EXAMINING THE EFFECTS OF PARENTING STYLES ON ACADEMIC PERFORMANCES OF SENIOR HIGH SCHOOL STUDENTS IN THE EJISU-JUABEN MUNICIPALITY, ASHANTI REGION

By

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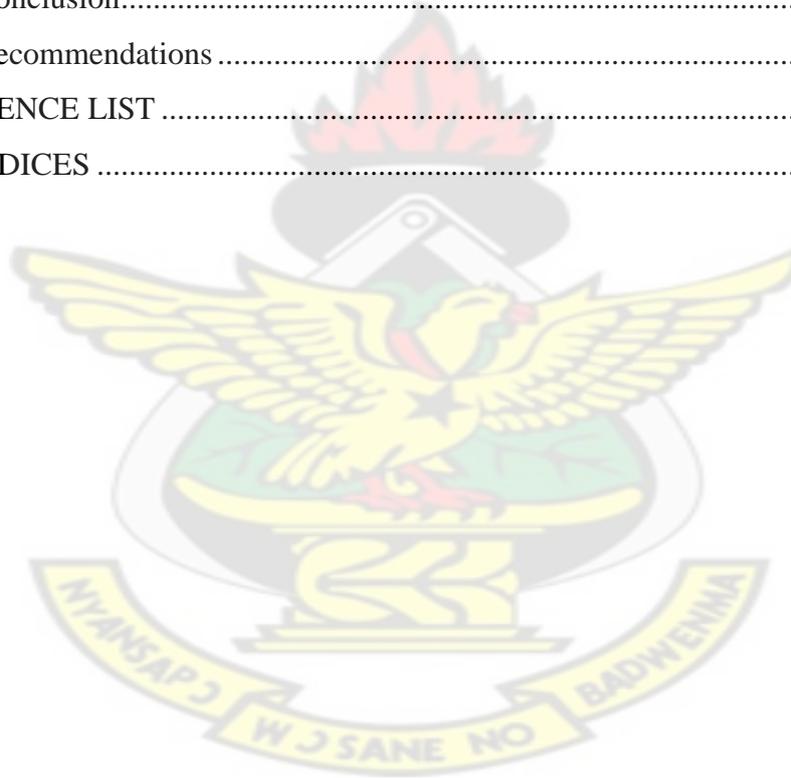**Faculty of Social Sciences, College of Art and Social Sciences**

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CERTIFICATION

I hereby certify that this submission is my own work towards the awarding of M.A Degree in Sociology and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

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ABSTRACT

Parents adopt certain styles of parenting based on the dimensions of disciplinary strategies, warmth and nurturance, communication styles and expectations of maturity and control. All these styles have an impact on development of children. This study sought to examine the effects of these parenting styles on the academic performance of students. The design was a cross-sectional survey conducted among students in two Senior High Schools in the Ejisu-Juaben Municipality of the Ashanti Region. Using multi-stage simple random technique, 322 students were sampled for the study and questionnaires were administered to them. Pearson Chi-square and Compared Means tests were used in this study. The results showed a significant relationship between parenting styles and academic performances of students, χ^2 (n = 322) = 54.972, df = 6, p = 0.000 (P<0.05). Compared means tests, also, revealed significant differences in academic performances of students as a result of parenting styles and again found authoritative parenting style to be related to high academic performances among students. However, eta or the magnitude of the effect of parenting styles accounting for variations in academic performances of students was weak or small, though positive (0.39, >.20<.40). Despite methodological limitations, the findings of the study provided support to the assertion that parenting styles related to academic performances of students. It was, therefore, proposed that adopting authoritative parenting style in single-parenting and intact parenting homes, and consistently enforcing the dimensions of parenting would lead to positive developmental outcomes and high academic performance among students. Study recommended policies to be enacted to create awareness among parents of the impact of their style of parenting and dimensions on their children's academic performance.

