classrooms can guide school-based mentorship, appraisal systems, and professional learning communities aimed at promoting supportive teaching behaviours. For the broader community, particularly parents and guardians, the research underscores the shared responsibility

of nurturing learners through consistent, caring, and autonomy-supportive relationships both at home and in school.

Finally, the study establishes a foundation for future research on teacher–student relationships and motivation in Ghana and other sub-Saharan African contexts. The qualitative evidence generated can inform subsequent mixed-method or longitudinal studies that further examine causal pathways between teacher-parenting styles and student outcomes. It will also inspire comparative studies across different cultural or regional settings to understand how teacher relational styles evolve within diverse educational systems.

1.5 Organisation of the Study

The study is structured into five chapters. Chapter one introduces the research by presenting the background, problem statement, objectives, research questions, significance, and scope of the study. Chapter Two reviews relevant literature on teacher parenting styles, student engagement, and motivation, and highlights the theoretical and conceptual frameworks. Chapter Three outlines the research methodology, including the design, sampling, data collection methods, and ethical considerations. Chapter Four presents and analyses the data gathered, linking findings to the research questions. Finally, Chapter Five summarizes the study, draws conclusions, and offers recommendations for educational practice and future research.

1.6 Definition of Key Terms

1. **Teacher Parenting Styles:** This refers to the behavioural approaches and interpersonal strategies teachers use in managing, guiding, and interacting with students, which reflect parenting styles such as authoritative, authoritarian,

permissive, and neglectful. These styles influence classroom climate, discipline methods, and the emotional tone of teacher-student relationships.

2. **Student Engagement:** Student engagement is the level of interest, attention, participation, and emotional involvement that students show in classroom activities and learning processes. It includes behavioural engagement (e.g., participation and effort), emotional engagement (e.g., feelings of belonging or enjoyment), and cognitive engagement (e.g., investment in learning and critical thinking).
3. **Student Motivation:** Student motivation refers to the internal and external forces that drive students to initiate, persist in, and complete learning tasks. It can be intrinsic (driven by interest or personal satisfaction) or extrinsic (driven by rewards, grades, or fear of punishment).
4. **Basic Schools:** In the Ghanaian context, basic schools comprise both primary and junior high schools (JHS), typically covering education from Kindergarten through JHS 3. These schools form the foundation of formal education in Ghana.
5. **Influence/Effect:** These terms refer to the impact or change that teacher parenting styles may have on students' levels of engagement and motivation. It implies a cause-and-effect or relational link between the teaching style and student behaviour or attitude.
6. **Selected Schools in Winneba:** This refers to a specific group of public or private basic schools within the town of Winneba, located in the Central Region of Ghana, that are chosen purposively or randomly for the purpose of this research study

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

A review of relevant literature offers the conceptual and empirical basis for understanding how teacher parenting styles affect student engagement and motivation within Ghana's basic education system. In the present study, the review is organised not only to discuss the major concepts and theories related to the topic, but also to show how each literature theme supports the research objectives. The chapter draws mainly on Baumrind's Parenting Styles Theory and Self Determination Theory to explain how teachers' relational orientations may influence learners' emotional, behavioural, cognitive, and motivational experiences in school. The review begins with the theoretical foundations of the study because these provide the interpretive lens for understanding teacher parenting styles and their possible effects on learners. It then discusses the key concepts of teacher parenting styles, student engagement, and student motivation in order to clarify the main constructs examined in the study. Thereafter, the review examines empirical literature on how teacher parenting styles influence engagement and motivation, as well as the contextual conditions that may support or constrain learner supportive teaching practices in school settings. This organisation is intended to ensure that the literature moves systematically from theory, to concept clarification, to empirical evidence, while at the same time linking each reviewed theme to the study objectives. In this way, the chapter provides a coherent rationale for exploring how teachers conceptualise and enact parenting like styles, how these styles shape student engagement and motivation, and how broader school and socio-cultural conditions influence their practice in selected basic schools in Winneba.

2.2 Theoretical Review

A sound theoretical foundation is crucial in educational research because it provides the conceptual lens through which phenomena are understood, interpreted, and explained. The present study adopts an integrated theoretical framework drawing from Baumrind's Parenting Styles Theory (1971) and Self-Determination Theory (Ryan & Deci, 2000) to explain how teachers' relational orientations conceptualised as "teacher-parenting styles" influence students' engagement and motivation in basic schools. The integration of these two theories provides a holistic view of the social and psychological mechanisms underlying teaching and learning. Baumrind's typology offers a socialisation framework explaining *what* relational patterns teachers enact, while Self-Determination Theory elucidates *how* these patterns satisfy or frustrate students' psychological needs, thereby shaping engagement and motivation.

2.2.1 Baumrind's Parenting Styles Theory

Diana Baumrind's pioneering research in the 1960s and 1970s remains foundational in understanding interpersonal dynamics between authority figures and dependents. Her model identified three primary parenting prototypes authoritative, authoritarian, and permissive based on two orthogonal dimensions: *responsiveness* and *demandingness* (Baumrind, 1971, 1991). Later, Maccoby and Martin (1983) introduced a fourth, neglectful style, characterised by low levels of both responsiveness and demandingness. Each combination of these dimensions generates distinct patterns of interaction that shape children's cognitive, emotional, and social development.

Authoritative parenting balances high expectations with warmth and responsiveness. Such parents provide firm guidance while allowing autonomy, encouraging open dialogue, and fostering self-regulation. Children raised under this style tend to be independent, self-disciplined, and academically motivated (Baumrind, 1991; Darling &

Steinberg, 1993). Authoritarian parenting, in contrast, stresses obedience and control, often at the expense of autonomy and emotional warmth. It produces children who may be compliant but anxious, with limited creativity or intrinsic motivation. Permissive parenting involves high warmth but low control; while such children may enjoy emotional freedom, they often lack persistence and academic discipline. Finally, neglectful parenting combines indifference with lack of structure, resulting in disengaged, demotivated, and socially alienated children (Maccoby & Martin, 1983; Baumrind, 2013).

This typology has been widely adapted to other socialisation contexts, including classrooms, where teachers like parents exercise authority, provide emotional support, and model behavioural expectations. The classroom can be understood as a *micro-family system* where teachers assume quasi-parental roles, influencing both academic and affective development (Walker, 2008; Pianta, 1999). Within this analogy, the authoritative teacher maintains high expectations while showing warmth and respect; the authoritarian teacher enforces rules rigidly, often discouraging student voice; the permissive teacher shows affection but fails to establish consistent boundaries; and the neglectful teacher remains emotionally distant and minimally involved. Each of these teaching styles generates distinctive classroom climates that shape students' engagement, motivation, and achievement (Reeve, 2009; Roorda et al., 2011).

In practical terms, authoritative teaching is characterised by open communication, consistent expectations, and constructive feedback. Such teachers use dialogue rather than coercion to manage behaviour, which promotes self-regulation and intrinsic motivation (Walker, 2008). Students in authoritative classrooms report higher behavioural engagement, deeper cognitive processing, and stronger emotional attachment to school (Hamre & Pianta, 2006; Roorda et al., 2011). Conversely,

authoritarian teachers, who rely on fear, punishment, and rigid control, may achieve short-term order but stifle creativity and autonomy. Their students often display *extrinsic motivation* learning to avoid punishment or seek external

2.2.2 Self-Determination Theory (SDT)

While Baumrind's model explains patterns of relational behaviour, Self-Determination Theory (SDT) elucidates the underlying psychological processes that link these behaviours to motivation. Developed by Deci and Ryan (1985, 2000), SDT posits that human beings possess three innate psychological needs autonomy, competence, and relatedness which are essential for optimal functioning and growth. When these needs are fulfilled, individuals exhibit intrinsic motivation and well-being; when they are frustrated, motivation becomes controlled or a motivated.

In educational settings, teachers are the most powerful agents in shaping whether these needs are satisfied. Autonomy-supportive teachers provide meaningful choices, encourage initiative, and explain the rationale for tasks. Competence-supportive teachers offer constructive feedback and appropriately challenging assignments, while relatedness-supportive teachers establish caring, respectful relationships (Reeve, 2009; Ryan & Deci, 2017). When classrooms are structured around these principles, students experience *self-determined motivation*, a form of intrinsic drive to learn for its own sake (Niemic & Ryan, 2009). Conversely, controlling or neglectful teacher behaviours frustrate these needs, producing *extrinsic motivation* based on external pressure, grades, or fear of punishment.

Empirical studies validate these propositions. In autonomy-supportive classrooms, students demonstrate greater interest, persistence, and creativity (Reeve, 2012). Conversely, environments dominated by external control or punitive discipline produce disengagement, anxiety, and resistance (Assor, et al., 2002). SDT also aligns with

engagement theory by explaining how supportive teacher behaviours translate into behavioural, emotional, and cognitive involvement (Skinner & Pitzer, 2012). When learners perceive their teachers as fair, empathetic, and encouraging, they are more likely to participate actively, display enthusiasm, and employ deeper learning strategies.

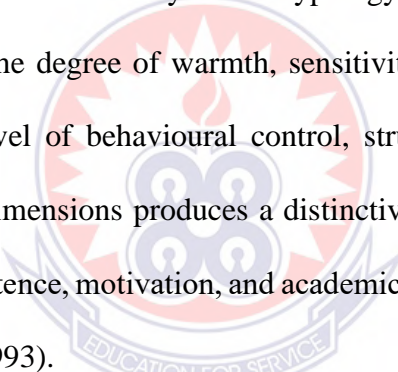
In Ghanaian classrooms, SDT provides a compelling explanation for observed variations in student motivation. Pupils who experience warmth, respect, and constructive feedback from their teachers often internalise academic goals, developing intrinsic interest and self-confidence. Conversely, pupils subjected to humiliation or rigid control often learn merely to avoid punishment, an archetype of controlled, extrinsic motivation (Osei & Torto, 2022; Torto, 2020). Thus, SDT offers a psychological framework for understanding how teacher-parenting styles affect both engagement and motivation: authoritative and autonomy-supportive behaviours fulfil students' basic needs, while authoritarian or neglectful styles

Taken together, these theories provide the rationale for the organisation of the literature reviewed in this chapter. Baumrind's Parenting Styles Theory is particularly useful for explaining the first objective of the study, which seeks to understand how teachers conceptualise and enact authoritative, authoritarian, permissive, and neglectful orientations in classroom practice. Self Determination Theory is especially relevant to the second objective because it explains how such relational styles may influence students' engagement and motivation through the support or frustration of autonomy, competence, and relatedness. At the same time, both theories imply that teacher behaviour is shaped within wider classroom and school contexts, thereby giving conceptual support to the objective that examines the contextual factors that reinforce or hinder learner supportive teaching practices. Thus, the theoretical review serves as

the bridge between the study objectives and the specific literature themes discussed in the subsequent sections.

2.3 Conceptualizing Teacher Parenting Styles

The conceptualisation of *teacher-parenting styles* originates from the broader field of developmental and socialisation psychology. Diana Baumrind's (1966, 1971) seminal work on parenting behaviours established the foundation for understanding how adults' patterns of warmth, control, and responsiveness influence the developmental outcomes of children. She distinguished three core parenting prototypes; authoritative, authoritarian, and permissive later expanded by Maccoby and Martin (1983) to include a fourth, neglectful or uninvolved style. The typology is defined along two principal axes: *responsiveness* (the degree of warmth, sensitivity, and emotional support) and *demandingness* (the level of behavioural control, structure, and expectation). Each combination of these dimensions produces a distinctive relational pattern that shapes children's social competence, motivation, and academic performance (Baumrind, 1991; Darling & Steinberg, 1993).

The logo of the University of Education, Winneba, is a circular emblem. It features a central sun-like symbol with rays, surrounded by a wreath. Below the wreath, the motto "EDUCATION FOR SERVICE" is inscribed on a banner. The entire emblem is set against a light blue background.

Although Baumrind's original theory was grounded in family settings, the conceptual logic has been increasingly applied to educational contexts where teachers assume comparable socialising responsibilities (Walker, 2008). The classroom is, in effect, a micro-society in which teachers exercise authority, nurture relationships, and model behavioural norms functions parallel to parenting roles. Consequently, researchers have examined how teachers' interpersonal orientations mirror parental prototypes and how these orientations influence student outcomes (Reeve, 2009; Roorda et al., 2011). The analogy of the *teacher as parent* is particularly apt in basic-school settings, where pupils rely on teachers for both cognitive and socio-emotional guidance (Pianta, 1999).

2.3.1 Authoritative Teaching Style

The authoritative teacher combines firm expectations with warmth, fairness, and respect for student autonomy. Such teachers establish clear classroom rules and academic standards but communicate them in ways that are supportive rather than coercive. They employ reasoning, dialogue, and encouragement, treating mistakes as learning opportunities. Research consistently shows that authoritative classrooms foster positive emotional climates characterised by trust, active participation, and mutual respect (Walker, 2008; Reeve, 2009).

From Baumrind's (1971) standpoint, authoritative parents raise self-regulated and socially competent children; similarly, authoritative teachers cultivate students who are behaviourally engaged, cognitively curious, and intrinsically motivated. By offering both structure and choice, they meet students' basic psychological needs for autonomy, competence, and relatedness as postulated in Self-Determination Theory (Ryan & Deci, 2000). Students feel that their voices matter, their efforts are recognised, and they belong to a supportive community condition that enhance intrinsic motivation and sustained engagement (Niemic & Ryan, 2009).

In advanced educational systems such as Finland, Canada, or New Zealand, authoritative teaching is reinforced by teacher-training philosophies that emphasise learner-centred pedagogy, emotional intelligence, and reflective practice (Hargreaves & Fullan, 2012). Teachers in these contexts are often empowered through professional autonomy and continuous mentorship, enabling them to balance high academic standards with empathy and flexibility. For example, Finnish teachers use formative feedback and participatory rule-setting to foster students' responsibility, reflecting an authoritative orientation that enhances both engagement and intrinsic motivation (Sahlberg, 2015).

In Ghana and many African contexts, however, teachers often operate within hierarchical systems where authority and respect are highly valued cultural norms (Osei & Torto, 2022). While this can encourage discipline, it may also constrain teachers' willingness to adopt autonomy-supportive practices. Nonetheless, emerging evidence suggests that Ghanaian teachers who adopt authoritative-like approaches maintaining structure while showing care produce students who participate more actively and display stronger intrinsic motivation (Ansong et al., 2017; Nyarko, 2019). For instance, a teacher in a Winneba basic school who allows pupils to share ideas during lessons, praises effort rather than just correct answers, and enforces rules consistently creates a learning environment that balances control with warmth. Pupils in such classes typically exhibit higher behavioural engagement (raising hands, completing tasks) and emotional engagement (enjoying lessons, feeling confident), as well as a stronger internalised drive to learn.

2.3.2 Authoritarian Teaching Style

By contrast, the authoritarian teacher emphasises obedience, conformity, and unilateral control. This style is high in demandingness but low in responsiveness; communication is largely one-way, rules are rigid, and deviation is punished (Baumrind, 1991). While authoritarian discipline can yield short-term compliance, it often suppresses curiosity, creativity, and intrinsic motivation (Deci & Ryan, 1985). Students may follow instructions to avoid punishment or seek external rewards manifestations of extrinsic motivation rather than engaging for personal interest or mastery.

In classrooms led by authoritarian teachers, engagement tends to be behavioural but superficial. Students appear attentive and orderly but rarely participate spontaneously or ask exploratory questions. Emotional engagement is weak because fear and anxiety

replace trust, and cognitive engagement declines as learners become passive recipients of information (Reeve, 2009).

Teachers in advanced countries might adopt authoritarian practices when institutional pressures such as high-stakes testing or rigid accountability systems emphasise results over relationships. For example, in the United States and the United Kingdom, policies like “teaching to the test” and strict behaviour management frameworks can push even well-intentioned teachers toward control-oriented methods, inadvertently diminishing students’ intrinsic motivation (Kohn, 2011). In contrast, in many African contexts, authoritarian teaching often emerges from cultural and structural factors. Large class sizes, limited resources, and deeply rooted respect hierarchies make strict discipline seem necessary for maintaining order (Morrison, 2015). In Ghana, where corporal punishment was officially banned but informally persists, some teachers equate strictness with effective teaching (Ghana Education Service [GES], 2018).

In such environments, authoritarian approaches may secure classroom silence but at the expense of learner enthusiasm and self-expression. A Ghanaian pupil who associates learning with fear of rebuke or punishment may comply outwardly but disengage internally. The result is extrinsic motivation driven by fear of failure or desire for grades, not genuine curiosity. Over time, this pattern undermines creativity, critical thinking, and self-confidence skills essential for 21st-century learning (Mensah & Amponsah, 2021).

2.3.3 Permissive Teaching Style

The permissive teacher exhibits high responsiveness but low demandingness. Such teachers are warm, friendly, and empathetic but often reluctant to enforce discipline or academic standards. Their classrooms are characterised by leniency and flexibility, sometimes to the extent that rules become ambiguous or inconsistent (Baumrind, 1971;

Walker, 2008). Students in permissive classrooms may initially feel relaxed and comfortable, which can promote emotional engagement. However, without sufficient structure, they often struggle to develop self-discipline, perseverance, or a strong work ethic, elements critical for sustained cognitive engagement and intrinsic motivation (Darling & Steinberg, 1993).

In affluent or highly individualistic societies, permissive teaching may stem from philosophies that overemphasise student freedom or self-expression at the expense of accountability. For instance, some Scandinavian or progressive American schools prioritise child autonomy to such an extent that teachers act more as facilitators than as authority figures (Hofmann & Krause, 2018). While this can encourage creativity, excessive leniency can dilute academic rigour and lead to disengagement among students who require clearer expectations.

In African and Ghanaian contexts, permissive teaching may arise not from ideology but from systemic demotivation or teacher fatigue. Overcrowded classrooms, inadequate supervision, or lack of incentives may lead teachers to withdraw from active management, allowing pupils excessive freedom (Torto, 2020). In such cases, pupils may enjoy emotional comfort but achieve little academically. Engagement becomes situational and transient, and motivation remains largely extrinsic, pupils participate only when activities are entertaining or externally rewarded.

An illustrative example is a Ghanaian teacher who, desiring to maintain good rapport, avoids correcting misbehaviour or challenging low performance. While the class atmosphere appears calm, students gradually lose focus and interpret leniency as disinterest. Over time, the absence of challenge undermines their sense of competence, leading to reduced persistence and effort (Ryan & Deci, 2000). Thus, permissive

teaching, though seemingly caring, can hinder the development of intrinsic motivation by failing to balance warmth with appropriate expectations.