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LIST OF ABBREVIATIONS

ESPR   -   Educational Sector Performance Report

GES   -   Ghana Education Service

MOE   -   Ministry of Education

MOESS   -   Ministry of Education Science and Sports

PAQ   -   Parental Authority Questionnaire

PTA   -   Parent Teacher Association

SHS   -   Senior High School

VOA   -   Voice of America

WASSCE   -   West Africa Secondary Certificate Examination
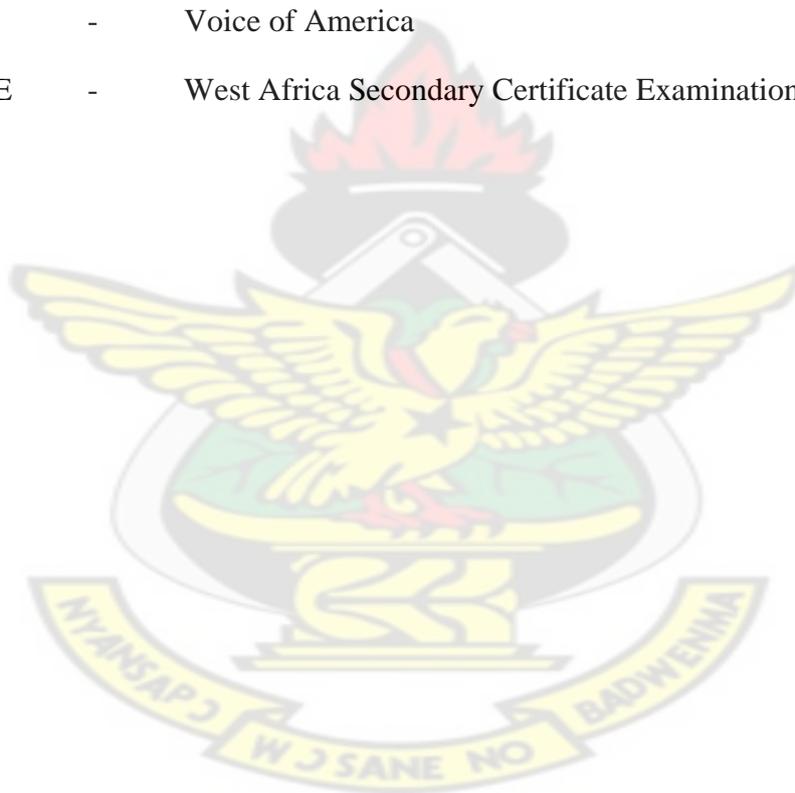
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CHAPTER ONE

INTRODUCTION

This introductory chapter focuses on the background to the study, statement of the problem, research objectives and research questions based on the background information to the study and problem. Again, the chapter deals with the significance, scope and limitations of the study. The chapter ends with an outline of how the thesis is organized under the various chapters.

1.1 Background to the Study

The quest to finding solutions to falling standards in education and its quality, which is of personal interest to the researcher, in the country depends mainly on identifying areas of parenting by parents who play a crucial role in the formative years of the development of children. Parents are stakeholders in education and the nature of parenting and relationship between themselves and their children have the capacity to impact their cognition and learning abilities at the early stages of the child's life. It is in this wise, that the study reported here was done to assess the effects parenting styles parents used have on the academic performance of students.

Ghana has over the years been described as a beacon of democracy, political stability and peace in the West African sub-region and Africa as a whole. It also enjoys rapid economic growth and human development (Sulaiman, 2012). It is the first country south of the Sahara to gain independence from European power, specifically the British. It is a country which abounds in a wealth of natural resources and recently became a lower-middle income country (UN-Ghana, 2013). In spite of all these positives about Ghana, it is faced by multifaceted social and economic problems like

poverty, unemployment, poor quality of education among others. As much as the onus on alleviating these multidimensional problems presently mainly depends on the government, the future responsibility falls on the youth. This would be possible if the youth are properly developed cognitively as children and receive quality and high standards of education.

However, provision of quality education has not been well achieved within the country given the difficulties that are inherent in the educational system, observed in the sporadic changes in academic performance of students in national examinations. These inherent problems which affect quality education are not the only problems, as studies have shown the impact parenting and parenting styles have on academic performances of students. This is because cognitive development is a feature of parenting style and depending on the type of parenting received, a child's cognition may develop positively or negatively and affect educational attainment. Parenting and high standard quality education are crucial to developing the right human resources who can take part in the development endeavors in order to help alleviate the problems that plague the nation.

Parents, therefore, play a vital role in the development of their children as evident in Ecological Systems theory by Bronfenbrenner (1979) and Social Structure and Anomie theory by Merton (1968). Various studies have shown that parents really do have profound and long-lasting effects on their children's capacity for happiness, and some styles of parenting tend to promote the development of happiness, while others do the opposite. That is, parenting which is the regulation of behaviour and development of children, with the intention that they can live a socially desirable life, adapt to their environment, and pursue their own goals (Bradley and Caldwell, 1995), requires certain styles of parenting which have the tendency to make the child develop well and be happy or may rather have the opposite effect on him or her. Huxley (2001)

defined parenting styles as the manner in which parents express their beliefs about how to be a good or bad parent by adopting styles of parenting learned from their parents because they do not know what else to do and because they feel that their way of parenting is the right way. However, this may not always be the case as some parents may adopt parenting styles that are directly opposite to that of their parents if they find them ineffective.

The concept of parenting styles was developed by Baumrind (1967) after conducting a study on more than 100 preschool-age children and identified four important dimensions of parenting. These dimensions were, disciplinary strategies, communication styles, warmth and nurturance and expectations of maturity and control. Based on these four dimensions, Baumrind suggested that the majority of parents display one of three different parenting styles. These are authoritative, authoritarian and permissive parenting styles. Further studies by Maccoby and Martin (1983) based on two major elements of demandingness and responsiveness, which are modifications of Baumrind's dimensions of parenting also, suggested the addition of a fourth parenting style. This is the Neglectful or Rejecting parenting style. Parental responsiveness (parental warmth or supportiveness) refers to the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands. Parental demandingness, on the other hand also referred to as behavioral control refers to the claims parents make on children to become integrated into the family, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys.

The type of parenting style adopted, whether same or dissimilar by parents, and consistency or inconsistencies in the enforcement of the dimensions of parenting impacts on the developmental outcomes of children and personality traits in life. Parenting styles and techniques have consistently been shown to relate to various

outcomes among children such as psychological, emotional, social and personality development problems (aggression), as well as cognitive development problems which may affect their academic performance (Baumrind, 1967, 1991; Dornbusch et. al, 1987; Querido et. al,, 2002; Turner, et. al, 2009). Authoritarian parenting styles have generally been found to lead to children who are obedient and proficient, but rank lower in happiness, social competence and self-esteem. Authoritative parenting styles tend to result in children who are happy, capable and successful (Maccoby, 1992). Permissive parenting often results in children who rank low in happiness and self-regulation. These children are more likely to experience problems with authority and tend to perform poorly in school. Neglectful parenting styles rank lowest across all life domains. These children tend to lack self-control, have low self-esteem and are less competent than their peers (Cherry, 2012).

A plethora of studies (Dornbusch et al., 1987; Querido et al., 2002; Strage & Brandt, 1999; Turner et al., 2009) exist building on the work of Baumrind (1967). In general, authoritative parenting style emphasizing both responsiveness and demandingness appears superior in fostering higher academic performance (Reitman et al., 2002; Turner et al., 2009). However, children from permissive, authoritarian and neglectful parenting homes over the years in most of the studies were found to perform academically poor due either inconsistencies in enforcing the dimensions of low disciplinary strategies, communication styles, warmth and nurturance and expectations of maturity and control.

Along racial or ethnic lines, however, parenting styles have varied in association to high performances among students. Whereas authoritative parenting style has been found to be positively associated with academic success for students in Western societies, Blair and Qian (1998) found in their study that parental control, which is a feature of authoritarian parenting style, was positively associated with high

performance among Chinese adolescents. Similarly, Barnhart et al. (2013) in comparing academic performance among American and Indian Students found permissive parenting style to have significant effect on academic performance of students and high performance among them.