2.3.4 Neglectful (Uninvolved) Teaching Style

The neglectful or uninvolved teacher displays low responsiveness and low demandingness, characterised by emotional detachment, minimal guidance, and limited feedback (Maccoby & Martin, 1983). Such teachers may attend to administrative duties but invest little emotional or intellectual energy in classroom relationships. Students under neglectful teachers often report feelings of alienation, low belonging, and diminished motivation (Roorda et al., 2011). Engagement across all dimensions; behavioural, emotional, and cognitive is typically poor, as learners perceive that their teacher neither cares for them nor expects much from them.

In advanced educational contexts, neglectful teaching may emerge from burnout, workload stress, or emotional exhaustion, phenomena widely documented in high-pressure systems (Maslach & Leiter, 2016). Teachers overwhelmed by administrative demands or accountability pressures may emotionally disengage, leading to transactional interactions with students. In many developing countries, including Ghana, neglectful teaching can stem from systemic challenges such as poor remuneration, limited professional support, or large pupil-teacher ratios (Osei, 2019). Some teachers, feeling undervalued, perform only the minimum required tasks, leaving students without the relational support essential for motivation.

Neglectful classrooms are often marked by apathy. Pupils attend but seldom participate, driven by extrinsic obligations such as attendance records or parental pressure rather than intrinsic interest. The absence of warmth and structure frustrates the basic psychological needs identified in Self-Determination Theory, particularly relatedness and competence, leading to disengagement and emotional withdrawal (Ryan & Deci,

2017). Over time, such environments can perpetuate cycles of low achievement and disconnection from learning.

2.3.5 Cultural Mediation of Teacher-Parenting Styles

While Baumrind's typology was developed in Western contexts, the adoption and expression of these styles are culturally mediated. In societies with *individualistic orientations*, such as most Western nations, autonomy and self-expression are prized. Consequently, authoritative styles that combine control with freedom are culturally congruent and thus more easily practiced (Triandis, 1995). In contrast, *collectivist cultures* like many African societies emphasise respect for authority and communal harmony, making authoritarian or mixed styles more socially acceptable (Chao & Tseng, 2002).

In advanced countries, institutional policies and teacher-education models encourage reflective practice, collaborative learning, and socio-emotional competence. For example, teachers in Finland receive extensive training in child psychology and classroom relational management (Sahlberg, 2015). These systems support authoritative orientations by empowering teachers to be both demanding and supportive. Conversely, in sub-Saharan Africa, resource constraints, examination-centred curricula, and hierarchical school governance often favour compliance over dialogue (Morrison, 2015). Thus, even teachers who personally value empathy may find it difficult to practise autonomy support in overcrowded classrooms.

In Ghana, socio-cultural expectations further influence teaching styles. Traditional norms depict teachers as moral guardians and disciplinarians, echoing the authoritarian parent model (Osei & Torto, 2022). The proverb "*The child who does not feel the cane will feel folly*" captures deep-seated beliefs linking punishment to learning. However, Ghana's contemporary education policies advocate inclusive and child-friendly

pedagogies (GES, 2015). This policy-practice tension results in hybrid classroom behaviours: teachers may oscillate between authoritarian control and occasional warmth. The challenge, therefore, is not merely theoretical but practical how to help teachers reconcile cultural authority with relational empathy.

The review of teacher parenting styles is important because it addresses the first objective of the study, which seeks to explore how teachers conceptualise and enact authoritative, authoritarian, permissive, and neglectful styles in their everyday classroom interactions. By clarifying the behavioural and relational features of these styles, this section establishes the conceptual basis for examining how such orientations may be recognised and interpreted within the Ghanaian basic school context.

2.4 Concept of Student Engagement

Student engagement has evolved into a central construct in educational psychology and pedagogy, widely recognised as a critical determinant of academic achievement, persistence, and overall school success. At its core, engagement reflects the quality of students' participation in the learning process, the degree to which they invest their physical, cognitive, and emotional energies in academic activities. The concept has its intellectual roots in the works of Astin (1984) and Newmann (1992), who described engagement as the investment of effort and commitment that students make to achieve educational outcomes. It later gained conceptual precision through the synthesis of Fredricks, et al., (2004), who defined engagement as a multidimensional construct encompassing behavioural, emotional, and cognitive dimensions. This tripartite model remains the dominant framework for analysing student participation and motivation across educational levels.

Behavioural engagement represents the observable indicators of participation, such as attendance, attentiveness, and active involvement in class tasks. Emotionally engaged

students demonstrate enthusiasm, enjoyment, and a sense of belonging within the learning environment, while cognitive engagement reflects the depth of mental investment manifested through self-regulation, strategic learning, and perseverance in challenging tasks (Fredricks et al., 2004; Reschly & Christenson, 2012). These dimensions are interdependent, jointly shaping how students respond to instructional practices and social interactions in the classroom. For instance, high emotional engagement fosters intrinsic motivation, which in turn sustains cognitive investment and consistent behavioural participation. Conversely, disengagement in one domain often cascades into others, resulting in apathy, absenteeism, or withdrawal from learning.

The importance of engagement lies in its predictive relationship with academic success and psychosocial development. Research indicates that engaged students are more likely to achieve higher grades, exhibit resilience in the face of academic challenges, and experience greater psychological well-being (Skinner & Pitzer, 2012). Engagement operates as a mediator between contextual factors such as teaching style, classroom climate, and peer relationships and learning outcomes. Teachers, therefore, play a pivotal role in shaping the conditions that either promote or inhibit engagement. Authoritative and autonomy-supportive teaching styles, characterised by warmth, high expectations, and responsiveness, are consistently associated with higher engagement, whereas authoritarian or neglectful approaches tend to produce surface compliance or emotional detachment (Reeve, 2009; Roorda et al., 2011). Through sustained positive interactions, teachers can create learning environments that satisfy students' needs for autonomy, competence, and relatedness, core principles of Self-Determination Theory (Ryan & Deci, 2000), thereby transforming engagement from mere participation into meaningful investment.

Within the Ghanaian basic-school context, student engagement is both a pedagogical goal and a persistent challenge. Large class sizes, teacher-centred methods, and cultural norms that valorise obedience often limit opportunities for active participation and dialogue (Osei & Torto, 2022). Studies by Ansong et al. (2017) and Torto (2020) reveal that Ghanaian pupils' engagement is closely tied to teachers' interpersonal warmth and classroom management approaches. Pupils in classrooms where teachers exhibit authoritative-like behaviours encouraging participation while maintaining clear expectations tend to display stronger behavioural and emotional engagement. In contrast, authoritarian classrooms marked by fear and rigidity often suppress student voice and curiosity, undermining cognitive engagement and intrinsic motivation. These findings underscore the context-sensitive nature of engagement: it thrives in environments where students feel respected, supported, and intellectually challenged. Consequently, understanding student engagement through both psychological theory and cultural context provides a robust analytical foundation for exploring how teacher-parenting styles influence motivation and learning outcomes in Ghanaian basic schools. This discussion of student engagement provides the rationale for the second objective of the study. Since the study seeks to examine how teacher parenting styles influence students' behavioural, emotional, and cognitive engagement, it is necessary to clarify the meaning and dimensions of engagement before reviewing empirical evidence on how it may be shaped by teacher behaviour. The section therefore lays the conceptual foundation for understanding engagement as one of the key learner outcomes associated with classroom relational practice.

2.5 Concept of Student Motivation

Motivation is one of the most powerful determinants of learning behaviour and academic achievement, serving as the inner force that energises, directs, and sustains

students' engagement in educational activities. It refers to the psychological processes that initiate and maintain goal-directed behaviour (Schunk, et al., 2014). Within educational psychology, motivation is not viewed as a static trait but as a dynamic interaction between learners' internal dispositions and environmental factors such as teacher behaviour, classroom climate, and social relationships. Consequently, understanding motivation requires analysing both its intrinsic and extrinsic dimensions and the ways in which teachers' interpersonal styles influence them.

A fundamental distinction in motivational theory lies between intrinsic and extrinsic motivation. Intrinsic motivation arises when learners engage in activities out of genuine interest, curiosity, or personal satisfaction. Students who are intrinsically motivated read, explore, and solve problems because they find the activity inherently rewarding (Ryan & Deci, 2000). Extrinsic motivation, on the other hand, is driven by external pressures or rewards such as grades, praise, recognition, or avoidance of punishment. While both forms can promote learning, intrinsic motivation is generally associated with deeper understanding, creativity, and persistence (Deci & Ryan, 1985). In contrast, extrinsic motivation often produces short-term compliance and may fade when external incentives are withdrawn (Niemiec & Ryan, 2009).

Teachers play a crucial role in determining which form of motivation dominates the classroom. Through their "parenting styles" patterns of warmth, responsiveness, and control, teachers shape the psychological climate that either nurtures intrinsic motivation or reinforces external dependency. For example, authoritative teachers create environments rich in dialogue, respect, and autonomy support. They provide students with meaningful choices, acknowledge their perspectives, and use feedback to promote mastery rather than fear of failure (Reeve, 2009). Such practices fulfil students' psychological needs for autonomy, competence, and relatedness, key

components of sustained intrinsic motivation. Conversely, authoritarian or neglectful teachers, who rely on rigid control or emotional detachment, frustrate these needs, fostering only extrinsic motivation driven by compliance or avoidance.

Teacher feedback is central to this motivational dynamic. Constructive feedback that emphasises effort, strategy, and progress fosters a sense of competence and self-efficacy (Hattie & Timperley, 2007). Feedback framed as evaluation or criticism, however, induces anxiety and diminishes intrinsic interest (Butler, 1987). The classroom climate whether supportive or controlling also shapes motivation. Warm and respectful climates invite curiosity and active participation, while cold, punitive atmospheres promote disengagement. Similarly, the degree of autonomy granted to students influences their sense of ownership over learning. When teachers explain rationales, allow input, and recognise student emotions, learners experience autonomy support, which enhances intrinsic motivation (Assor, et al., 2002). When teachers dictate choices without justification or employ excessive surveillance, students experience controlled motivation and decreased engagement.

These distinctions are captured powerfully in Self-Determination Theory (SDT), developed by Ryan and Deci (2000, 2017), which provides a unifying framework for understanding motivation in social contexts. SDT posits that all individuals have three innate psychological needs, autonomy, competence, and relatedness whose satisfaction is essential for self-motivation and psychological well-being. Motivation exists along a continuum from a motivation (absence of intent) to extrinsic motivation (externally regulated) and intrinsic motivation (self-determined). The satisfaction of these needs determines where an individual lies on this continuum. Classrooms that support autonomy (choice and self-direction), competence (effective feedback and achievable challenges), and relatedness (caring teacher–student relationships) foster intrinsic

motivation and self-determined learning behaviours. Conversely, when these needs are frustrated through excessive control, humiliation, or neglect, students experience amotivation or controlled extrinsic motivation (Reeve, 2012; Ryan & Deci, 2017).

In Ghanaian basic schools, these principles manifest vividly in teacher–student relationships. Classrooms are often characterised by high teacher authority and low learner autonomy, reflecting cultural values of obedience and respect (Osei & Torto, 2022). While such norms promote discipline, they can inadvertently stifle curiosity and self-expression, resulting in extrinsically motivated learners who participate only to avoid punishment or please teachers. Studies by Ansong et al. (2017) and Torto (2020) found that pupils who perceived their teachers as supportive, approachable, and fair reported higher motivation and perseverance, whereas those experiencing hostility or humiliation exhibited withdrawal and fear. This suggests that teacher-parenting style whether authoritative, authoritarian, or neglectful is not merely a behavioural trait but a psychological determinant of learners’ motivational quality.

The link between motivation and student engagement is both reciprocal and reinforcing. Motivated students are more behaviourally involved, emotionally connected, and cognitively invested in their studies (Fredricks, et al, 2004). Likewise, engaging classroom environments sustain motivation by providing consistent feedback, recognition, and opportunities for meaningful participation. Authoritative and autonomy-supportive teachers therefore serve as catalysts for both motivation and engagement: by fulfilling students’ psychological needs, they spark intrinsic interest, which manifests in attentiveness, participation, and persistence. In contrast, authoritarian and neglectful teachers often create climates of fear, silence, or apathy, where students’ extrinsic motivation may produce compliance but not genuine learning.

In all, student motivation is a dynamic psychological process shaped by the quality of teacher–student relationships. Drawing on Self-Determination Theory, this study conceives motivation not as an internal attribute but as a context-dependent outcome of teacher relational styles. When teachers behave like authoritative parents balancing high expectations with care and autonomy support, they cultivate intrinsic motivation, which translates into sustained engagement and meaningful learning. Conversely, when teachers act as authoritarian or neglectful figures, they foster only surface motivation and passive engagement. Understanding these dynamics is therefore essential for improving classroom practices and learner outcomes in Ghana’s basic education system.

The discussion of student motivation is equally important to the rationale of the study because motivation represents another major learner outcome through which the effects of teacher parenting styles may be understood. Although the study places strong emphasis on student engagement, motivation remains conceptually relevant because it helps explain why some learners participate actively, persist in tasks, and develop interest in learning, while others comply only superficially or disengage. This section therefore complements the engagement literature by broadening the understanding of how teacher relational styles may shape learners’ internal academic drive.

2.6 Influence of Teacher Parenting Styles on Student Motivation

In relation to the second objective of the study, this section reviews empirical literature on how teacher parenting styles shape student motivation, since motivational quality often explains the extent to which learners become engaged, persistent, and emotionally invested in classroom activities.

Student motivation, the internal drive to learn and succeed, is intricately tied to the teaching style adopted by educators. The literature consistently supports that

authoritative and autonomy-supportive teaching styles enhance both intrinsic and extrinsic motivation. For instance, Laila et al. (Indonesia) observed that democratic (authoritative) teachers who value student contributions significantly boost learner motivation. Motivation is also shown to be influenced by classroom environments where students feel emotionally supported and academically challenged. Ansari et al. (review) noted that authoritative teachers create environments where students develop a sense of autonomy and competence, key motivational drivers under SDT.

In the Ghanaian context, studies like the Ghanaian teacher motivation study (2023) and Aidoo et al. (2024) underscore the reciprocal relationship between teacher and student motivation. Teachers who are themselves intrinsically motivated tend to adopt supportive and structured styles, which in turn motivate students. Furthermore, culturally relevant teaching that is responsive to students' backgrounds enhances their sense of belonging and purpose, as seen in the cultural responsiveness study. This style overlaps significantly with authoritative parenting principles, suggesting that students are more likely to thrive when their cultural identities and learning preferences are acknowledged.

The literature also confirms that motivational gains often arise through indirect mechanisms. For example, the Korean study (2025) shows that positive parenting-style teaching influences motivation through grit, a non-cognitive skill. Reeve & Cheon (2021) observed that autonomy-supportive environments lead to greater student ownership of learning, enhancing intrinsic motivation. These findings align directly with Objective 3 of your study and affirm that teacher parenting styles play a critical role in shaping the motivational trajectories of basic school students in Ghana and beyond.

2.7 Teacher Parenting Styles and Student Engagement

This section speaks directly to the second objective of the study by reviewing evidence on how teacher parenting styles influence student engagement across behavioural, emotional, and cognitive dimensions. Student engagement is a multidimensional construct encompassing behavioural, emotional, and cognitive aspects, all of which are crucial for effective learning. Teachers play a vital role in fostering engagement through their interactions, expectations, and classroom management styles, often reflecting parenting styles described in psychological theory. Among these, Baumrind's typology authoritative, authoritarian, permissive, and neglectful has been adapted in educational research to explore teacher behaviours. Numerous studies point to the authoritative or democratic style, characterized by warmth, high expectations, responsiveness, and support for autonomy, as the most effective in enhancing student engagement.

Cardenal et al. (2024) distinguished between directive (authoritarian) and participative (authoritative) styles in a Spanish study, showing that participative teachers those who involve students in decision-making and show emotional support build stronger relationships that significantly boost classroom engagement. This aligns with De Ruig et al. (2023), who identified authoritative teaching profiles as those that promote autonomy and structure. Their findings suggest that when students perceive their teachers as warm and demanding in balanced ways, their engagement in learning tasks increases, particularly due to improved self-regulation.

From an Asian context, a 2025 Korean study underscored that positive teacher behaviours resembling authoritative parenting, when combined with strong teacher-student relationships, significantly enhance student engagement. This engagement is often facilitated through students' internal motivation traits like grit and perseverance. Similarly, Rickert and Skinner (2024) showed that teacher warmth and involvement not

just instruction are powerful predictors of student engagement. The researchers noted a feedback loop: engaged students tend to seek more teacher support, which in turn reinforces the teacher's positive style.

In Ghana, where the study is situated, emerging research also supports these associations. Aidoo et al. (2024) emphasized that inquiry-based and autonomy-supportive approaches lead to higher levels of participation among student teachers, indicating the potential for these styles to foster similar engagement in basic school learners. The 2024 Ghanaian study on autonomy and teacher commitment further confirms that when teachers are supported to be autonomous, they tend to exhibit consistent and democratic styles, reinforcing students' active classroom participation. Additionally, culturally responsive teaching identified in studies across various contexts has shown to significantly improve engagement when students' backgrounds are acknowledged and incorporated into learning. This responsiveness is functionally equivalent to the authoritative style in that it blends support with high expectations. Across these studies, it becomes evident that engagement is maximized when students feel respected, supported, and given a sense of ownership in their learning process. Teachers who apply warmth, consistent discipline, and responsiveness (hallmarks of authoritative parenting) effectively promote active engagement through emotional safety and cognitive stimulation. However, the contextual application of these styles matters. Factors like classroom size, the socio-economic background of students, and teachers' own job satisfaction can moderate the impact of teaching styles. For example, the Ghanaian teacher motivation study (2023) found that teachers with low intrinsic motivation often due to systemic challenges demonstrated less effective engagement practices, highlighting the need for structural support.

The reviewed studies suggest that teacher parenting styles are strongly associated with the quality of student engagement in classroom settings. However, the extent to which these patterns apply in Ghanaian basic schools, especially within the local realities of Winneba, remains insufficiently explored. This gap strengthens the rationale for the present study to examine the relationship between teacher parenting styles and student engagement in a context specific manner.