In Ghana, until recently, most studies focused on community participation in school activities which found involving communities in schools as a worthwhile activity with beneficial effects in improving the infrastructure base of the schools and also making resources available for educational success of the students (Addae-Boahene & Akorful, 2000; Boardman & Evans, 2000; Nkansah & Chapman, 2006; Nyarko, 2011). That is, these studies found community participation in schools as vital and stressed on the need for families, which make up the communities, to be involved in the academic pursuits of their wards as this helps to improve the academic success of their wards. However, the few studies on parenting styles and academic performance of students in Ghana found a relationship between the two variables and also found good performance to be associated with authoritative parenting style among students within the two distinct areas they conducted their studies (Addai, 2010; Nyarko, 2011).

The researcher, hence, anticipated that parenting styles by parents characterised by different disciplinary strategies, communication styles, warmth and nurturance and expectations of maturity and control, to relate to and yield different academic achievements among students. The study also, anticipated high or good performance to be associated with authoritative style of parenting.

1.2 Problem Statement

Given the falling standards in education and its quality in the country and efforts by successive governments to solve these problems through educational reforms and huge sums of money sunk into alleviating the problem, one would have expected the

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problems that are still inherent in our educational system, reflected in poor performances among senior high school student to have subsided by now. This situation is not only worrying and of concern to the government alone, as much of the onus falls on it, but also to all stakeholders involved, especially parents. Lack of involvement and recognition of the vital roles played by parents and families often times in formulating these reforms and implementing them have over the years contributed to the falling standards in education. This is because the family serves as the first point of contact for the child and it is the primary socializing agent of children within every society. It is within the family that personality traits, social competence, psychological, emotional, physical and educational development of children take place as a result of the parenting styles these parents adopt and use in bringing them up.

The type of parenting style used in single-parenting homes and both biological parenting or intact homes with a common, complementary or conflicting styles and dimensions perceived by students based on their demographic characteristics, and the consistency or inconsistency in enforcing the dimensions of parenting by parents creates a thriving or growth inhibiting relationship and environment which affects children in all spheres of their lives, especially academic competence and success. That is, it leads to instability and confusion in the children (Frazier, 2013), which consequently affect their developmental outcomes and academic performances. Poor cognitive systems would be developed, as well academic competence, which would lead to poor performances among students.

It is in the light of the above problems that this study sought to examine the effects parenting styles have on the academic performances of senior high school students in order to determine which parenting style promotes high academic performance and make recommendations that would help improve parenting and the standards of education and quality in Ghana.

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1.3 Research Objectives

Research objectives of the study were deduced from the research problem. The research objectives were to:

Research Objective 1: identify the demographic characteristics that predispose respondents to their perception of parenting styles

Research Objective 2: establish parenting styles and academic performances experienced by students

Research Objective 3: determine the significant relationships and differences between academic performances of students and parenting styles of their parents

Research Objective 4: generate a parenting style high academic performance model suitable for SHS students

1.4 Research Questions

This study would seek to find answers to the following questions:

Research Question 1: what demographic characteristics predispose respondents to their perception of parenting styles?

Research Question 2: what are the parenting styles and academic performances experienced by students?

Research Question 3: what are the significant relationships and differences between academic performances of students and parenting styles of their parents?

Research Question 4: what high academic performance parenting style model suitable for SHS students could be generated?

1.5 Significance of the Study

The significance of this study was in finding out how the various parenting styles affect the academic performance of students in secondary schools in Ghana. This issue is one of personal interest to the researcher, given the falling standards in the educational system of the country and the need to find solutions to ameliorate the problems so as to ensure promotion of high standard of quality education. The findings

of this study would help parents understand the important role they must play in the education of their children in order to ensure success. It will also help them to know which parenting style is more appropriate and how their involvement by means of their responsiveness and demandingness could go to ensure success for their children.

Many studies, as have been revealed, back the vital role parents play in the educational achievement of their children and that their participation both at school and home leads to positive development in their children. However, few studies of this nature do exist in Ghana and as such this study will go a long way to help contribute to, and fill gaps in the literature on parenting styles and academic performance in general.

Again, as mentioned earlier, studies on parenting styles in Ghana have only focused on the three parenting styles initially identified by Baumrind (1967) based on the four dimensions of parenting she modeled, ignoring neglectful parenting style. However, it is important to look at all the four parenting styles and determine the nature of the relationship and also examine how this relationship affects performance of students. Given that the cultural context of Ghana is different from that of the Western world where most of the studies have found poor performance being associated with neglectful style of parenting, it is vital for studies to be done to determine if the findings may support those views.

Lastly, findings from this study will have theoretical, parenting and educational implications as they would help contribute to policy making in terms of creating awareness among parents about the impact of their parenting styles on their children's performances and the need to garner the right support from parents towards their children's education in order to improve the educational fortunes of students and the improve the standard of education in the country

1.6 Scope of Study

Various studies have attempted to determine the factors that affect academic performance of students. These factors are either the type of parenting, the child's attitude towards learning, teacher and teaching factors, cultural context as well as the socio-demographic characteristics of parents and students. Just as many have found a relationship between these factors and academic performance of students, others have failed to find that relationship.

Though, many of these factors are relevant, this study is limited mainly to examining the effects parenting styles have on the academic performance of Senior High School students in Ejisu-Juaben Municipality.

1.7 Limitation of Study

As much as this study had it strengths methodologically in certain areas, it was also plagued by a number of methodological limitations. In the first place, because the study was a cross-sectional study it involved the use of questionnaires which were self-administered and based on self-reports or responses of students. Such self-report responses have the tendency of being either exaggerated or the researcher is at risk of gathering inaccurate data which may not represent their true circumstances. Problems like these may arise due to lack of understanding or comprehension of some of the items in the questionnaire. As a result, the researcher together with the research assistants took the students through the questions and stayed around to address any difficulty the students raised in the process.

Also, because the study only sampled students and sought to identify the nature of relationship and parenting style used by their parents without actually involving the parents themselves, the data gathered on parenting styles per the perceptions of the students may have led to inaccurate report on the actual parenting relationship and

parenting style. Students were encouraged to be objective and honest as possible in answering the questionnaire.

Again, the use of closed ended questions with pre-defined answers without allowing room for students to freely express their perceptions about the nature of the relationship between them and their parents may have been a limitation which could have affected their answers. The researcher, however, provided an exhaustive list of responses that were relevant to the study.

Finally, given the fact that the study was undertaken in two schools within a certain cultural context, the researcher was limited in his capacity to generalize the results to all students within the nation. That is because the study was conducted among students within the Ejisu-Juaben Municipality, and given the fact the cultural context in which the students find themselves as well as the socio-demographic characteristics of both parents and students differ from other cultural contexts in Ghana, it was impossible to generalize the results of the findings to students from other cultural context. However, the findings were generalized to students within the municipality selected for the study.

1.8 Organization of the Thesis

Preliminary pages included the Title page and Abstract. There were also the Table of Contents, List of Tables, List of Figures, List of Appendices, List of Abbreviations, and Prefatory material.

The main work was covered in five chapters as follows. Chapter 1: Introduction, Chapter 2: Literature Review, Chapter 3: Methodology, Chapter 4: Results and discussion, Chapter 5: Summary of findings, conclusion and recommendations.

The back pages were also included. They covered Reference List and the Appendices.

CHAPTER TWO

LITERATURE REVIEW

This chapter covered relevant literature reviewed for theories and concepts of the study. Thematic background for the theories, Parenting Styles Model, The Concept of Parenting Style and Child Outcomes were discussed. Further, the Parenting Styles, Academic Performance and Senior High School Performance in Ghana were discussed. These led to the conceptual framework of the study.

2.1 Thematic Background

Over the years many theories have been developed and tested to determine the relationships that exist between the role parents play and the impact these roles have on the development of their children. One aspect of child development which is normally subjected to empirical studies is how the parenting style that parents adopt in the upbringing of their children affects their performance in school. For instance, Dornbusch (1996) found empirical evidence of what most parents and educators know from experience – that parents have a strong influence on secondary school students.