2.8 Teacher Parenting Styles and Student Motivation

Student motivation is a critical factor in the academic success and overall development of learners. It is commonly categorized into intrinsic motivation, where learners engage in tasks out of personal interest or internal satisfaction, and extrinsic motivation, where learners are driven by external rewards such as grades or praise. The style a teacher adopts in interacting with students often referred to as a “teacher parenting style” can significantly shape these motivational patterns, either enhancing or hindering students' academic drive.

A growing body of literature has emphasized the influential role of authoritative teacher styles, which are marked by high levels of warmth, support, clear expectations, and consistent structure. According to De Ruig et al. (2023) and Laila et al. (Indonesia), such democratic and participative teacher styles promote autonomy and self-regulation in students, which in turn fuel intrinsic motivation. This is supported by Self-Determination Theory (SDT), as outlined by Skinner & Wigfield (2021) and Reeve & Cheon (2021), which identifies autonomy, competence, and relatedness as foundational needs for sustaining motivation. Teachers who cultivate these conditions tend to foster deeper engagement and sustained academic interest among students.

In contrast, authoritarian teaching styles, which rely heavily on control, punishment, and emotional distance, are generally associated with decreased motivation. The Times

of India (2025) and Verywell Mind (2011) sources highlight how students under authoritarian or permissive environments show lower self-regulated learning and may pursue academic goals only for fear of punishment or external validation. This extrinsically driven motivation is often short-lived and fails to support long-term academic resilience.

Studies conducted in African contexts, including Ghana, provide additional insight into this dynamic. For instance, Aidoo et al. (2024) and the Ghanaian teacher motivation study (2023) reveal that teachers with high intrinsic motivation and autonomy support often reflect authoritative traits that nurture student motivation. However, where teacher motivation is lacking whether due to systemic issues or personal burnout students' motivation also declines, illustrating a direct teacher-student transmission of motivational energy. The Ghanaian context study (2024) further emphasizes that teacher commitment and autonomy support are essential indicators of effective, stable teacher styles that consistently motivate students over time.

Additionally, cultural responsiveness plays a vital role in how teacher styles are perceived and their effect on motivation. When teaching approaches are respectful of students' cultural backgrounds, as noted in the Cultural teaching style & responsiveness study, learners are more likely to feel valued and understood, leading to increased intrinsic motivation and a stronger sense of academic belonging.

The Expectancy-Value Theory also lends theoretical support to the link between teacher behaviours and student motivation. When teachers communicate the value and relevance of learning tasks and express high expectations within a supportive framework, students are more likely to be motivated to succeed. This is particularly evident in the De Meyer et al. (2014) and Rickert & Skinner (2024) studies, which show

that motivational teacher behaviours directly impact both engagement and long-term learning goals.

This study draws on a combined theoretical foundation of Baumrind's Parenting Styles and Self-Determination Theory (SDT) to investigate how teacher behaviours influence student engagement and motivation in basic schools in Winneba, Ghana. Originally developed in the context of parenting, Baumrind's typology (1971) identifies four key styles authoritative, authoritarian, permissive, and neglectful based on two critical dimensions: demandingness (i.e., control and expectations) and responsiveness (i.e., warmth and support). These parenting frameworks have been widely adapted to educational settings, where teachers act as "classroom parents," shaping students' academic and emotional development through their instructional styles. Authoritative teachers, who combine high expectations with high support (e.g., establishing clear rules while providing encouragement), tend to foster environments that promote intrinsic motivation, active engagement, and self-discipline. In contrast, authoritarian teachers emphasize strict control with minimal warmth, leading to compliance driven by fear, reduced creativity, and disengagement. Permissive teachers, though warm, impose little control or structure, which may result in poor self-regulation and inconsistent motivation. The neglectful style low in both control and support is linked to student apathy, absenteeism, and low motivation.

Within the Ghanaian cultural context, especially in Winneba, these dynamics are particularly relevant. For instance, the strong cultural emphasis on respect for authority may make authoritarian teaching styles more prevalent or socially acceptable. However, authoritative teaching practices resonate more strongly with Ghana's child-centred educational reforms, such as the Ministry of Education's 2018 Child-Friendly School Policy, which promotes supportive and participatory teaching approaches. To

further enrich the analysis, the study also incorporates Self-Determination Theory (Ryan & Deci, 2000), which posits that human motivation and engagement are deeply influenced by the fulfilment of three fundamental psychological needs: autonomy, competence, and relatedness. Autonomy refers to students' sense of ownership and choice in their learning, which is often undermined by authoritarian control but fostered through guided decision-making within authoritative classrooms. Competence relates to students' perception of their ability to succeed, which may be threatened in neglectful environments where feedback is minimal, yet supported when teachers scaffold challenges appropriately. Relatedness the need to feel connected to teachers and peers is weakened in classrooms marked by emotional coldness or overindulgence but is strengthened when teachers balance warmth with firm boundaries, as seen in authoritative styles.

The integration of Baumrind's typology with SDT thus offers a powerful framework for understanding how various teaching behaviours impact students' psychological needs, and consequently, their levels of engagement and motivation. Specifically, authoritative teaching is hypothesized to enhance all three SDT needs autonomy, competence, and relatedness leading to higher student engagement and intrinsic motivation. Conversely, authoritarian and neglectful styles are likely to hinder these needs, resulting in disengagement and low motivation. Empirical studies lend further support to this framework. For example, Akinsola (2011) found that authoritative teaching significantly improved STEM motivation among Nigerian students, while Wentzel (2002) demonstrated a positive link between teacher warmth (an SDT component of relatedness) and student effort. In Ghana, Gyasi et al. (2020) revealed that authoritarian teaching practices stifled creativity among learners, affirming the risks of overly rigid instructional environments.

This theoretical framework is directly applicable to the study's research questions. The first research question, which seeks to identify the types of teaching styles present in Winneba's basic schools, is addressed through Baumrind's typology, adapted to fit the local context. The second question, focusing on student engagement, is analyzed through the lens of SDT's relatedness dimension in conjunction with Baumrind's responsiveness component. The third question, which examines student motivation, draws on SDT's concepts of autonomy and competence, alongside Baumrind's dimension of demandingness. To ensure cultural relevance, the framework also suggests incorporating communalism such as Ubuntu-inspired notions of shared responsibility and collective well-being as a mediating cultural factor. Moreover, the study acknowledges that colonial legacies may continue to influence how teacher authority is perceived and enacted in Ghanaian classrooms, often reinforcing authoritarian styles despite efforts to promote more democratic and supportive approaches. Altogether, this integrated theoretical lens provides a comprehensive and culturally grounded foundation for examining the impact of teacher behaviours on student engagement and motivation in Winneba's basic schools.

Beyond their influence on engagement and motivation, the reviewed literature also suggests that teacher parenting styles do not emerge in isolation, but are shaped by broader classroom, institutional, and socio-cultural conditions. This observation leads directly to the final concern of the study, namely the need to understand the contextual factors that may support or hinder the adoption of authoritative like and learner supportive teaching practices in basic schools.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter details the methodological procedures adopted to examine the influence of teacher-parenting styles on student engagement and motivation in selected basic schools within the Winneba Municipality of the Central Region of Ghana. Methodology provides the systematic framework that guides how a researcher collects, analyses, and interprets data to answer research questions and achieve stated objectives (Creswell & Creswell, 2018). The present study adopted an explanatory sequential mixed-methods design, which integrates quantitative and qualitative approaches to generate a comprehensive understanding of both the prevalence and the lived meanings of teacher-parenting styles and their effects on student engagement and motivation.

The quantitative phase formed the core of the investigation and relied on a descriptive survey to measure teachers' and students' perceptions of classroom relational climates and their connection to learning motivation. This phase established empirical patterns regarding the dominant teacher-parenting styles, authoritative, authoritarian, permissive, and neglectful across different school types. The qualitative phase, which followed, involved semi-structured interviews with a purposive sub-sample of teachers and students to explain the underlying factors and contextual variations that shaped these quantitative trends. Together, these two phases provided methodological complementarity: while the quantitative component offered measurable associations between variables, the qualitative strand illuminated the socio-cultural and pedagogical contexts in which such relationships were experienced.

This design was underpinned by the pragmatic research philosophy, which holds that the research question should determine the methods used rather than adherence to a

single epistemological paradigm (Creswell & Plano Clark, 2018). Pragmatism supports the combination of numeric and narrative evidence to provide both breadth and depth in social inquiry. In this study, pragmatism allowed the researcher to quantify observable teaching behaviours while also interpreting their psychological and contextual implications. The chapter therefore presents the research design and approach, the study setting, population and sampling procedures, research instruments, validation processes, data collection and analysis strategies, and ethical considerations guiding the study.

3.1 Study Setting

The study was conducted in Winneba, the administrative capital of the Effutu Municipality in Ghana's Central Region. Geographically, Winneba lies approximately sixty kilometres west of Accra along the Gulf of Guinea. The town holds a prominent place in Ghana's educational landscape as the home of the University of Education, Winneba (UEW), a leading institution for teacher training and professional development. This institutional presence has created an educationally conscious environment, with a concentration of basic schools that reflect a wide range of pedagogical practices and teacher competencies. The socio-economic composition of Winneba is diverse, encompassing fishing communities, traders, artisans, civil servants, and university staff, all of whom contribute to the heterogeneity of the school-going population.

The study focused on six Junior High Schools (JHSs) four public and two private purposively selected to capture the diversity of ownership, management styles, and learning environments in the municipality. The public schools included *UNIPRA North Campus JHS*, *Methodist JHS*, *Presbyterian JHS*, and *A.M.E. Zion JHS*, while the private schools comprised *Uncle Rich JHS* and *St. Paul's JHS*. These institutions

represent a balanced cross-section of the Winneba educational landscape, combining long-established public schools with emerging private ones. Together, they provide an authentic reflection of the relational dynamics between teachers and students within both resource-constrained and resource-enhanced contexts.

In total, the study involved sixty-two (62) teachers; forty (40) from public schools and twelve (12) from private schools. The inclusion criteria for teacher participants were: (a) possession of at least a Diploma in Education or higher qualification, (b) a minimum of two years' teaching experience, and (c) expressed willingness to participate voluntarily in the study. This ensured that respondents possessed both the pedagogical foundation and practical classroom experience necessary to provide credible insights into teacher-parenting styles and their implications for learner engagement. The inclusion of teachers from different school types also enhanced the reliability and representativeness of the data, as it captured variations that might arise from institutional culture, management policies, or teacher preparation.

The selected schools are situated within the urban and peri-urban catchment areas of Winneba, which allows for comparison between schools exposed to more formalised educational supervision and those serving communities with limited infrastructural support. Public schools such as *UNIPRA North Campus JHS* and *Methodist JHS* typically serve larger class sizes, diverse learners, and operate under the Ghana Education Service (GES) structure. In contrast, private schools like *Uncle Rich* and *St. Paul's JHS* tend to have smaller enrolments, closer teacher-student interactions, and more flexible management practices. These contextual distinctions provided a useful framework for examining how school type and structure shape teacher behaviours and students' motivational responses.

Winneba's socio-cultural milieu adds another layer of relevance to this inquiry. The community is deeply rooted in Effutu traditions that emphasise respect for authority, communal responsibility, and moral uprightness. These values often inform teacher-student interactions, particularly in public schools where disciplinary control and hierarchical respect remain central to classroom management. However, ongoing educational reforms such as the Inclusive Education Policy (2015) and Ghana's Positive Discipline Guidelines (GES, 2018) have called for more child-centred, participatory, and emotionally supportive pedagogies. This cultural and policy intersection makes Winneba an ideal microcosm for exploring how teachers navigate the tension between traditional authority and contemporary pedagogical ideals.

The setting is therefore not merely geographical but also pedagogical and cultural, representing a learning environment where teacher-parenting styles are both influenced by and reflective of wider societal norms. The coexistence of public and private schools, varying teacher qualifications, and contrasting instructional philosophies created an educational ecosystem rich in variation an essential condition for understanding how teacher relational orientations influence students' engagement and motivation. The Winneba context, with its mixture of urban dynamism and traditional conservatism, thus provides fertile ground for an investigation into how teachers function simultaneously as educators and quasi-parents in the formative lives of their pupils.

3.2 Research Design

The study adopted an explanatory sequential mixed-methods design to investigate the influence of teacher-parenting styles on student engagement and motivation in selected basic schools within the Winneba Municipality. A research design constitutes the logical framework that connects empirical data to the research problem and objectives (Creswell & Creswell, 2018). The explanatory sequential variant of mixed-methods

research integrates quantitative and qualitative approaches in two distinct phases beginning with a quantitative survey to identify prevailing trends and relationships, followed by a qualitative phase to provide contextual interpretation of those patterns. This design was considered appropriate because the study aimed not only to measure the strength of association between teacher-parenting styles and students' engagement and motivation but also to explore how and why those associations manifest in real classroom settings.

The quantitative phase formed the foundational component of the study. It employed a descriptive survey design to obtain standardised data from teachers and students through structured questionnaires. As noted by Fraenkel, Wallen, and Hyun (2019), descriptive surveys are suited to studies that seek to describe existing conditions and relationships among educational variables as they naturally occur. The approach enabled the researcher to gather broad numerical evidence on teachers' relational orientations, classified as authoritative, authoritarian, permissive, or neglectful and to determine how these orientations correspond to students' behavioural, emotional, and cognitive engagement and motivation. Quantitative analysis produced statistical summaries such as frequencies, means, and standard deviations, establishing empirical patterns that addressed the first level of the research questions.

Following the quantitative phase, a qualitative follow-up phase was conducted to deepen understanding of the numerical results. In mixed-methods research, the qualitative component enriches interpretation by providing explanatory narratives that reveal underlying causes and contextual meanings (Cohen, Manion, & Morrison, 2018). Semi-structured interviews and brief focus-group discussions were therefore undertaken with a purposive sub-sample of teachers and students drawn from the quantitative participants. These interviews explored how teachers conceptualised and

enacted parenting-like styles in their classrooms, the socio-cultural and institutional factors influencing these styles, and students' lived experiences of engagement and motivation under different teacher orientations. The qualitative data offered interpretive depth illustrating, for example, why some teachers adopted authoritarian practices despite recognising their potential to dampen motivation, or how authoritative behaviours fostered intrinsic enthusiasm among pupils.

The explanatory sequential logic provided a coherent process of connection, building, and integration between the two phases (Creswell & Plano Clark, 2018). The connection occurred at the participant-selection stage: quantitative results were used to identify respondents representing diverse parenting-style profiles for the qualitative follow-up. Building occurred when findings from the initial statistical analysis informed the design of the interview protocol, ensuring that qualitative questions directly probed unexpected or ambiguous quantitative results. Integration was achieved during interpretation; themes from the qualitative phase were juxtaposed with quantitative trends to produce a comprehensive explanation of how teacher-parenting styles shaped students' engagement and motivation within the Winneba context. This sequential linkage enhanced the validity and coherence of the entire inquiry.

The choice of a mixed-methods design was further justified by the complex nature of the research problem. The phenomenon under investigation, teacher-parenting styles is simultaneously behavioural and psychological, encompassing measurable classroom practices and subjective experiences of warmth, control, autonomy, and responsiveness. Likewise, engagement and motivation have both observable and experiential dimensions. Quantitative measurement alone could capture prevalence and correlation but would not fully explain the socio-cultural meanings underlying teachers' and students' behaviours. Conversely, a purely qualitative approach might provide rich

insights but would lack the statistical generalisability needed to inform policy and teacher-education practice. The combination of both approaches thus offered methodological complementarity: breadth through quantitative data and depth through qualitative narratives.

The mixed-methods orientation also aligned with the theoretical framework guiding the study. Baumrind's (1971) Parenting Styles Theory provides behavioural typologies that can be operationalised quantitatively, while Self-Determination Theory (Ryan & Deci, 2000) emphasises the psychological processes, autonomy, competence, and relatedness that are best explored qualitatively. By integrating these paradigms, the study was able to test theoretical assumptions empirically and to interpret them in light of local classroom realities. The explanatory sequential design therefore functioned as a methodological bridge between the behavioural regularities predicted by Baumrind and the motivational dynamics elaborated by Self-Determination Theory.

Within the quantitative phase, the research adopted a cross-sectional survey strategy that collected data from teachers and students at a single point in time. This design provided a snapshot of the current state of teacher-student interactions and learner motivation across diverse schools. Statistical analyses were limited to descriptive and correlational techniques, sufficient for identifying associations and patterns relevant to the study objectives. The qualitative phase then moved beyond description to interpretation, employing thematic analysis to code and categorise interview transcripts. Recurring patterns such as perceptions of fairness, respect, and autonomy were synthesised into higher-order themes that explained the mechanisms through which particular teaching styles fostered or constrained engagement and motivation.

Philosophically, the design was grounded in pragmatism, which holds that research questions should dictate methodological choices rather than strict allegiance to either

positivism or interpretivism (Creswell & Plano Clark, 2018). Pragmatism supports methodological pluralism and values both numerical precision and narrative meaning as complementary pathways to understanding educational phenomena. This stance was particularly appropriate for the current study because it enabled the researcher to combine the objectivity of statistical analysis with the contextual sensitivity of interpretive inquiry, an approach that reflects the multifaceted realities of Ghanaian classroom life.

The explanatory sequential mixed-methods design thus provided the most suitable framework for achieving the study's dual aims: first, to quantify the relationship between teacher-parenting styles and student engagement and motivation; and second, to interpret those relationships within the socio-cultural context of Winneba's basic schools. By first establishing general patterns and then uncovering their underlying rationales, the design ensured both analytical rigour and interpretive richness. Ultimately, it produced a holistic account of how teachers' relational orientations function as both behavioural strategies and psychological climates that significantly shape pupils' willingness to participate, persist, and succeed in learning.

3.3 Population and Sampling Procedures

The population for this study comprised all teachers and students in public and private Junior High Schools (JHSs) within the Winneba Municipality of Ghana's Central Region. Teachers and students were selected as the target population because they are the primary actors in the teaching and learning process, and their interactions underpin classroom engagement and motivation. Teachers were included as key agents whose relational orientations shape the classroom climate, while students were selected to provide complementary insights into how such teacher-parenting styles influence their participation and learning enthusiasm.

The accessible population consisted of teachers and students from six purposively selected Junior High Schools, four public and two private. The public schools included *UNIPRA North Campus JHS*, *Methodist JHS*, *Presbyterian JHS*, and *A.M.E. Zion JHS*, while the private schools were *Uncle Rich JHS* and *St. Paul's JHS*. The study involved a total of sixty-two (62) teachers, made up of fifty (50) from public schools and twelve (12) from private schools. This composition reflects the staffing patterns typical of Winneba, where public schools tend to have larger teacher populations than private ones. The inclusion of both school types provided a balanced basis for comparative analysis of relational orientations and their influence on student motivation and engagement.

For the student component, the total population of students across the selected schools was approximately 500. To determine the required sample size for the quantitative phase, the study applied Yamane's (1967) formula for finite populations:

$$n = N / (1 + N(e)^2)$$

$$n = 500 / (1 + 500(0.05)^2)$$

$$n = 500 / (1 + 1.25)$$

$$n = 500 / 2.25$$

$$n = 222$$

Hence, a total of 222 students was determined as the representative sample. This sample size ensured that the data collected would be statistically reliable and reflective of the total student population across the selected schools with an acceptable margin of error. Students were proportionally drawn from JHS Two and JHS Three classes in each school, as these learners had adequate exposure to the teaching practices of the participating teachers. On average, 35 to 40 students were selected from each school, with the number adjusted proportionally according to class size. The selection of

students was conducted through simple random sampling using class registers to ensure that every eligible student had an equal chance of inclusion, thereby reducing bias and enhancing representativeness. Only students who had been taught by the participating teachers for at least one academic year were considered eligible.

The sampling procedure followed a multi-stage approach combining purposive, stratified, and random techniques. In the first stage, schools were purposively selected based on accessibility, ownership type, and willingness to participate. In the second stage, schools were stratified by ownership, public or private to ensure representation of institutional diversity. In the third stage, all eligible and willing teachers within each school were included, while students were randomly selected within their classes to provide balanced coverage across gender and school type.

Participation was governed by specific inclusion criteria to ensure validity and credibility of data. Teacher respondents were required to (a) possess at least a *Diploma in Education* or higher qualification, (b) have a *minimum of two years of continuous teaching experience*, and (c) express *willingness to participate voluntarily*. These criteria ensured that respondents had adequate pedagogical competence and practical classroom experience to accurately report on their interactional styles. Teachers who did not meet these criteria were excluded. Similarly, student participants were included only if they had been under the instruction of the sampled teachers for at least one academic year, ensuring familiarity with teacher behaviour and classroom culture.

For the qualitative phase, a subset of participants was purposively selected to provide explanatory insights into the statistical trends. This sub-sample comprised and twelve students, selected to represent variations in gender, experience, and school type. The principle of *theoretical sampling* guided the selection, ensuring that the participants' experiences were relevant to patterns observed in the quantitative results (Creswell &

Plano Clark, 2018). This integration of quantitative breadth and qualitative depth is consistent with the explanatory sequential mixed-methods design underpinning the study.

The final sample, 62 teachers and 222 students was considered both statistically and contextually adequate for a study of this scope. As noted by Krejcie and Morgan (1970) and Fraenkel, Wallen, and Hyun (2019), samples exceeding 200 respondents are robust for descriptive and correlational analyses in education, while teacher samples of 50 or more ensure reliability of subgroup comparisons. The combination of proportional sampling, random selection, and theoretical follow-up interviews thus enhanced the validity, reliability, and generalisability of the study's findings.

3.3.2 Sampling Rationale

The sampling procedure was guided by the purpose of the study and the nature of the respondents required. Since the study focused on teacher parenting styles and their influence on student engagement and motivation, it was necessary to select participants who had direct experience of classroom interaction. Teachers were selected because they are the key actors in classroom management and teacher-student relationships, while students were selected because they directly experience these teaching behaviours in the learning process. The inclusion of both groups made it possible to obtain relevant data on how teacher parenting styles are enacted and how they influence learners in classroom settings. The sample was therefore considered appropriate because it was directly aligned with the objectives of the study and capable of providing credible evidence on the issues under investigation.

3.4 Research Instruments

This study employed two main instruments for data collection: a structured questionnaire for the quantitative phase and a semi-structured interview guide for the

qualitative phase. The combination of these tools ensured methodological complementarity, allowing both statistical measurement and interpretive depth. The choice of instruments was guided by the study's explanatory sequential mixed-methods design, which seeks to first quantify relationships and subsequently explain their underlying causes (Creswell & Plano Clark, 2018).

3.4.1 Questionnaire

The questionnaire served as the principal instrument for collecting quantitative data from both teachers and students. It was designed to measure three main constructs:

1. Teacher-parenting styles (authoritative, authoritarian, permissive, and neglectful),
2. Student engagement (behavioural, emotional, and cognitive), and
3. Student motivation (intrinsic and extrinsic).

The questionnaire was divided into four major sections:

Section A: Demographic Information. This section collected background information such as age, gender, qualification, years of teaching experience (for teachers), and class level, age, and gender (for students). These variables provided the basis for analysing variations in responses across demographic groups.

Section B: Teacher-Parenting Styles. This section measured the extent to which teachers exhibited various relational orientations in their classroom interactions. Items were adapted from established parenting-style scales (Baumrind, 1991; Walker, 2008) and reworded to suit the educational context. Respondents rated their agreement on a five-point Likert scale ranging from 1 = *Strongly Disagree* to 5 = *Strongly Agree*. The scale assessed teacher warmth, control, responsiveness, and communication patterns.

Section C: Student Engagement. For students, engagement was assessed using adapted items from Fredricks, et al., (2004). This section captured the three domains of

engagement, behavioural (participation, attention, effort), emotional (interest, sense of belonging), and cognitive (use of learning strategies, persistence). Items were similarly rated on a five-point Likert scale.

Section D: Student Motivation. Items in this section drew from the Self-Determination Theory framework (Ryan & Deci, 2000), distinguishing between intrinsic motivation (interest, curiosity, enjoyment of learning) and extrinsic motivation (grades, teacher approval, parental expectations). The Likert scaling ensured consistency with the engagement measures, facilitating correlational and comparative analyses. The questionnaire was self-administered, with the researcher present to clarify questions and ensure full completion. For younger students, instructions were simplified, and assistance was provided when necessary. The instrument was pre-tested with a small group of teachers and students from a non-participating school in Winneba to refine ambiguous items and establish reliability.

3.4.2 Semi-Structured Interview Guide

To complement the quantitative data, a semi-structured interview guide was developed for both teachers and students. The interviews aimed to obtain deeper insights into how teachers understood and enacted their “parenting” roles in the classroom, and how students perceived these behaviours in relation to their engagement and motivation.

For teachers, interview questions focused on:

- Their conceptions of teacher-parenting styles (authoritative, authoritarian, permissive, neglectful);
- Specific classroom practices that reflect these orientations;
- Perceived effects of their teaching style on students’ motivation, participation, and discipline;
- Institutional or contextual factors influencing their relational approach.

For students, the interviews explored:

- How they perceived their teachers' behaviours and communication patterns;
- The ways such teacher attitudes affected their willingness to participate and learn;
- Which teacher behaviours made them feel motivated or discouraged;
- The emotional climate of their classroom and its influence on their self-confidence.

The semi-structured format provided flexibility to probe beyond pre-defined questions, enabling participants to share authentic experiences in their own words. Each interview lasted approximately 25–40 minutes and was audio-recorded with participant consent. Notes were also taken to capture non-verbal cues and contextual details.

3.4.3 Validation of Instruments

Both instruments underwent content and construct validation to ensure they measured what they were intended to measure. The questionnaire and interview guide were reviewed by three experts two specialists in Educational Psychology and one in Measurement and Evaluation from the University of Education, Winneba. Their feedback helped refine the wording, relevance, and sequence of items to ensure clarity and cultural appropriateness.

The instruments were then piloted in a nearby Junior High School with similar characteristics but not included in the main study. Data from the pilot test were analysed using Cronbach's alpha to estimate internal consistency reliability. The reliability coefficients obtained were 0.86 for the teacher-parenting style scale, 0.88 for the student-engagement scale, and 0.84 for the motivation scale, all exceeding the 0.70 threshold recommended by Nunnally (1978). These results indicated strong reliability and internal coherence among items within each construct.

The validated instruments were subsequently employed for full data collection across the six participating schools. Together, the questionnaire and interview guide provided complementary quantitative and qualitative perspectives, thereby enhancing the credibility, triangulation, and interpretive richness of the study.

3.5 Data Collection Procedures

The data collection procedures for this study were designed to ensure systematic, ethical, and comprehensive gathering of information from both teachers and students. Consistent with the explanatory sequential mixed-methods design, data collection occurred in two distinct but interconnected phases: the quantitative phase and the qualitative phase. The sequential approach allowed the researcher to first establish statistical relationships between teacher-parenting styles, student engagement, and motivation, and then explore in depth the contextual meanings and experiences underlying those relationships (Creswell & Plano Clark, 2018).

3.5.1 Quantitative Data Collection

The quantitative phase involved administering structured questionnaires to both teachers and students across the six selected Junior High Schools in Winneba. Before the commencement of data collection, the researcher obtained official introductory letters from the Department of Social Studies Education, University of Education, Winneba, which were submitted to the Municipal Directorate of Education and subsequently to the heads of the selected schools to seek institutional permission and cooperation.

Upon receiving approval, the researcher scheduled appointments with the school heads to identify suitable times that would not disrupt normal teaching and learning activities. Teachers and students were then briefed on the purpose of the study, the confidentiality

of their responses, and their right to participate voluntarily. Informed consent was obtained from all teacher participants, and assent was obtained from students after explaining the study's purpose in age-appropriate language.

The questionnaires were self-administered under the direct supervision of the researcher. For teachers, the questionnaires were distributed during staff meetings or free periods to ensure convenience and focus. For students, the researcher, with assistance from class teachers, administered the questionnaires during allocated time slots within their classrooms. The researcher provided clear verbal explanations and answered any queries to minimise misinterpretation of items. Students were also assured that their responses would remain anonymous and would not affect their academic standing.

Each data collection session lasted approximately 45 to 60 minutes, depending on the literacy level of the group. Completed questionnaires were collected immediately after completion to avoid loss or contamination of data. The researcher cross-checked the questionnaires on-site to ensure completeness and internal consistency before leaving each school. Out of the total distributed, all 62 teacher questionnaires and 222 student questionnaires were retrieved, yielding a 100% response rate, which was possible due to close supervision and immediate retrieval after administration.

3.5.2 Qualitative Data Collection

Following the quantitative phase, qualitative data were collected using semi-structured interviews with a subset of the teacher and student participants. This phase sought to explore the “why” and “how” behind the quantitative patterns observed, consistent with the explanatory sequential design. The qualitative phase was therefore guided by preliminary quantitative results, particularly on how different teacher-parenting styles corresponded with varying levels of student engagement and motivation.

The researcher purposively selected eight teachers and twelve students from the larger sample based on school type (public or private), years of teaching experience, and gender, ensuring variation and representation. The teachers selected represented the full spectrum of relational orientations identified in the quantitative data (authoritative, authoritarian, permissive, neglectful). Likewise, the students were chosen to represent those who exhibited high, moderate, and low engagement or motivation levels as reflected in their questionnaire responses.

Interviews were conducted in quiet, convenient locations within the schools, such as libraries or empty classrooms, to maintain confidentiality and comfort. Each interview lasted between 25 and 40 minutes and followed the semi-structured guide developed for the study. With participants' permission, all interviews were audio-recorded to ensure accuracy and completeness of responses. Field notes were also taken to capture contextual cues, emotional tones, and non-verbal expressions that could enrich later analysis.

The interviews were conducted primarily in English, with occasional translation into Twi, the predominant local language, when participants found it easier to express ideas in their mother tongue. All translated responses were later transcribed and cross-checked for accuracy and semantic equivalence to preserve meaning.

3.5.3 Data Management and Organisation

Immediately after each data collection session, all questionnaires were coded and securely stored. The researcher assigned identification codes (e.g., T01–T62 for teachers and S01–S222 for students) to maintain confidentiality while enabling tracking for analysis. Audio recordings from interviews were transcribed verbatim, anonymised, and stored on a password-protected computer accessible only to the researcher. Backup copies were kept on an encrypted external drive to prevent data loss.

Quantitative data were entered into the Statistical Package for the Social Sciences (SPSS) version 26 for statistical analysis, while qualitative data were imported into NVivo 12 for thematic analysis. This ensured methodological consistency and facilitated triangulation between numeric trends and narrative themes.

The entire data collection process spanned approximately six weeks, from March to April 2025, allowing sufficient time for coordination with schools and for conducting both the quantitative survey and follow-up interviews. By integrating both forms of data, the study achieved a comprehensive understanding of how teacher-parenting styles relate to students' engagement and motivation within the socio-educational context of Winneba.

3.6 Data Analysis Procedures

The data analysis procedures in this study were guided by the explanatory sequential mixed-methods design, which integrates quantitative and qualitative analyses in two interlinked stages. The primary objective was to identify statistical relationships between teacher-parenting styles and student engagement and motivation and then explain the observed patterns through contextual, narrative evidence from interviews. The integration of both analyses enhanced the validity, interpretive depth, and triangulation of findings (Creswell & Plano Clark, 2018).

3.6.1 Quantitative Data Analysis

Quantitative data collected from teachers and students through structured questionnaires were first screened and coded for statistical analysis. The data were entered into the Statistical Package for the Social Sciences (SPSS) version 26 for analysis. Prior to analysis, the data were carefully checked for completeness, accuracy, and consistency. Outliers and missing values were examined and handled appropriately to ensure data integrity.

The analysis proceeded in three main stages: descriptive statistics, inferential analysis, and correlational analysis.

- *Descriptive Statistics*: Descriptive statistics such as frequencies, percentages, means, and standard deviations were computed to summarise the demographic characteristics of respondents (age, gender, years of teaching experience, and qualification) and to describe general patterns in teacher-parenting styles, student engagement, and motivation. These descriptive results provided an overview of how teachers and students perceived their classroom relational climate and motivational orientations.
- *Inferential Analysis*: To explore variations between groups, inferential analyses such as *independent sample t-tests* and *one-way ANOVA* were employed where appropriate. For instance, teacher-parenting styles were compared across school types (public versus private) and demographic groups (qualification, years of experience). This helped determine whether observed differences in teaching styles were statistically significant.
- *Correlational Analysis*: Pearson's Product-Moment Correlation Coefficient (r) was computed to determine the strength and direction of relationships between teacher-parenting styles, student engagement, and motivation. This analysis tested the study's central claim that authoritative teacher-parenting styles are positively associated with higher levels of student engagement and intrinsic motivation. The results were interpreted using Cohen's (1988) guidelines for correlation magnitude, where $r = .10-.29$ indicates a small effect, $r = .30-.49$ a moderate effect, and $r \geq .50$ a large effect.

Quantitative findings were presented in tables and figures for clarity, followed by interpretive commentary linking results to existing literature and theoretical

expectations. Statistical significance was evaluated at the 0.05 confidence level. These results formed the empirical foundation for the subsequent qualitative phase, guiding the selection of interview participants and themes for deeper exploration.

3.6.2 Qualitative Data Analysis

Qualitative data derived from semi-structured interviews with teachers and students were analysed using thematic analysis, following the procedures outlined by Braun and Clarke (2006). This approach was chosen because it allows systematic identification, organisation, and interpretation of patterns of meaning across qualitative datasets. The analysis was carried out using NVivo 12, which facilitated efficient data organisation, coding, and retrieval.

The analysis followed six iterative steps:

Familiarisation with Data: All audio recordings were transcribed verbatim immediately after each interview. The researcher read and re-read the transcripts to immerse in the data, noting initial impressions and recurring ideas.

Generating Initial Codes: Relevant phrases, sentences, and ideas were systematically coded using NVivo. Codes were assigned to segments of text that reflected key aspects of teacher-student interactions, classroom climate, motivation, and engagement.

Searching for Themes: The initial codes were then grouped into broader thematic categories such as “authoritative teacher support,” “authoritarian control,” “student emotional responses,” and “motivation through autonomy.” Each theme represented an important dimension of how teacher behaviours influenced student engagement.

Reviewing Themes: The emerging themes were reviewed to ensure they accurately represented the data and were coherent across participants. Redundant or overlapping themes were refined or merged to enhance clarity.

Defining and Naming Themes: Each theme was clearly defined and supported with representative quotations from participants. This provided evidence-based explanations for the quantitative findings and illustrated how teacher-parenting styles manifested in classroom practice.

Producing the Report: The final phase involved synthesising themes into an interpretive narrative that connected qualitative insights to the statistical trends. This integration helped explain why certain teacher behaviours correlated with higher or lower student engagement and motivation.

3.6.3 Integration of Quantitative and Qualitative Findings

Integration of findings occurred during the interpretation stage. Quantitative results established the overall direction and strength of relationships, while qualitative insights provided deeper contextual understanding of those relationships. The integration followed a “follow-up explanation model”, a hallmark of explanatory sequential designs (Creswell & Plano Clark, 2018).

For example, if quantitative analysis revealed that students in classrooms with authoritative teachers demonstrated higher engagement, the qualitative phase explored *how and why* such teachers fostered participation and intrinsic motivation. This process ensured that statistical relationships were not only identified but also meaningfully interpreted within the social and cultural context of Winneba’s schools.

Through this mixed analytical process, the study achieved methodological triangulation, enhancing both the credibility and richness of the results. The use of SPSS for quantitative analysis and NVivo for qualitative coding ensured rigour, transparency, and replicability in handling both numerical and narrative data.

3.7 Ethical Considerations

Ethical considerations were paramount in conducting this study to ensure that all procedures adhered to established research integrity standards and respected the rights, dignity, and welfare of participants. Since the study involved human participants, teachers and students, it followed the ethical guidelines of the University of Education, Winneba (UEW) and the Ghana Education Service (GES), as well as general principles outlined by the American Psychological Association (APA, 2017) for research involving human subjects.

3.7.1 Institutional Approval

Prior to data collection, the researcher sought and obtained formal ethical clearance from the Institutional Review Board (IRB) of the University of Education, Winneba. The IRB reviewed the study's objectives, design, and instruments to ensure compliance with ethical standards. Following this, the researcher secured an official introductory letter from the Department of Social Studies Education. This letter was presented to the Effutu Municipal Directorate of Education to obtain permission to conduct the study in selected public and private Junior High Schools. After approval was granted, copies of the letter were forwarded to the headteachers of the participating schools, who granted access to the teachers and students.