In this study, however, the Ecological Systems theory by Bronfenbrenner (1977) and Social Structure and Anomie theory by Merton (1968) were adopted and used. These theories have been chosen for this study due to the fact that they provide a good premise for the explanation and understanding of parent's roles in their children's development. Bronfenbrenner's theory is very encompassing and provides insights into the biological make-up of an individual, in addition to the various elements within the environment, such as the family, school, religion, community, society, culture and global influences which affects child development, and as such most researchers have adopted this theory and used it as a theoretical framework of their studies (Gary,

Sondra, & Eric, 1999; Grolnick, Benjet, Kurowski, & Apostoleris, 1997; Newman et al., 2000; Scott-Jones, 1995; Nyarko, 2011). On the other hand, Merton's Social Structure and Anomie Theory explains how vital structures are interconnected and essential in meeting societal goals which if applied to parenting could help a child know how to meet his or her goal, and in the case of education, academic success.

2.1.1 Bronfenbrenner's Ecological Systems Theory

This theory looks at a child's development within the context of the system of relationships that form his or her environment. Bronfenbrenner's theory defines complex "layers" of environment, each having an effect on a child's development. This theory has recently been renamed "*bio-ecological* systems theory" to emphasize that a child's own biology is a primary environment fueling her development. The interaction between factors in the child's maturing biology, his immediate family/community environment, and the societal landscape fuels and steers his development. Changes or conflict in any one layer will ripple throughout other layers. To study a child's development then, we must look not only at the child and her immediate environment, but also at the interaction of the larger environment as well (Paquette & Ryan, 2001).

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

allow the observer to fully appreciate the processes that go into play in the development

of humans.

2.1.2 Bronfenbrenner's Structure of the Environment

In explaining the development of humans, Bronfenbrenner classified the

environment into four interrelated but distinct categories. These are the microsystem,

mesosystem, ecosystem and macrosystem.

The microsystem

This is the layer closest to the child and consists of the structures with which the

child has direct contact. The microsystem encompasses the relationships and

interactions a child has with her immediate surroundings (Berk, 2000). Within the

microsystem, structures such as family, school, neighborhood, or childcare

environments can be found. Besides these structures, the biological make up or body of

the child also plays a critical role in the development of the child. The body serves as

the life support system, mobility system, emotional system and cognitive system of the

child which helps him or her to perceive and interact with the environment. Without a

healthy body, which is evident in good health among the systems within the body as

enumerated above, development and interaction within the child and his immediate

environment, especially the primary relationship with his or her family will be affected.

Primary relationship needs to be fostered by people within the child's

immediate sphere of influence, which in this case is the family. The family through the

parents or guardians needs to provide a sense of care which is meant to last a lifetime

(Paquette & Ryan, 2001). This cannot be achieved if the child is not biologically sound

and the various systems that make up the child are not functioning as expected. For

instance a poor cognitive system will make it impossible for a parent to effectually

interact with his child and the child on the other hand would fail to appreciate the importance of the interaction and hence hamper development.

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

The ecological systems theory argues that, if the relationships in the immediate microsystem breaks down, the child will not have the tools to explore other parts of his environment. As a result children looking for the affirmations that should be present in the child/parent (or child/other important adult) relationship within their immediate environment, which is the family setting, would tend to look for attention in inappropriate places. These deficiencies show themselves especially in adolescence as anti-social behavior, lack of self-discipline, and inability to provide self-direction (Addison, 1992). These deficiencies exhibited by the child in the adolescent stages also tend to impact on the lives of the parents as they may spend a lot of time and effort trying to curtail these deficiencies. This hence explains the bi-directional nature of the interaction that exists between the child and the parent.

The mesosystem

This layer provides the connection between the structures of the child's microsystem (Berk, 2000). At this level of the child's development, emphasis is placed

on the interaction that exists between the various structures such as the family, school, church, and peer group among others, within the child's environment and how this interaction affects the child. Interactions at this level are meant to provide adult relationships required for positive development. For instance within this system, focus is placed on the connection between the child's teacher and his parents, between his church and his neighborhood and between the child's peer group and family. Consequently, whichever course this interaction may take, whether good or bad is most likely to impact on the child's behaviour positively or negatively. Within this system, a child finds himself or herself being influenced by two or more structures and interacting with two adult figures from both structures. As such a problem with the interaction is likely to affect the child. It is in this wise that usually when educational reforms are made or when it comes to education in general, an attempt is made to involve the various stakeholders within the educational sector to play their respective roles in order to ensure the success in the implementation of the reform and also academic success of the children, respectively.