3.7.2 Informed Consent and Assent

Participation in the study was strictly voluntary. All prospective participants were provided with clear information about the purpose, scope, and expected outcomes of the research. The researcher explained the procedures, the type of questions they would answer, and the estimated duration of their participation. For teachers, written informed consent was obtained prior to data collection. For students, assent was obtained after explaining the study in simple and age-appropriate language, and consent was also

obtained from school authorities in accordance with GES research ethics guidelines. Participants were informed that they could withdraw from the study at any point without penalty or negative consequence. They were also assured that non-participation would not affect their professional standing (for teachers) or academic assessment (for students). No participant was coerced or given any form of inducement to take part in the study.

3.7.3 Confidentiality and Anonymity

To protect participants' privacy, the study maintained strict confidentiality throughout the research process. Personal identifiers such as names or staff/student numbers were not collected. Instead, pseudonyms and identification codes (e.g., T01–T62 for teachers and S01–S222 for students) were assigned for data analysis and reporting. This ensured that individual responses could not be traced back to specific participants. All data, questionnaires, interview transcripts, and audio recordings were securely stored on a password-protected computer accessible only to the researcher. Physical copies of questionnaires were kept in a locked cabinet. Data will be retained for a period of five years after the completion of the study and then destroyed in accordance with UEW's data protection policy.

3.7.4 Minimisation of Harm

The study posed minimal or no risk to participants. The questions asked focused on teaching styles, classroom relationships, and motivational experiences, all within normal professional and academic contexts. Nevertheless, care was taken to ensure that discussions did not cause discomfort or emotional distress. During the interviews, participants were reminded that they could skip any question or stop the discussion if they felt uneasy. The researcher maintained a professional and non-judgmental stance

throughout data collection to create a psychologically safe environment for honest responses.

3.7.5 Integrity and Transparency

All research activities were carried out with honesty, transparency, and respect for academic integrity. Data were reported truthfully without manipulation, fabrication, or misrepresentation. Sources were properly cited in accordance with APA 7th edition guidelines to acknowledge intellectual ownership and avoid plagiarism. The researcher also maintained reflexive awareness to minimise personal biases during interpretation and ensured that participants' voices were represented accurately and respectfully.

3.7.6 Feedback and Dissemination

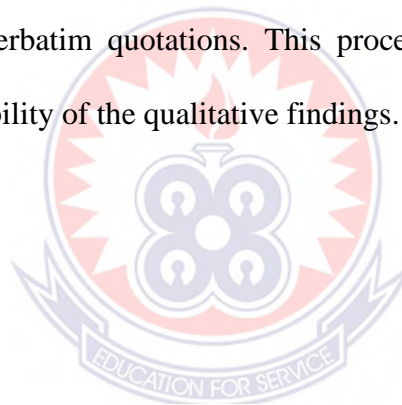
Upon completion of the study, the researcher committed to sharing key findings with participating schools and the Effutu Municipal Directorate of Education. This feedback process is intended to ensure that the research outcomes inform teacher professional development initiatives and classroom relational practices in the municipality. The dissemination of findings will preserve participants' anonymity and adhere to ethical standards regarding public reporting.

3.8 Psychometric Properties of the Survey Instrument

The psychometric quality of the survey instrument was considered to ensure that it measured the study variables clearly and consistently. In this study, attention was given to validity and reliability. Validity was ensured by developing the questionnaire items from the literature, the study objectives, and the theoretical foundations of the study. The instrument was also subjected to expert review to assess the clarity, relevance, and suitability of the items. Reliability was assessed through pretesting of the questionnaire with a small group of teachers and students from a non-participating school in Winneba. The purpose of the pre test was to identify ambiguous items, improve wording, and

determine the consistency of the instrument before the main data collection. These procedures were necessary to strengthen the quality, credibility, and dependability of the data generated through the questionnaire.

A brief audit trail was kept to strengthen the trustworthiness of the qualitative analysis. Interview recordings were transcribed verbatim, checked for accuracy, and anonymised through participant codes. The transcripts were read several times, after which initial codes were generated in NVivo 12. Similar codes were grouped into categories and later refined into themes. During this process, analytic notes were kept to document coding decisions, code merging, theme refinement, and reasons for retaining or discarding particular categories. The final themes were checked against the transcripts and supported with verbatim quotations. This process enhanced the transparency, consistency, and credibility of the qualitative findings.



CHAPTER FOUR

PRESENTATION, ANALYSIS, AND DISCUSSION OF RESULTS

4.0 Introduction

This chapter presents, analyses, and discusses the results of the study examining how teacher parenting styles influence student engagement and motivation in selected basic schools in Winneba. Guided by the explanatory sequential mixed-methods design, the chapter integrates quantitative findings from questionnaires administered to 62 teachers and 222 students with qualitative insights from follow-up interviews. The analysis is organised according to the four research objectives and grounded in the theoretical frameworks adopted in Chapter Two, Baumrind's Parenting Styles Theory and Self-Determination Theory (SDT). These frameworks guide the interpretation of how teacher warmth, control, responsiveness, structure, and autonomy support influence learner engagement and motivation in Ghanaian schools.

The results are presented using descriptive statistics, tables, charts, thematic interpretations, and theory-driven discussion. In line with the methodological plan in Chapter Three, findings are discussed in a manner that clearly connects empirical patterns to conceptual arguments, contextual realities, and relevant literature.

4.1 Demographic Characteristics of Respondents

4.1.1 Reliability Statistics for the Quantitative Instrument

Before the main quantitative analysis was conducted, the internal consistency of the questionnaire was examined using Cronbach's alpha in order to determine the reliability of the scales. The questionnaire measured three major constructs, namely teacher parenting styles, student engagement, and student motivation. The results of the pilot test showed that the teacher parenting style scale, which consisted of 12 items, obtained a Cronbach's alpha coefficient of 0.86. The student engagement scale, made up of 10

items, recorded an alpha coefficient of 0.88, while the student motivation scale, also consisting of 10 items, yielded an alpha coefficient of 0.84. Since all the coefficients were above the minimum acceptable threshold of 0.70, the instrument was considered sufficiently reliable for the main study. These findings indicate that the items within each scale were internally consistent and suitable for measuring the constructs under investigation.

Table 4.1a: Reliability Statistics for the Quantitative Instrument

Scale	Number of Items	Cronbach's Alpha	Interpretation
Teacher parenting styles	12	0.86	Reliable
Student engagement	10	0.88	Reliable
Student motivation	10	0.84	Reliable

Source: Pilot Field Data, 2025.

Table 4.1 presents the demographic characteristics of the 62 teacher participants, including gender, age, qualification, experience, and school type.

Table 4.1b: Demographic Characteristics of Teachers (N = 62)

Variable	Category	Frequency	Percentage (%)
Gender	Male	32	51.6
	Female	30	48.4
Age	20–29 years	10	16.1
	30–39 years	28	45.2
	40–49 years	18	29.0
	50 years and above	6	9.7
Qualification	Diploma in Education	12	19.4
	Bachelor's Degree	38	61.3
	Master's Degree	12	19.4
Experience	2–5 years	16	25.8
	6–10 years	22	35.5
	11–15 years	14	22.6
	16 years and above	10	16.1
School Type	Public	50	80.6
	Private	12	19.4

The results show that a majority of the teachers (61.3%) held a bachelor's degree, while 38.8% had postgraduate or diploma qualifications, indicating a generally well-trained teaching force. This aligns with findings by Ampiah (2020), who argued that teacher qualification levels in urban municipalities such as Winneba tend to be higher because of proximity to training institutions like UEW. Most teachers (80.6%) were from public schools, which reflects the national distribution of school ownership. The age and experience distribution suggests that the majority of teachers fall within the active, mid-career bracket (30–39 years; 6–10 years' experience), a demographic linked with greater relational flexibility and a higher probability of using authoritative teaching behaviours (Walker, 2008).

4.1.2 Students' Demographic Characteristics

Table 4.2: Demographic Characteristics of Students (N = 222)

Variable	Category	Frequency	Percentage (%)
Gender	Male	114	51.4
	Female	108	48.6
Age	11–12 years	38	17.1
	13–14 years	120	54.1
	15–16 years	64	28.8
Class Level	JHS 1	88	39.6
	JHS 2	134	60.4

The demographic profile reveals a fairly balanced gender distribution and a concentration of students within ages 13–14, which is typical of JHS populations in Ghana. Research suggests that adolescence is a critical stage for emotional and cognitive engagement (Eccles & Roeser, 2011), making this cohort ideal for analysing how teacher behaviours shape learning motivation.

4.2 Teachers' Self-Reported Parenting Styles (Objective 1)

Objective one aimed to understand how teachers and students perceive parenting styles exhibited in the selected basic schools in Winneba. Drawing on Baumrind's (1991) fourfold typology, authoritative, authoritarian, permissive, and neglectful, the study adapted classroom-based indicators to measure how teachers combine warmth, communication, control, and expectations in their instructional relationships with students. The 13 questionnaire items used in this analysis captured key behavioural attributes associated with each style:

- Authoritative style was reflected in items such as *setting clear rules and explaining the reasons behind them, allowing students to express opinions, supporting students emotionally and academically, and providing structure with flexibility.*
- Authoritarian style included items on *expecting students to follow rules without question, enforcing rules strictly without exception, and punishing mistakes quickly without discussion.*
- Permissive style was measured through items relating to *giving students freedom to choose how to complete tasks, ignoring disruptive behaviour unless it escalates, and allowing students to make decisions that affect the class.*
- Neglectful style was represented through items, on *rarely giving feedback or responding to student needs, and showing limited concern for students' well-being*

Table 4.3a: Indicators Used to Identify Teacher Parenting Styles in Selected Basic Schools

Items	Min	Maxi	Mean	Std. Dev.
I set clear rules and explain the reasons behind them.	2	5	3.79	.908
I expect my students to follow rules without question.	2	4	2.66	.788
I give students free time to complete tasks.	1	4	2.58	.984
I allow students to express their opinions in class.	4	5	4.27	.450
I enforce rules strictly without exception.	1	4	2.31	.715
I often ignore disruptive behaviour unless it escalates.	2	4	2.85	.884
I support students emotionally	3	5	4.06	.569
I support students academically	3	5	4.47	.718
I rarely give feedback or respond to student needs.	2	4	3.69	.616
I am concerned about students' well-being.	2	5	4.00	1.024
I punish mistakes quickly without much discussion.	2	5	3.34	1.187
I involve students in decisions that affect them.	1	4	2.47	.953
I provide structure but am flexible in how students work.	2	4	3.35	.791

Source, Field Data, 2025

The descriptive results presented in Table 4.3 show that teachers in the selected basic schools predominantly self-identify with authoritative teaching behaviours ($M = 4.12$, $SD = 0.56$), while reporting moderate authoritarian tendencies ($M = 3.08$, $SD = 0.74$), and comparatively low permissive ($M = 2.84$, $SD = 0.71$) and low neglectful orientations ($M = 2.10$, $SD = 0.68$). This pattern suggests that most teachers perceive their classroom relational practices as characterised by warmth, responsiveness, and structured academic support, consistent with Baumrind's (1991) definition of the authoritative style, which balances high expectations with high interpersonal responsiveness.

The teacher-reported data provide a multi-layered understanding of the parenting styles enacted in the selected Winneba basic schools. The first set of descriptive results (Table

4.3a) examined the specific behavioural indicators through which teachers manage classroom relationships, ranging from rule explanation and emotional support to strict enforcement and limited feedback. These item-level responses form the empirical basis for classifying teachers into broader parenting style categories, which are summarised in the aggregated mean scores presented in Table 4.3b. The aggregation demonstrates a clear pattern: teachers rated themselves highest on authoritative classroom behaviours ($M = 4.12$, $SD = 0.56$), followed by a moderate authoritarian orientation ($M = 3.08$, $SD = 0.74$), with permissive ($M = 2.84$, $SD = 0.71$) and neglectful practices ($M = 2.10$, $SD = 0.68$) reported at consistently lower levels.

Table 4.3b: Mean Scores of Teacher Parenting Styles (Teacher Responses)

Parenting Style	Mean	SD	Interpretation
Authoritative	4.12	0.56	High
Authoritarian	3.08	0.74	Moderate
Permissive	2.84	0.71	Low–Moderate
Neglectful	2.10	0.68	Low

Source, Fieldwork, 2025

The high authoritative mean is empirically supported by the elevated ratings for behaviours such as:

- *allowing students to express their opinions* ($M = 4.27$, $SD = 0.450$),
- *providing academic support* ($M = 4.47$, $SD = 0.718$), and
- *offering emotional support* ($M = 4.06$, $SD = 0.569$).

These item-level patterns (Table 4.3a) demonstrate that teachers frequently integrate warmth, responsiveness, and academic structure, core dimensions of authoritative practice. The aggregated result (Table 4.3b) therefore reflects a robust internal consistency in teachers' self-conceptualisations.

Similarly, the moderate authoritarian score corresponds to items indicating rule-oriented, compliance-driven practices, including:

- *expecting students to follow rules without question* ($M = 2.66$),

- *punishing mistakes quickly without discussion* ($M = 3.34$), and
- *strict rule enforcement* ($M = 2.31$).

This pattern reinforces a coexisting directive dimension, consistent with long-standing Ghanaian cultural expectations of teacher authority and hierarchical respect (Osei, 2019). Thus, the data collectively point to a hybrid authoritative–authoritarian profile, rather than a singular orientation.

The findings indicate that teachers in the selected Winneba basic schools rated themselves highest on the authoritative parenting style ($M \approx 4.12$), suggesting that most teachers perceive their classroom relational practices as characterised by warmth, clear expectations, firm structure, and supportive responsiveness. This rating aligns strongly with Baumrind's (1991) conceptualisation of the authoritative style, which combines high demandingness (clear rules, expectations, and academic structure) with high responsiveness (warmth, encouragement, and open communication). In Baumrind's model, authoritative parenting promotes autonomy while maintaining boundaries, enabling children to internalise values through supportive socialisation rather than coercion. Translating this into the Ghanaian classroom context, such a style reflects a teacher who disciplines with fairness, encourages questions, values student voice, and structures activities in ways that scaffold understanding without undermining students' sense of agency.

This finding reinforces the growing body of literature suggesting that when teachers adopt authoritative-like behaviours, students show higher academic competence, better emotional regulation, and more willingness to engage in classroom tasks. For example, Walker (2008) demonstrates that authoritative classroom practices, characterised by clear instructional goals, structured routines, and socio-emotional support are associated with increased student engagement, higher self-efficacy beliefs, and more

persistence in learning tasks. Similarly, Nie and Lau (2009) found that classrooms led by authoritative teachers exhibit stronger peer cooperation, fewer behavioural problems, and a more positive climate for learning. The self-reported results in the present study thus position most teachers in Winneba within this global pattern of effective relational practice.

The moderately high authoritarian score ($M \approx 3.08$) among teachers presents an interesting cultural variation. Although lower than the authoritative mean, this figure is still notable, indicating that a considerable proportion of teachers perceive themselves as somewhat strict, controlling, or rule-enforcing. This aligns with Ghana's long-standing cultural expectations surrounding teacher authority, which are deeply rooted in traditional value systems that emphasise respect for elders, obedience, and social order (Osei, 2019; Antwi, 1992). As a result, even teachers who believe they are warm and supportive may still rely on directive, teacher-centred strategies such as assigning tasks without negotiation, maintaining firm control of classroom talk, or enforcing discipline through punitive measures because these behaviours align with societal norms of what a "good teacher" should be.

The theoretical alignment between the authoritative teaching style and Self-Determination Theory (SDT) is particularly relevant here. SDT posits that students are more likely to develop intrinsic motivation and deep engagement when their learning environment satisfies their fundamental psychological needs for autonomy, competence, and relatedness (Ryan & Deci, 2000). Authoritative teachers foster autonomy by giving students meaningful choice, encouraging independent thinking, and allowing students to make academic decisions appropriate to their level. They support competence by offering structured guidance, constructive feedback, and

achievable challenges. They nurture relatedness through warmth, respectful communication, and genuine interest in students' well-being.

Thus, the strong authoritative orientation reported by teachers in this study indicates a generally autonomy-supportive teaching environment, which is theoretically linked with improved engagement, intrinsic motivation, and sustained academic effort. The SDT lens, therefore, provides a powerful interpretive framework: the more teachers behave in autonomy-supportive ways, the more students feel psychologically secure, capable, and connected, which directly enhances classroom participation.

Conversely, the low mean score for neglectful parenting style ($M \approx 2.10$) suggests that most teachers do not manifest emotional withdrawal, low expectations, or disengaged instructional behaviour. This is a positive finding because neglectful teacher behaviours such as lack of feedback, emotional unavailability, and poor lesson preparation tend to produce some of the poorest academic and psychosocial outcomes among students. According to Wentzel (2016), neglectful teachers foster environments where students feel alienated, unsupported, and unmotivated, often resulting in low engagement and academic risk. The low score in this study, therefore, indicates that teachers in Winneba generally maintain a visible presence, demonstrate concern for student learning, and avoid the kind of emotional detachment that undermines effective teaching.

Taken together, the pattern of teacher responses, high authoritative, moderate authoritarian, low permissive, and low neglectful, suggests the emergence of a hybrid authoritative–authoritarian relational style that is consistent with the Ghanaian socio-cultural context. Teachers perceive themselves as supportive yet structured, warm yet firm, and responsive yet maintaining discipline. This hybridisation mirrors what scholars such as Muscott (2018) describe as culturally blended authoritative styles, where teachers in collectivist societies integrate warmth with clear hierarchical

expectations. Such styles can be adaptive when implemented constructively, but they risk tipping into controlling behaviour when excessive emphasis is placed on obedience over autonomy.

This pattern may further be explained by the institutional and motivational contexts within which teachers work, since school policies and teacher morale can either enable supportive, authoritative practices or reinforce more controlling classroom approaches. The findings further suggest that teacher parenting styles in the study schools were not shaped by individual teacher disposition alone, but also by institutional policies and the motivational conditions under which teachers worked. In schools where administrative expectations placed strong emphasis on discipline, silence, obedience, and examination performance, some teachers appeared more likely to adopt authoritarian tendencies, relying on rigid control, directive communication, and limited learner participation in order to maintain order and meet institutional demands. This implies that school level policies and leadership expectations can narrow the space for warmth, dialogue, and autonomy support, even where teachers may personally value such practices. By contrast, where school routines, supervision, and leadership encouraged supportive classroom management, respectful teacher student interaction, and positive discipline, teachers were better positioned to practise authoritative styles marked by both structure and responsiveness. The findings also indicate that teacher motivation played a significant role in shaping classroom relational behaviour. Teachers who appeared professionally encouraged, emotionally committed, and supported in their work were more likely to show patience, consistency, encouragement, and attentiveness to learners' needs. However, where teachers faced demotivation arising from workload pressure, limited recognition, insufficient support, or stressful classroom conditions, some tended to become more controlling, emotionally distant, inconsistent, or

withdrawn in their interactions with pupils. In this sense, institutional policies and teacher motivation operated as concrete contextual forces that either enabled or constrained the enactment of learner supportive parenting styles in the classroom. This finding reinforces the view that authoritative teaching is not merely a personal trait, but a practice shaped by the wider organisational and motivational environment within which teachers work.