When parents are apathetic to education and lack interest in educating their children, it is likely to affect the regular attendance of the child to school and also his or her academic performance. Pryor and Ampiah (2003a & 2003b) in their study in a village community called Akurase in the Ashanti region of Ghana revealed that most of the parents were apathetic to the schooling of their children. These parents lacked interest in education and for that matter did not bother to engage in the learning activities of their children. Some of the explanations deduced from the data of the study were among others, (1) the parents' indifference to the progress of the children in their care, (2) the inability of the parents to afford the luxury of schooling as a result of their financial incapacity, and (3) the irrelevance of schooling to the children's future prospects as farmers (Nyarko, 2011).

Nevertheless, schools and teachers fulfill an important secondary role in every society. Where the family fails in the socialisation process especially in the area of inculcating into the children the values, beliefs, norms, discipline and accepted ways of living within a society, the school is able to instill them in the child through education. Nonetheless, the school cannot provide the complexity of interaction that can be provided by primary adults. For the educational community to attempt a primary role is to help our society continue its denial of the real issue. The problems students and families face are caused by the conflict between the workplace and family life – not between families and schools. Henderson (1995) recommended that schools and teachers should work to support the primary relationship and to create an environment that welcomes and nurtures families. Besides that, political and economic policies that support the importance of parent's roles in their children's development must be enacted and implemented in the best interest of the entire society.

The exosystem

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

government (local, state, and national), the distribution of goods and services, communication or transportation facilities, inter alia (Nyarko, 2011).

Since the exosystem is an extension of the mesosystem, structures of the exosystem, such as community, society and culture provide the support for the relationships and interactions that are vital for the development of the child. They provide the values, material resources, and context within which these relationships operate. It is within the exosystem that values, norms and appropriate ways of behaving as defined by customs and traditions are defined and adopted by parents, teachers and other significant others in the life of the child and then inculcated in the child. The exosystem provides the means by which a community or society determines, for instance ways to reward or encourage good behaviour and ways by which bad behaviour can be punished or discouraged. Likewise, if a society values education and places premium on good academic performance, efforts would be made to support education of children within the society and parents and teachers would put in much effort in educating their children and provide their needs to ensure academic success.

The macrosystem

This layer may be considered the outermost layer in the child's environment. While not being a specific framework, this layer is comprised of cultural values, customs, and laws (Berk, 2000). It refers to the overarching institutional patterns of the culture or subculture, such as the educational, economic, legal, social, and political systems, of which microsystem, mesosystem, and exosystem are the tangible manifestations. Macrosystems are understood and analyzed not only in terms of structure, but as carriers of information and ideology that, both explicitly and implicitly, add meaning and motivation to specific agencies, social networks, activities, roles, and their interrelationships (Nyarko, 2011).

The effects of larger principles defined by the macrosystem have a cascading influence throughout the interactions of all other layers in the sense that if it is the belief or the culture that parents should be solely responsible for raising their children, that culture is less likely to provide resources to help parents. This may, in turn, affect the structures in which the parents function. The parents' ability or inability to carry out that responsibility toward their child within the context of the child's microsystem is likewise affected. Again, if the community members feel it is the duty of the government to provide quality education, parents may feel reluctant to make any contribution towards improving quality education in the country.

2.1.3 Merton's Social Structure and Anomie Theory

To further understand the impact that parenting has on children, the Social Structure and Anomie theory by Merton (1968) which attempts to explain the effects a lack of relationship between structures and culture or environment can have on members within a group or society was used in this study. This theory is regarded as one of the best-known contributions to structural functionalism, indeed to all of sociology (Adler and Laufer, 1995; Menard, 1995; Merton, 1995)—Merton's analysis of the relationship between culture, structure, and anomie. Merton defines culture as "that organized set of normative values governing behavior which is common to members of a designated society or group" and social structure as "that organized set of social relationships in which members of the society or group are variously implicated". Anomie occurs "when there is an acute disjunction between the cultural norms and goals and the socially structured capacities of members of the group to act in accord with them" (Merton, 1968; Ritzer, 2009). That is, because of their position in the social structure of society, some people are unable to act in accord with normative values. In relation to parenting, failure on the part of parents to establish a good relationship with

their children, failure to communicate with them and also to set expectations, punish inappropriate behaviour as well as reward them could all have an impact on the outcome of the child.