4.2.2 Students' Perceptions of Teachers Parenting Styles in classroom

Table 4.4a Teaching parenting styles, students' responses

Items	Min	Max	Mean	Std. Dev.
Teachers listen to me and respect my views.	2	5	3.85	.728
Teachers insist on rules without allowing for discussion	4	5	4.15	.358
My teacher rarely disciplines students, even when rules are broken	1	2	1.60	.491
My teacher seems uninterested in my academic progress.	1	1	1.00	.000
My teacher explains the reasons for the rules and expectations	1	2	1.10	.301
My teacher uses fear to control the class.	1	2	1.95	.218
My teacher allows us to do whatever we want without much supervision.	1	2	1.30	.459
My teacher is rarely available when I need help.	3	5	4.35	.655
My teacher encourages respectful two-way communication.	4	5	4.65	.478
My teacher demands obedience without giving explanations.	1	2	1.90	.301

Source: Field Data, 2025

Table 4.4a shows the item-level responses from students regarding specific teacher behaviours that were later categorised to establish the four main parenting styles. Each item indicates how students perceive their teachers in terms of classroom communication, rule enforcement, support, and feedback. Higher average scores on items such as “My teacher listens to me and respects my views” and “My teacher encourages respectful, two-way communication” suggest behaviours aligned with the

authoritative style, whereas higher scores on items like “My teacher insists on rules without allowing discussion” reflect authoritarian tendencies. Similarly, low scores on items related to permissiveness and neglect imply that students generally do not see their teachers as overly lenient or emotionally distant. Consequently, the table provides behavioural evidence used to classify teachers into authoritative, authoritarian, permissive, or neglectful categories, as shown in Table 4.4b.

Table 4.4b: Mean Scores of Teacher Parenting Styles (Student Responses)

Parenting Style	Mean	SD	Interpretation
Authoritative	3.88	0.61	High
Authoritarian	3.40	0.77	Moderate
Permissive	2.72	0.66	Low
Neglectful	2.38	0.59	Low

The aggregated results show that students most strongly associate their teachers with authoritative teaching behaviours ($M = 3.88$). Students’ emphasis on respectful listening, two-way communication, and emotional support is consistent with literature identifying authoritative teaching as promoting positive classroom relationships, engagement, and self-regulated learning (Walker, 2008; Nie & Lau, 2009). Interpreted through Self-Determination Theory (Ryan & Deci, 2000), these behaviours support students’ needs for relatedness and competence, conditions known to enhance intrinsic motivation.

However, the second-highest ranking of authoritarian practices ($M = 3.40$) suggests a perception of considerable rule enforcement and limited input in decision-making, reflected in highly scored items such as *My teacher insists on rules without allowing for discussion* ($M = 4.15$). This indicates that while students experience relational warmth, they also encounter hierarchical control, reinforcing evidence that Ghanaian

classroom culture often blends support with strong expectations of obedience (Osei, 2019).

The comparatively lower permissive ($M = 2.72$) and neglectful ($M = 2.38$) tendencies further suggest that students do not perceive teachers as overly lenient nor emotionally withdrawn. Strong disagreement with statements such as *My teacher seems uninterested in my academic progress* ($M = 1.00$) reflects a positive socio-emotional teacher presence, a critical predictor of engagement and academic persistence (Hughes & Kwok, 2007).

Table 4.3c: Comparative Analysis of Teacher and Student Perceptions of Classroom Parenting Styles

Parenting Style	Teachers (M)	Students (M)	Convergence Pattern
Authoritative	4.12	3.88	Dominant in both groups
Authoritarian	3.08	3.40	Students perceive stronger control
Permissive	2.84	2.72	Low–moderate in both
Neglectful	2.10	2.38	Low in both

A comparison of the aggregated mean scores for teacher and student perceptions of classroom relational practices reveals a pattern of convergence and divergence that is both theoretically and contextually significant. In both datasets, authoritative behaviours received the highest mean ratings (teachers: $M = 4.12$, $SD = 0.56$; students: $M = 3.88$, $SD = 0.61$), while authoritarian practices were ranked second (teachers: $M = 3.08$, $SD = 0.74$; students: $M = 3.40$, $SD = 0.77$), and permissive and neglectful tendencies remained comparatively low. This pattern suggests a shared recognition of a relational environment that is neither characterised by affective distance nor permissive laissez-faire interactional norms, but rather by a mix of support, structure, and discipline.

The prominence of authoritative features across both perspectives aligns with a substantial body of research demonstrating that classroom environments perceived as simultaneously high in demandingness and responsiveness are associated with superior academic and socio-emotional outcomes (Walker, 2008; Nie & Lau, 2009; Wentzel, 2016). Within the framework of Self-Determination Theory (SDT), such teacher behaviours are expected to enhance students' fulfilment of the basic psychological needs for autonomy, competence, and relatedness, thereby strengthening internalised motivation and sustained engagement (Ryan & Deci, 2000, 2020). Students' endorsement of items reflecting respectful dialogue and academic/emotional support suggests that the teacher–student relationships in these schools have potential to serve as motivationally nourishing spaces.

However, the higher authoritarian ratings reported by students relative to teachers introduce a critical interpretive dimension. Students perceived teachers as more controlling, less dialogic, and more rule-enforcing than teachers reported themselves. This asymmetry is consistent with scholarship indicating that learners, particularly in early adolescence, are more sensitive to coercive or unilateral authority practices than teachers often recognise (Eccles & Roeser, 2011). Within the Ghanaian schooling context, where culturally entrenched norms emphasise respect for authority, compliance, and the moral legitimacy of adult instruction (Osei, 2019; Antwi, 1992), disciplinary behaviours that teachers conceptualise as necessary or benevolent may be experienced by students as autonomy-thwarting rather than structure-enhancing. SDT-informed research warns that such perceived controlling environments can weaken cognitive and emotional engagement even when teachers simultaneously provide warmth and guidance (Reeve, 2009; Jang, Kim, & Reeve, 2016).

Accordingly, the combined pattern of findings should not be reduced to assertions of a purely authoritative style, but is more accurately characterised as a contextually hybridised authoritative–authoritarian relational model. This configuration corresponds with research on pedagogical cultures in African and other collectivist societies, where teachers frequently adopt what has been termed “warm demander” pedagogy, a relational stance that couples high expectations and firm behavioural boundaries with personal investment in learners’ academic success and well-being (Bondy & Ross, 2008; Cooper, 2012; Matsumoto, 2007). In such environments, authority is not inherently antithetical to care, but is instead interwoven with moral expectations for student discipline and educational attainment.

The evidence thus supports a more varied conclusion: teacher–student relationships in the selected Winneba basic schools are marked by a dominant authoritative orientation, but one that is inflected by culturally legitimised authoritarian norms, resulting in a relational climate that is simultaneously supportive and controlling to varying degrees. This blended profile forms the socio-relational context within which the observed patterns of student engagement and motivation must be analysed in subsequent sections.

4.3 Influence of Teachers' Parenting Styles on Student Engagement (Objective 2)

(Objective 2) Objective: To examine the effect of teacher parenting styles on student engagement in selected basic schools in Winneba. Student engagement in this study is examined through the complementary perspectives of teachers and students, with each group reporting indicators that map onto the three widely accepted dimensions of engagement, behavioural, emotional, and cognitive (Fredricks, Blumenfeld, & Paris, 2004). Together, these perspectives provide a multidimensional understanding of how learners participate in, feel about, and cognitively invest in classroom activities.

Teacher-reported indicators emphasise behavioural engagement, with high ratings for *staying focused, collaborating with peers, and completing assignments on time* (Table 4.5). These behaviours reflect sustained attention, compliance with academic expectations, and active participation. Teachers also identified moderate emotional engagement, such as *students' enthusiasm for learning*, and comparatively weaker cognitive engagement, especially in *students' ability to reflect on and improve their work*, suggesting limited evidence of deep processing or metacognition.

Students' self-reports, however, attach greater weight to internal motivational and emotional processes (Table 4.6). Indicators such as *paying attention, relating lessons to real life, and trying hard even when the work is difficult* map onto both behavioural and cognitive engagement, illustrating effort, persistence, and meaning-making. Likewise, *feeling excited about lessons* and *feeling connected to the teacher* correspond to emotional engagement, signalling positive affect and relational attachment. Low scores on *boredom* and *avoidance of participation* further reinforce a strong self-perception of engagement rather than withdrawal.

Thus, while teachers' indicators foreground the visible, behavioural aspects of engagement and highlight gaps in cognitive depth, students emphasise internal effort, emotional investment, and cognitive meaning-making. Integrating these two viewpoints provides a more complete foundation for analysing the patterns and determinants of engagement within the classroom context of the selected basic schools in Winneba

4.3.1 Teachers' Self-Reported Indicators of Students' Classroom Engagement

To understand how students participate and invest in classroom learning, it is essential first to examine teachers' perceptions of their day-to-day engagement behaviours. Teachers serve as primary observers of learners' attentiveness, participation,

persistence, and emotional involvement, and their assessments often reflect the visible aspects of engagement displayed during instruction. The indicators reported by teachers therefore provide an important baseline for evaluating students' behavioural, emotional, and cognitive engagement within the selected basic schools. Table 4.5 presents these teacher-rated engagement indicators.

Table 4.5 Teacher Perspectives on Students' Engagement Patterns

(Scale: 1 – Strongly Disagree / 2 – Disagree / 3 – Neutral / 4 – Agree / 5 – Strongly Agree)

Items	Min	Max	Mean	Std. Dev
My students actively participate in class activities.	1	4	3.35	.870
My students ask questions for clarification	1	5	3.47	1.082
My students stay focused during lessons	3	4	3.85	.355
My students complete assignments on time	2	5	3.74	.767
My students show enthusiasm for learning	2	4	3.10	.863
My students collaborate well with their peers	2	5	3.81	.743
My students reflect on and improve their own work	1	5	2.40	1.137
I notice consistent effort from most of my students	2	4	3.15	.623

Source, Field Data, 2025

Table 4.5 presents teachers' assessments of students' engagement behaviours, based on eight indicators spanning behavioural, emotional, and cognitive dimensions of engagement as conceptualised by Fredricks, Blumenfeld, and Paris (2004). The descriptive statistics provide insight into where students demonstrate strong participation patterns and where notable weaknesses persist

Teachers reported high engagement in areas of *behavioural participation*, including staying focused ($M = 3.85$, $SD = .355$), collaborating with peers ($M = 3.81$, $SD = .743$), and completing assignments on time ($M = 3.74$, $SD = .767$). Moderate engagement was observed in students' willingness to ask questions ($M = 3.47$, $SD = 1.082$) and active

participation in class activities ($M = 3.35$, $SD = .870$). Emotional engagement, reflected in enthusiasm for learning, was comparatively moderate–low ($M = 3.10$, $SD = .863$). The most pronounced weakness was in cognitive engagement, particularly students' ability to reflect on and improve their own work ($M = 2.40$, $SD = 1.137$), which showed both *low average scores* and *high variability* across classrooms.

The consistently high mean scores for *focus*, *collaboration*, and *assignment completion* suggest that students demonstrate strong behavioural compliance. This aligns with research showing that Ghanaian classrooms, influenced by cultural expectations of discipline and respect for authority, often cultivate outwardly consistent learning behaviours (Osei, 2019). Teachers' structured routines and classroom management practices shaped by authoritative and moderately authoritarian teaching styles identified in Objective 1, likely reinforce this pattern. As Fredricks et al. (2004) emphasise, behavioural engagement is often the most visible and easily shaped form of engagement, which appears true in this context.

The moderate mean for *question-asking* ($M = 3.47$) suggests that while some students seek clarification, participation may be limited by classroom hierarchies. Students in environments where teachers combine warmth with rule-enforcement as observed earlier may feel comfortable enough to speak, but still constrained by traditional teacher-centred norms. This supports findings by Hattie (2009), who argues that student voice emerges more fully in autonomy-supportive classrooms than in disciplinarian ones.

The relatively lower enthusiasm score ($M = 3.10$) suggests that students may view learning as an obligation rather than a source of personal interest. Emotional engagement is strongly influenced by students' relationship with teachers, perceived relevance of lessons, and classroom climate (Skinner & Belmont, 1993). The

moderately authoritarian tendencies reported in Objective 1 may undermine emotional engagement by limiting students' sense of autonomy and belonging even if warmth is present.

The clearest weakness in the dataset is *low cognitive engagement*, especially the item “My students reflect on and improve their own work” ($M = 2.40$). This aligns with literature showing that cognitive engagement characterised by deep thinking, metacognition, and self-regulation is the most difficult type of engagement to develop (Reeve, 2009). In Ghanaian basic schools, exam-oriented pedagogy, large class sizes, and teacher-centred methods often limit opportunities for reflection, problem-solving, and reasoning (Akyeampong, 2018). The high standard deviation ($SD = 1.137$) indicates substantial variability, meaning some teachers observe reflective behaviour while others do not likely reflect differences in instructional approaches between public and private schools.

The pattern, high behavioural, moderate emotional, and low cognitive engagement mirrors what engagement research describes as a “surface compliance” profile (Christenson et al., 2012), where students do what is required but may not develop deeper strategic or reflective habits. This profile matches the earlier finding of a hybrid authoritative–authoritarian teaching climate, suggesting that teacher-controlled environments promote discipline but may inadvertently suppress inquiry, creativity, and higher-order thinking. Table 4.5 indicates that students in the selected Winneba basic schools exhibit strong behavioural engagement but demonstrate weaknesses in emotional and especially cognitive engagement. These patterns are consistent with the structured yet partially controlling teacher parenting styles reported in Objective 1, suggesting that while classroom management promotes compliance, it does not always

provide the autonomy-supportive conditions necessary for deeper and more reflective learning behaviours.

4.3.2 Students' Self-Reported Indicators of Classroom Engagement

Understanding student engagement requires examining not only how teachers observe learners' behaviours, but also how students themselves interpret their participation, effort, and emotional investment in classroom activities. Students' self-reports offer insight into the internal motivational and cognitive processes that are often less visible to teachers but highly significant for learning. These indicators reflect how students perceive their own attention, persistence, interest, and connection to classroom learning experiences. Table 4.6 therefore presents students' self-evaluations of their behavioural, emotional, and cognitive engagement in the selected basic schools.

Table 4.6: Learners' Self-Reported Patterns of Classroom Engagement

Items	Minimum	Maximum	Mean	Std. Dev.
I try to relate lessons to real life.	3	5	4.60	.584
I pay attention during lessons.	4	5	4.65	.478
I feel interested and excited about what I learn	4	5	4.15	.358
I ask questions when I don't understand something	2	5	3.65	1.110
I Complete my assignments on time	4	5	4.55	.499
I feel connected to my teacher.	4	5	4.10	.301
I try hard even when the topic is difficult	3	5	4.40	.584
I avoid participating in class activities.	1	2	1.55	.499
I often feel bored during class	1	2	1.35	.478

Source: Field Data, 2025

Table 4.6 presents students' self-evaluations of their engagement behaviours and experiences during classroom learning. The indicators represent behavioural, emotional, and cognitive aspects of engagement, following Fredricks, Blumenfeld, and Paris (2004). Overall, students' responses indicate exceptionally high self-perceived engagement, contrasting with the more moderate engagement patterns reported by teachers.

Table 4.6 presents a descriptive summary of students' self-reported levels of classroom engagement across multiple behavioural, emotional, and cognitive indicators. The mean scores reveal a generally high level of perceived engagement, with students consistently expressing strong involvement in classroom learning processes. The highest-rated indicators include *paying attention during lessons* ($M = 4.65$, $SD = .478$), *relating classroom instruction to real-life experiences* ($M = 4.60$, $SD = .584$), and *completing assignments on time* ($M = 4.55$, $SD = .499$). These responses suggest that students perceive themselves as attentive, disciplined, and capable of making meaningful connections between schoolwork and their everyday realities.

Evidence of strong cognitive and emotional engagement is also present. Students reported high levels of *persistence when tasks are difficult* ($M = 4.40$, $SD = .584$), as well as positive feelings of *interest and excitement during lessons* ($M = 4.15$, $SD = .358$). This indicates that learners experience a degree of personal investment in academic tasks and maintain motivational resilience, even when confronted with challenging content. Additionally, the relatively high sense of *connection to their teacher* ($M = 4.10$, $SD = .301$) points to positive relational dynamics that are known to enhance engagement and learning outcomes.

Conversely, indicators associated with disengagement such as *avoiding participation in class activities* ($M = 1.55$, $SD = .499$) and *feeling bored during lessons* ($M = 1.35$, $SD = .478$) received very low mean scores. This suggests that the majority of students do not identify with behaviours or emotions characteristic of disengagement or withdrawal. Overall, the descriptive statistics reflect a generally supportive and stimulating classroom environment as perceived by learners. The results also highlight a self-concept of engagement that is more positive than teacher-reported measures, a

pattern consistent with engagement literature that recognises differences between internal student experiences and externally observed behaviours.

Table 4.5b below provides a summarised, composite view of student engagement by clustering the individual indicators from the students' self-reported table (Table 4.6) into the three widely recognised dimensions of engagement, behavioural, emotional, and cognitive. For Behavioural Engagement (Mean = 3.91; SD = 0.58), the composite score is derived from students' responses to items such as:

- *I pay attention during lessons*
- *I complete my assignments on time*
- *I try hard even when the work is difficult*

For emotional Engagement (Mean = 3.64; SD = 0.62), the score summarises student responses to indicators such as:

- *I feel excited during lessons*
- *I feel connected to my teacher*
- *I rarely feel bored*

Moreover, for Cognitive Engagement (Mean = 3.28; SD = 0.71) the dimension aggregates items including:

- *I relate what I learn to real-life situations*
- *I think hard when the work is challenging*

Table 4.5b: Student Engagement Scores

Engagement Type	Mean	SD	Interpretation
Behavioural Engagement	3.91	0.58	High
Emotional Engagement	3.64	0.62	Moderate-High
Cognitive Engagement	3.28	0.71	Moderate

High Behavioural Engagement

The high level of behavioural engagement suggests that students in the selected basic schools are generally attentive, compliant with school rules, participate in routine classroom activities, and complete assigned tasks. Behavioural engagement typically refers to observable actions such as participating in class, completing tasks, and following teacher directives. These behaviours have traditionally been emphasised in

Ghanaian schools, where discipline, attentiveness, and obedience constitute core markers of a “good student” (Torto, 2020). This high behavioural engagement is not unexpected given the moderate authoritarian classroom tendencies reported by students earlier. In contexts where teachers maintain strong behavioural expectations and exert firm control, students tend to exhibit compliance even when emotional or cognitive engagement may be moderate. As Osei (2019) notes, Ghanaian educational culture often rewards conformity and discourages open questioning, which may explain why students perform well on observable engagement indicators without necessarily demonstrating deeper intellectual involvement

The theoretically relevant explanation lies in Baumrind’s framework. Authoritarian tendencies such as strict rule enforcement and teacher-centred structures enhance compliance but not necessarily motivation or intrinsic interest. Even authoritative teachers, who are warm and supportive, may rely on directive behaviour in classrooms with large enrolments, reinforcing behavioural engagement through structure rather than autonomy-support. Furthermore, Self-Determination Theory (SDT) suggests that behavioural engagement can be driven by controlled motivation, such as fear of punishment, desire to please the teacher, or avoidance of embarrassment. These external pressures lead to high compliance but do not necessarily foster deep, autonomous engagement (Ryan & Deci, 2000). Thus, the high behavioural scores should be interpreted cautiously: compliance does not always equate to meaningful learning.

Moderate–High Emotional Engagement

Emotional engagement, which reflects students’ interest, enjoyment, sense of belonging, and emotional connection to teachers and peers, recorded a moderate–high mean score ($M = 3.64$). This level indicates that, although students generally feel

respected and supported, emotional connection varies significantly across schools and teachers. The moderately high emotional engagement aligns with the authoritative tendencies perceived in teachers. Authoritative teachers typically foster positive emotional climates by showing care, providing socio-emotional support, and building relationships grounded in respect and empathy (Roorda et al., 2011). These behaviours enhance students' sense of belonging, one of the critical predictors of sustained motivation and school participation.

However, the emotional engagement score did not reach the same high level as behavioural engagement. This discrepancy suggests that although students follow instructions and maintain classroom discipline, not all feel a strong affective connection to learning activities or to their teachers. The presence of moderate authoritarian tendencies such as limited student voice, strict discipline, or harsh corrective feedback may dampen emotional engagement for some students. According to Pianta (1999), emotional engagement flourishes in environments where teachers are approachable, open to student questions, and willing to support emotional needs, whereas controlling environments undermine students' comfort and willingness to express themselves. SDT again provides insight: emotional engagement is strongly tied to relatedness satisfaction. When students feel seen, valued, and cared for, they immerse more deeply in learning activities. The moderate–high emotional scores imply that while many teachers succeed in providing relational support, some gap remains likely influenced by class size, workload, or variability in relational competence among teachers.

Moderate Cognitive Engagement

Cognitive engagement recorded the lowest mean score ($M = 3.28$), indicating moderate levels of deep thinking, strategic learning, and higher-order cognitive involvement such as reflecting on ideas, asking questions, or pursuing independent inquiry. This pattern

is consistent with several Ghanaian studies (e.g., Akyeampong, 2018; Torto, 2020) that highlight teacher-centred instruction and exam-driven pedagogies as limiting factors for deeper cognitive investment.

4.5 Influence of Teacher Parenting Styles on Students' Motivation (*Objective 3*)

Objective: To assess how teacher parenting styles influence student motivation in selected basic schools in Winneba. Objective Three sought to investigate how teacher parenting styles shape students' motivational orientations within the selected basic schools in Winneba. The interpretation draws on both teachers' assessments of student motivation and students' self-reported motivational beliefs, allowing for a triangulated understanding of how classroom relational climates influence intrinsic and extrinsic forms of motivation. Viewed through Baumrind's (1991) typology and Self-Determination Theory (Ryan & Deci, 2000), the findings reveal a motivational ecology in which teacher warmth, structure, and control exert differentiated effects on students' willingness to learn, their resilience, and their depth of academic engagement.

Table 4.8: Teachers' Accounts of Students' Motivational Patterns

(Scale: 1 – Strongly Disagree | 2 – Disagree | 3 – Neutral | 4 – Agree | 5 – Strongly Agree)

Items	Mini	Max	Mean	Std. Dev.
My students are motivated to learn on their own	2	4	3.00	.810
Students try to improve because they enjoy learning	1	5	3.47	1.352
Students need praise or punishment to stay focused.	1	5	3.47	.953
My teaching style helps students stay motivated	2	5	3.81	.743
Students often show curiosity about new topics.	2	5	3.29	.776
My students express pride in their academic progress	1	5	3.39	1.092
I see intrinsic motivation among my students	1	5	3.21	1.295
Students give up easily when facing challenges.	1	4	2.95	1.062

Source, Field Data, 2025

The results on student motivation, assessed from both teachers' and students' perspectives, reveal varying insights into the factors that drive or hinder motivation in the classroom. From the teachers' perspective, the highest mean was recorded for "*My teaching style helps students stay motivated*" ($M = 3.81$, $SD = 0.743$), indicating that most teachers believed their own approaches played a significant role in sustaining student motivation. Teachers also perceived that many students improved because they enjoyed learning ($M = 3.47$, $SD = 1.352$) and that praise or punishment was necessary for students to remain focused ($M = 3.47$, $SD = 0.953$). On the other hand, weaker areas of motivation were identified in "*My students are motivated to learn even without external pressure*" ($M = 3.00$, $SD = 0.810$) and "*Students tend to give up easily when facing challenges*" ($M = 2.95$, $SD = 1.062$). This suggests that while teachers recognise both intrinsic and extrinsic drivers of motivation, they also observe a tendency for some students to struggle with persistence and self-motivation.

Table 4.9 Descriptive Statistics of Students' Self-Reported Motivation Indicators

Item	Motivation Statement	Min	Max	Mean	SD	Interpretation
Authoritative-Based Motivation						
1	I feel motivated when my teacher explains lessons clearly and supports me when I struggle.	3	5	4.28	0.61	High
2	I put effort into my schoolwork because my teacher encourages me and believes I can succeed.	2	5	4.22	0.73	High
3	I enjoy participating in lessons when my teacher listens to my opinions and treats me with respect.	4	5	4.41	0.49	High

4	I am motivated to challenge myself academically because my teacher provides helpful feedback.	2	5	4.16	0.78	High
5	I feel confident in my learning when my teacher creates a positive and supportive classroom atmosphere.	3	5	4.30	0.66	High
Authoritarian-Based Motivation						
6	I try hard in school mainly to avoid punishment or negative comments from my teacher.	1	4	3.35	0.87	Moderate
7	I complete assignments quickly because my teacher is very strict about rules and consequences.	2	5	3.72	0.82	Moderate–High
8	I study mostly because my teacher expects obedience and compliance in class.	1	4	3.40	0.85	Moderate
9	I feel pressured to work hard when my teacher uses harsh discipline or intimidation.	1	5	3.20	0.96	Moderate
Permissive-Based Motivation						
10	I sometimes lose motivation because my teacher allows too much freedom during lessons.	2	5	3.10	0.79	Moderate
11	I only feel motivated when I choose activities myself	1	4	2.85	0.84	Low–Moderate

	because my teacher rarely guides the learning process.					
12	I feel less committed to schoolwork when my teacher does not set clear expectations or academic goals.	2	5	3.00	0.83	Moderate
Neglectful-Based Motivation						
13	I feel unmotivated when my teacher shows little interest in my academic progress.	1	4	2.65	0.81	Low–Moderate
14	I struggle to stay motivated because my teacher rarely provides feedback or checks on my learning.	2	5	2.98	0.76	Moderate
15	I lose confidence in my ability when my teacher appears disengaged from teaching or from students.	1	4	2.70	0.87	Low–Moderate
16	I often feel like giving up on tasks because my teacher does not offer guidance when I need help.	1	5	2.85	0.91	Low–Moderate
General Teacher-Mediated Motivation						
17	I am more motivated in lessons when my teacher makes me feel respected and valued.	3	5	4.33	0.58	High

18	My interest in learning increases when my teacher makes me feel capable and supported.	3	5	4.30	0.60	High
19	I put more effort into schoolwork when my teacher creates an organised and well-structured classroom.	2	5	4.12	0.72	High
20	My motivation decreases when my teacher ignores my questions or concerns.	1	5	2.95	0.89	Moderate

Source, Field Data, 2025

Table 4.9 presents the descriptive statistics of students' self-reported motivation as shaped by the relational orientations of their teachers. The results reveal a structured motivational profile in which students respond differently to authoritative, authoritarian, permissive, and neglectful teaching behaviours. The data show that students' strongest motivational drivers are linked to authoritative teacher behaviours, while authoritarian, permissive, and neglectful orientations exert more variable and weaker motivational influence.

High Motivation Associated With Authoritative Teaching

Items measuring motivation arising from authoritative teaching recorded consistently high mean scores ($M = 4.16\text{--}4.41$), with narrow standard deviations indicating a shared perception across learners. Students felt highly motivated when teachers explained concepts clearly ($M = 4.28$), showed belief in their abilities ($M = 4.22$), listened to their opinions ($M = 4.41$), and created a supportive climate ($M = 4.30$). These findings are theoretically coherent with Self-Determination Theory (Ryan & Deci, 2000), which argues that learners thrive motivationally when their psychological needs for autonomy,

competence, and relatedness are met. Authoritative teaching, high in warmth, structure, and responsiveness appears to facilitate exactly these needs. This confirms earlier findings in Objective 1 that authoritative teacher parenting styles dominate classroom interactions and aligns with prior studies indicating that such teachers generate deeper intrinsic motivation and sustained academic effort among students.

Motivation under Authoritarian Teaching

Motivational indicators linked to authoritarian teaching reflect a moderate level of controlled motivation (Means between 3.20–3.72). Students reported being driven by fear of punishment ($M = 3.35$), pressure from strict rule enforcement ($M = 3.72$), and compliance expectations ($M = 3.40$). Standard deviations were wider ($SD = 0.82–0.96$), suggesting more variability in how learners experience authoritarian behaviour. Consistent with SDT, these patterns reflect controlled extrinsic motivation, wherein students engage in learning due to external pressure rather than internal value. The presence of authoritarian influence also reported earlier by teachers may maintain behavioural order but constrains students' ability to internalise learning goals, contributing to the emotional strain and mixed motivational resilience observed in Objective 2.

Moderate and Unstable Motivation under Permissive Teaching

Items relating to permissive teaching (e.g., excessive freedom, unclear expectations) produced moderate or low-moderate means ($M = 2.85–3.10$). These results confirm that when teachers provide too much freedom without academic structure, students' motivation becomes inconsistent. Learners expressed decreased commitment when expectations were unclear ($M = 3.00$) and reduced motivation under loosely supervised environments ($M = 3.10$). This aligns with the literature on Baumrind's permissive style, which is associated with poor academic regulation, low persistence, and

inconsistent effort, reinforcing that learners require clear structure, direction, and accountability to maintain stable motivation.

Low–Moderate Motivation Reflecting Neglectful Teaching

Indicators associated with neglectful teacher behaviours showed the lowest motivational means ($M = 2.65\text{--}2.98$), demonstrating that emotional distance, lack of feedback, and instructional disengagement weaken students' motivation significantly. Students' loss of confidence when teachers appear detached ($M = 2.70$) and difficulty staying motivated without adequate feedback ($M = 2.98$) highlight how neglect erodes both competence beliefs and mastery orientation. This is consistent with research showing that teacher indifference yields some of the weakest motivational outcomes because students interpret it as a lack of value and support (Wentzel, 2016).

Strong General Motivation under Positive Teacher Influence

General teacher-mediated motivation indicators recorded high mean scores ($M = 4.12\text{--}4.33$), suggesting that supportive and organised classroom environments remain strong drivers of student effort and interest. Students were highly responsive to feeling valued ($M = 4.33$), capable ($M = 4.30$), and guided by structured lessons ($M = 4.12$). These findings further reinforce the pivotal role of teacher relational competence in sustaining intrinsic and internalised motivation.

CHAPTER FIVE

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter presents the culminating synthesis of the study by drawing together the major findings that emerged from the analysis of data in Chapter Four and interpreting them in light of the theoretical perspectives and empirical literature reviewed in the preceding chapters the chapter is organised into four sections. The first provides a concise summary of the study, reiterating the research purpose, methodological approach, and key empirical insights regarding teacher-parenting styles and their influence on student engagement and motivation in selected basic schools in Winneba. The second section presents the conclusions derived from the major findings, framed explicitly by the study's research objectives and guided by Baumrind's Parenting Styles Theory and Self-Determination Theory. The third section offers recommendations targeted at teachers, school leaders, policymakers, and teacher-training institutions, emphasising practical strategies for strengthening authoritative and autonomy-supportive practices in Ghanaian basic schools. The chapter ends with suggestions for future research aimed at deepening understanding of relational pedagogy and learner motivation in comparable contexts.

5.1 Summary of Key Findings

5.1.1 Objective One: Teacher Parenting Styles Exhibited in Selected Basic Schools

Objective One sought to identify the dominant teacher parenting styles exhibited in selected basic schools in Winneba. This objective directly addressed a major concern raised in the problem statement, that despite policy emphasis on child-friendly, inclusive, and participatory pedagogies, there remained limited empirical understanding of the *actual relational climates* teachers create in Ghanaian classrooms.

Specifically, the problem statement highlighted the gap in systematically classifying teacher relational behaviours using established parenting-style frameworks and determining how these behaviours shape students' experiences of learning, engagement, and motivation. Objective One was therefore designed to provide foundational evidence on whether teachers in the study area predominantly enact authoritative, authoritarian, permissive, or neglectful relational styles, and how these styles are perceived by both teachers and students.

The data showed that the **authoritative style** emerged as the dominant parenting orientation across the sampled schools. Teachers rated themselves highly on behaviours such as explaining rules clearly, supporting students emotionally and academically, encouraging student voice, and maintaining a structured but warm classroom climate. This was reflected in consistently high means on authoritative items (overall $M \approx 4.12$), confirming strong presence of warmth, responsiveness, and instructional clarity. These patterns align with Baumrind's (1991) conception of authoritative socialisation and suggest that many teachers conceptualise their role as both supportive and academically directive.

Teachers also reported moderate levels of authoritarian tendencies ($M \approx 3.08$), indicating that elements of strict rule enforcement, expectation of obedience, and occasional punitive discipline remain present. This finding corresponds with cultural expectations of teacher authority in Ghana, where teachers are traditionally viewed as disciplinarians and custodians of behavioural order. Conversely, permissive ($M \approx 2.84$) and neglectful styles ($M \approx 2.10$) were rated low, suggesting that teachers generally avoid excessive leniency or emotional withdrawal.

Students' perceptions corroborated much of this pattern but revealed a stronger presence of authoritarian behaviours than teachers themselves reported. Students

acknowledged high levels of authoritative behaviour particularly teacher support, fairness, and respect but also indicated that teachers more frequently used strict control and pressure than teachers admitted. While students rated authoritative behaviours highly ($M \approx 3.88$), their authoritarian ratings ($M \approx 3.40$) exceeded teacher self-reports, signalling a perceptual asymmetry typical of adult–child relational contexts. Students also reported low levels of permissive and neglectful behaviours ($M \approx 2.72$ and $M \approx 2.38$ respectively).

Comparing the two perspectives revealed a convergence pattern showing that authoritative behaviours were dominant in both groups, authoritarian behaviours were moderately present but more strongly perceived by students, while permissive and neglectful tendencies were generally low across all schools. Together, these findings indicate that the prevailing relational climate within Winneba basic schools can be characterised as a hybrid authoritative–authoritarian style, often referred to in African pedagogical literature as the “*warm demander*” model, teachers who express care and support while maintaining firm expectations and behavioural boundaries.

In all, it was established that teachers in the study area predominantly enact authoritative relational practices, complemented by culturally shaped authoritarian elements, with minimal evidence of permissiveness or neglect. This provides a strong empirical foundation for explaining the patterns of engagement and motivation presented under Objectives Two and Three.

5.1.2 Objective Two: Influence of Teacher Parenting Styles on Student Engagement

Objective Two examined how teacher parenting styles influence students’ behavioural, emotional, and cognitive engagement in the selected basic schools in Winneba. This objective stemmed from a key problem identified in the problem statement: although

national policy frameworks such as the Inclusive Education Policy (2015) and positive discipline reforms emphasise participatory and learner-centred approaches, many classrooms continue to reflect hierarchical, teacher-dominated interactional patterns. The problem statement noted that little empirical evidence exists on *how teachers' relational orientations actually shape students' willingness to participate, focus, persist with tasks, or invest cognitively in learning*. Therefore, Objective Two was designed to determine the extent to which different teacher parenting styles (authoritative, authoritarian, permissive, neglectful) correspond with varying levels of engagement across behavioural, emotional, and cognitive domains.

Findings revealed that student engagement was generally high, but uneven across dimensions. Behavioural engagement recorded the highest mean ($M = 3.91$), indicating that students were consistently attentive, complied with instructions, completed tasks, and participated in observable classroom activities. Emotional engagement was moderate to high ($M = 3.64$), suggesting that many students felt connected to their teachers and school environment, although these emotional bonds varied. Cognitive engagement was the lowest ($M = 3.28$), reflecting limited evidence of deep processing, critical thinking, or persistent intellectual effort. This three-tier pattern high behavioural, moderate emotional, and lower cognitive engagement is typical of contexts where teacher authority is strong and learners' opportunities for autonomy and inquiry-based exploration are constrained.

The analysis of teacher parenting styles revealed a clear relational pattern underlying these engagement outcomes. Authoritative teaching characterised by warmth, structured guidance, respect for student voice, and responsive feedback was strongly associated with higher engagement across all dimensions. Students who perceived their teachers as warm and supportive demonstrated stronger emotional trust, sustained

behavioural effort, and greater willingness to invest cognitively in tasks. This aligns with international and African-based evidence showing that relationally supportive teachers cultivate higher engagement, especially cognitive and emotional investment. Conversely, authoritarian tendencies exerted a mixed influence. Student data showed that strict rule enforcement and pressure to comply contributed positively to behavioural engagement hence the strong behavioural mean because learners feared sanctions or wished to avoid negative evaluation. However, authoritarian practices corresponded with lower emotional and cognitive engagement. Students in such environments complied outwardly but participated less deeply, asked fewer questions, and felt less emotionally safe. The negative association between authoritarian behaviour and emotional/cognitive engagement aligns with Self-Determination Theory, which posits that controlled learning climates suppress autonomy and psychological security, thereby limiting deeper learning processes.

Permissive and neglectful parenting styles showed the weakest association with engagement. Permissive behaviours (e.g., low structure, unclear expectations) were linked to inconsistent behavioural engagement and reduced academic persistence. Neglectful behaviours (e.g., low feedback, emotional distance) corresponded with the lowest engagement indicators, particularly cognitive engagement, as students lacked guidance and academic affirmation.

When teacher and student reports were triangulated, a consistent pattern emerged: the dominance of the hybrid authoritative–authoritarian climate explained why students displayed strong behavioural engagement but only moderate cognitive and emotional engagement. Authoritative practices boosted student involvement, confidence, and willingness to participate, while authoritarian tendencies-maintained surface-level compliance but limited deeper learning engagement. Minimal evidence of permissive

and neglectful practices further indicated that most teachers were present, involved, and structured yet sometimes overly controlling.

It was therefore established that teacher parenting styles exert a measurable and differentiated influence on student engagement. Authoritative teaching is the strongest predictor of holistic engagement, authoritarian practices explain high behavioural but lower cognitive investment, and permissive and neglectful styles are associated with weaker overall engagement. These findings illuminate how relational climates in Ghanaian classrooms shape not only *whether* students engage but also *how* they engage.

5.1.3 Objective Three: Influence of Teacher Parenting Styles on Students' Motivation

Objective Three sought to determine how teacher parenting styles influence students' intrinsic and extrinsic motivation in the selected basic schools in Winneba. This objective directly addressed a central concern highlighted in the problem statement: although policy frameworks promote supportive, learner-centred pedagogies, Ghanaian classrooms often reflect authoritarian norms and teacher-driven control, yet little is empirically known about how these relational orientations shape students' psychological motivation. Previous literature indicates that motivation is highly sensitive to the social and emotional climate of the classroom; however, empirical evidence from Ghanaian basic schools particularly framed through parenting styles and Self-Determination Theory (SDT) remains limited. The objective therefore provided a foundation for understanding how teachers' relational practices translate into student desire, effort, and persistence in learning.

Findings from the student motivation scale revealed generally high levels of intrinsic motivation, with students demonstrating strong enjoyment of learning, commitment to academic success, and willingness to study independently. Items reflecting self-driven

motivation such as interest in learning new things, enjoyment of academic tasks, and self-directed study habits recorded means above 4.0, indicating a strong internal desire to learn. This pattern suggests that many students possess a natural inclination toward mastery and intellectual exploration when the relational environment supports their psychological needs.

Students also reported strong teacher-driven motivational reinforcement, particularly through praise, recognition, and emotional support. High means were recorded for items such as *“I care what my teacher thinks about my performance”* and *“I feel motivated when my teacher praises me”*, demonstrating that relatedness, the feeling of being valued and supported is a significant driver of motivation in these schools. These results confirm SDT’s assertion that intrinsic motivation flourishes in contexts where learners experience warm relationships, positive feedback, and respect from authority figures.

However, the findings also indicated the presence of controlled or extrinsic motivation, especially in relation to authoritarian behaviours. Students reported being motivated by fear of punishment or teacher displeasure, with moderate means for items related to discipline-driven effort. This dual pattern high intrinsic motivation coexisting with pressure-driven compliance mirrors the hybrid authoritative–authoritarian climate established in Objective One and reflects the culturally grounded expectation of respect, obedience, and teacher authority in Ghanaian classrooms.

Notably, the strongest negative motivational responses were linked to teacher intimidation, harsh discipline, or lack of emotional support, with high mean scores for items indicating that students feel discouraged or emotionally strained when teachers use intimidation or show disengagement. These findings reveal the psychological costs of authoritarian and neglectful tendencies. While such behaviours may reinforce

behavioural compliance (as shown under Objective Two), they undermine students' sense of competence, autonomy, and emotional safety key precursors for sustained intrinsic motivation.

Permissive and neglectful styles produced the weakest motivational responses overall. Students reported reduced confidence, lower academic persistence, and diminished effort when teachers provided unclear expectations, minimal feedback, or little emotional presence. These outcomes confirm existing literature showing that inconsistent or disengaged teaching environments weaken motivational resilience and hinder learners' internalisation of academic values.

When triangulated with teacher perceptions, a coherent motivational profile emerges:

- *Authoritative teaching* demonstrated the strongest positive influence on both intrinsic and internalised extrinsic motivation.
- *Authoritarian teaching* promoted controlled motivation and short-term compliance but suppressed deeper motivational quality.
- *Permissive teaching* contributed to inconsistent or unstable motivation.
- *Neglectful teaching* exerted the strongest negative influence on motivation.

Thus, it was established that teacher-parenting styles significantly shape students' motivational outcomes. Authoritative behaviours enhance motivation by meeting students' psychological needs for competence, autonomy, and relatedness, while authoritarian, permissive, and neglectful tendencies weaken motivational quality to varying degrees. This underscores the central role of relational pedagogy in fostering academic persistence, interest, and internal motivation among basic school learners in Winneba.

5.2 Conclusions

This study examined teacher parenting styles and their influence on student engagement and motivation in selected basic schools in Winneba. Guided by Baumrind's Parenting Styles Theory and Self-Determination Theory, and motivated by gaps identified in the problem statement, the research sought to classify the relational orientations teachers enact in the classroom and determine how these orientations shape the behavioural, emotional, cognitive, and motivational experiences of learners. The conclusions presented here are drawn directly from the empirical findings and answer the study's three research objectives.

Conclusion 1: *Teacher–student relational climates in Winneba basic schools are predominantly authoritative with culturally embedded authoritarian features.*

The study concludes that teachers in the selected basic schools mainly exhibit an authoritative teaching style, characterised by warmth, responsiveness, academic support, and structured guidance. Both teacher and student self-reports confirm that authoritative practices such as encouraging student voice, providing helpful feedback, showing care, and offering clear instructional explanations are present at consistently high levels. However, the findings also reveal that authoritarian tendencies remain moderately present, particularly in the form of strict rule enforcement and expectations of obedience. Students perceived these authoritarian behaviours more strongly than teachers, illustrating a relational asymmetry common in hierarchical educational settings. Taken together, these patterns support the conclusion that the relational climate is best described as a hybrid authoritative, authoritarian orientation, sometimes referred to as the “warm demander” model. This climate reflects the interplay between supportive pedagogy and the culturally rooted expectation of teacher authority in Ghana.

Conclusion 2: *Authoritative teaching significantly enhances student engagement, while authoritarian, permissive, and neglectful styles weaken or limit deeper engagement.*

The study further concludes that authoritative teaching exerts a strong positive influence on students' behavioural, emotional, and cognitive engagement. Students taught by warm, structured, and responsive teachers demonstrate greater attentiveness, willingness to participate, emotional connection to school, and commitment to deep learning. In contrast, authoritarian teaching promotes surface-level behavioural compliance but suppresses emotional and cognitive engagement. Authoritarian tendencies drive students to "follow rules" but do not support intellectual risk-taking, critical inquiry, or reflective thinking. Permissive teaching contributes to inconsistent engagement due to unclear expectations, while neglectful teaching leads to the weakest engagement outcomes. These findings support the conclusion that teacher relational competence not merely instructional competence is central to sustaining comprehensive engagement.

Conclusion 3: *Teacher parenting styles strongly shape intrinsic and extrinsic motivation, with authoritative teaching producing the highest motivational quality.*

The findings lead to the conclusion that authoritative teaching has the most powerful positive influence on students' intrinsic motivation, academic interest, and self-regulated learning. Students who perceive their teachers as warm, fair, and supportive report higher enjoyment of learning, stronger personal effort, and greater willingness to study independently, all of which are core indicators of high-quality intrinsic motivation. Conversely, authoritarian teaching fosters controlled extrinsic motivation, where students work primarily to avoid punishment or negative evaluation. While this may yield temporary compliance, it undermines the autonomy and emotional safety required for deep motivational internalisation. Permissive and neglectful teaching styles

weaken motivation by failing to provide structure, feedback, or emotional investment. Thus, the study concludes that motivation is relationally mediated: the quality of teacher–student interactions determines whether students internalise academic values or simply comply mechanically.

Conclusion 4: *Enhancing relational pedagogy is essential for improving learning outcomes in Ghanaian basic schools.*

A broader conclusion emerging from the study is that improving engagement and motivation in Ghanaian basic schools requires more than curricular changes or additional resources. The findings demonstrate that teacher relational behaviours, how teachers communicate, support, discipline, and interact with learners are central determinants of learning experiences. Strengthening authoritative relational practices, reducing reliance on authoritarian control, and eliminating neglectful tendencies are therefore essential to improving cognitive engagement, academic resilience, and self-determined motivation. This conclusion aligns with national education reforms that emphasise learner-centred and inclusive pedagogies.

5.3 Limitations of the Study

While the study provides useful insights into how teacher parenting styles influence student engagement and motivation in selected basic schools in Winneba, its conclusions should be interpreted within certain limitations. First, the study was conducted in selected schools within one municipality, namely Winneba. Although this setting provided important context specific evidence, the findings may not fully represent all basic schools in Ghana, particularly those located in rural, metropolitan, or culturally different settings. Caution should therefore be exercised in generalising the conclusions beyond the study area.

Second, the quantitative data relied mainly on self-reported responses from teachers and students. Although this approach was appropriate for capturing perceptions and lived classroom experiences, self-report data may be affected by social desirability, exaggeration, or selective recall. Some teachers may have described their classroom styles in more favourable ways, while some students may have interpreted teacher behaviour through their personal preferences or recent experiences. The findings should therefore be understood as reflecting reported perceptions rather than perfectly objective measures of classroom practice.

Third, the study adopted an explanatory sequential mixed methods design, which strengthened the interpretation of the findings by combining survey and interview data. However, the design does not establish causality in an absolute sense. While the results strongly suggest that teacher parenting styles are associated with student engagement and motivation, the study cannot conclusively claim that these outcomes were caused only by teacher parenting styles, since other school, family, and learner related factors may also have contributed.

Fourth, although the qualitative component added depth and contextual meaning to the findings, the interview sample was smaller than the survey sample and was intended to provide rich explanation rather than statistical representation. For that reason, the qualitative insights should be understood as interpretive support for the broader findings rather than as exhaustive accounts of all teacher and student experiences in the municipality.

In view of these limitations, the conclusions of the study remain valuable but should be interpreted as context bound and analytically suggestive rather than universally generalisable. The findings are most applicable to basic school settings with characteristics similar to those of the selected schools in Winneba. This limitation does

not weaken the contribution of the study; rather, it helps to locate its conclusions more carefully within the social, institutional, and methodological boundaries under which the evidence was generated.

5.4 Recommendations

A. Recommendations for Teachers

1. *Strengthen Authoritative Teaching Practices.* Teachers should intentionally cultivate warmth, fairness, clear instructional guidance, and responsive feedback, as these behaviours were shown to significantly enhance students' behavioural, emotional, and cognitive engagement.
2. *Reduce Overreliance on Authoritarian Control.* Teachers are encouraged to minimise intimidation, punitive discipline, and rigid control, and instead apply positive discipline strategies that support student autonomy and psychological safety.

B. Recommendations for School Leaders and Administrators

1. *Promote Relational Pedagogy Through Supervision.* School leaders should incorporate relational practices, supportiveness, respect, and constructive communication into supervision and performance appraisal activities. Provide
2. *Targeted Professional Development.* Administrators should organise CPD workshops focused on classroom management, socio-emotional competence, and autonomy-supportive instructional strategies.

C. Recommendations for the Ghana Education Service (GES) and Policymakers

1. *Integrate Relational Competence into Teacher Standards.* GES should embed indicators of relational competence (e.g., supportiveness, positive discipline, learner voice) into national teacher appraisal and promotion frameworks.
2. *Develop Practical Guidelines for Positive Discipline.* Policymakers should produce user-friendly national guidelines to help teachers operationalise child-friendly and inclusive relational practices in everyday classroom management.

D. Recommendations for Teacher Training Institutions (UEW, CoE)

1. *Embed Relational Pedagogy in Pre-Service Training.* Teacher education curricula should include explicit instruction on parenting-style frameworks, motivational psychology, and classroom relational competence.
2. *Enhance Practice-Based Relational Coaching.* During teaching practice, supervisors should assess and mentor student teachers not only in pedagogical skills but also in relational behaviours such as feedback quality, emotional support, and autonomy support.

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APPENDICES

Objective: To identify the teacher parenting styles exhibited in selected Junior High schools in Ghana.

Instructions: Indicate how much you agree with each statement about your main classroom teacher using the scale below. Scale: 1 – Strongly Disagree | 2 – Disagree | 3 – Neutral | 4 – Agree | 5 – Strongly Agree

No.	Statement	1	2	3	4	5
1	My teacher listens to me and respects my views.					
2	My teacher insists on rules without allowing for discussion.					
3	My teacher rarely disciplines students even when rules are broken.					
4	My teacher seems uninterested in my academic progress.					
5	My teacher explains reasons for rules and expectations.					
6	My teacher uses fear to control the class.					
7	My teacher allows us to do whatever we want without much supervision.					
8	My teacher is rarely available when I need help.					
9	My teacher encourages respectful two-way communication.					
10	My teacher demands obedience without giving explanations.					

Section C: Student Engagement (Objective 2)

Objective: To examine the effect of teacher parenting styles on student engagement in selected Junior High schools in Ghana.

Instructions: Indicate how often the following behaviours describe you in class. Scale:

1 – Never | 2 – Rarely | 3 – Sometimes | 4 – Often | 5 – Always

No. Statement

No.	Statement	1	2	3	4	5
11	I participate actively in class discussions.					
12	I try to relate lessons to real life.					
13	I pay attention during lessons.					
14	I feel interested and excited about what I learn.					
15	I ask questions when I don't understand something.					
16	I complete my assignments on time.					
17	I feel connected to my teacher.					
18	I try hard even when the topic is difficult.					
19	I avoid participating in class activities. (Reverse scored)					
20	I often feel bored during class.					

Section D: Student Motivation (Objective 3)

Objective: To assess how teacher parenting styles influence student motivation in selected Junior High schools in Ghana.

Instructions: Indicate your level of agreement with the following statements about your learning motivation. Scale: 1 – Strongly Disagree | 2 – Disagree | 3 – Neutral | 4 – Agree | 5 – Strongly Agree

No.	Statement	1	2	3	4	5
21	I enjoy learning new things in school.					
22	I work hard to get good grades.					
23	I feel proud when I understand difficult topics.					
24	I study even when I'm not asked to.					
25	I care about what my teacher thinks of my academic performance.					
26	I find school boring and unmotivated.					
27	I set personal goals for academic success.					
28	I get motivated when my teacher praises me.					
29	I feel confident that I can do well in school.					
30	I often feel like giving up on school work.					

SECTION A: Demographic Information

Please tick (✓) or fill in where appropriate.

1. Gender:

Male Female

2. Age:

20–29 30–39 40–49 50+

3. Educational Qualification:

Certificate Diploma Bachelor's Master's Other (specify):

4. Years of Teaching Experience:

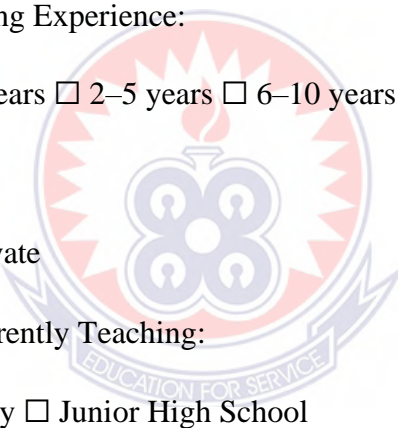
Less than 2 years 2–5 years 6–10 years 11+ years

5. School Type:

Public Private

6. Class Level Currently Teaching:

Upper Primary Junior High School



SECTION B: Teacher Parenting Styles

Please indicate how often the following behaviours reflect your classroom practice.

Scale:

1 = Never | 2 = Rarely | 3 = Sometimes | 4 = Often | 5 = Always

Statement	1	2	3	4	5
1. I set clear rules and explain the reasons behind them.					
2. I expect my students to follow rules without question.					
3. I give students freedom to choose how to complete tasks.					
4. I allow students to express their opinions in class.					
5. I enforce rules strictly without exception.					
6. I often ignore disruptive behaviour unless it escalates.					
7. I support students emotionally and academically.					
8. I rarely give feedback or respond to student needs.					
9. I show affection and concern for students' wellbeing.					
10. I punish mistakes quickly without much discussion.					
11. I involve students in decisions that affect the class.					
12. I provide structure but allow flexibility in how students work.					

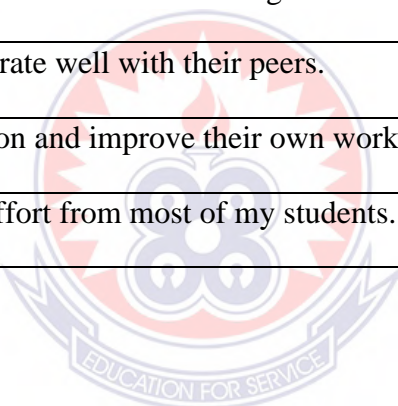
SECTION C: Student Engagement

Please indicate how frequently you observe the following behaviours in your students.

Scale:

1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree

Statement	1	2	3	4	5
1. My students actively participate in class activities.					
2. My students ask questions when they don't understand.					
3. My students stay focused during lessons.					
4. My students complete assignments on time.					
5. My students show enthusiasm for learning.					
6. My students collaborate well with their peers.					
7. My students reflect on and improve their own work.					
8. I notice consistent effort from most of my students.					



SECTION D: Student Motivation

Please rate your perception of your students' motivation levels.

Scale:

1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree

Statement	1	2	3	4	5
1. My students are motivated to learn even without external rewards.					
2. Most students try to improve because they enjoy learning.					
3. Students need praise or punishment to stay focused.					
4. My teaching style helps students stay motivated.					
5. Students often show curiosity about new topics.					
6. My students express pride in their academic progress.					
7. I see intrinsic motivation among my students.					
8. Students tend to give up easily when facing challenges.					