To him, if the culture calls for some type of behavior, the social structure can prevent it from occurring. For instance, in a society where emphasis is placed on success, the presence of certain conditions like low expectations and socio-economic status of the parents could prevent the children from achieving success. Under such circumstances, anomie can be said to exist, and as a result, there is a tendency toward failure in all aspects of life. In this context, anomie expressed in deviance often takes the form of alternative, unacceptable, and sometimes illegal means of achieving economic success. Thus, becoming a drug dealer or a prostitute in order to achieve economic success, instead of using the socially approved means such as education or hard work is an example of deviance generated by the disjunction between family cultural values and social-structural means of attaining those values.

Thus, in this example of structural functionalism, Merton looked at social (and cultural) structures, but he is not focally concerned with the functions of those structures. Rather, consistent with his functional paradigm, he is mainly concerned with dysfunctions, in this case anomie. More specifically, as we have seen, Merton links anomie with deviance and thereby is arguing that disjunctions between culture and structure have the dysfunctional consequence of leading to deviance within society. Similarly, with respect to parenting and child outcomes, a disjunction between the family's expectations and goals and lack of knowledge on how to achieve the goals may lead to inability on the part to achieve success in life.

2.2 The Concept of Parenting Style and Child Outcomes

The area of parents, their parenting styles and how these styles affect or impact child development has long been the interest of many scholars. However, finding actual cause-and-effect links between specific styles of parenting and later behavior of children is very difficult. Some children raised in dramatically different environments can later grow up to have remarkably similar personalities. Conversely, children who share a home and are raised in the same environment can grow up to have astonishingly different personalities than one another. Despite these challenges, researchers have uncovered convincing links between parenting styles and the effects these styles have on children. The concept of parenting styles was developed by Baumrind (1967). However, Daniel and Steinberg (2003) defined parenting style as "a constellation of parental behaviours and attitudes toward their children that are conveyed to the children and that, as a whole, create an emotional bond in which the parents' behaviours are expressed".

Baumrind (1967) conducted a study on more than 100 preschool-age children. Using naturalistic observation, parental interviews and other research methods, she identified four important dimensions of parenting. These are disciplinary strategies, warmth and nurturance, communication styles, expectations of maturity and control. Based on these dimensions, Baumrind came up with the concept of parenting styles and suggested that the majority of parents display one of three qualitatively different parenting styles (Cherry, 2012). These are: Authoritative Parenting Style which is highest in all of the dimensions mentioned above, that is disciplinary strategies, warmth and nurturance, communication styles, and expectations of maturity and control; and Authoritarian Parenting Style which is high in disciplinary strategies and expectations of maturity and control but low in warmth and nurturance and communication styles;

Permissive Parenting Style which is high in warmth and nurturance but low in terms of disciplinary strategies, communication styles, and expectations of control and maturity.

However, further research also suggested the addition of a fourth parenting style (Maccoby & Martin, 1983). Maccoby & Martin (1983) transformed Baumrind's typology by categorizing families according to their level of demandingness (control, supervision, maturity demands) and responsiveness (warmth, acceptance, involvement). To them, demandingness refers to parental behaviors and attitudes to integrate children into the family by demanding maturity in their children, supervising and disciplining their children, and showing willingness to control the behavioural problems of their children; and responsiveness refers to the degree to which parents instill independence, self-regulation, and self-assertion in their children by agreeing to be cognizant and supportive of their children's interest, needs, and demands (Abesha, 2012). Based on these two typologies or dimensions, that is degree of demandingness and responsiveness which could either be high or low, Maccoby and Martin (1983) came up with fourth type of parenting style called the neglectful parenting style, which is otherwise known as the uninvolved style of parenting.

Baumrind (1991) stated that parenting styles are meant to capture normal variations in parent's attempts to socialize children. Parenting styles can be both supportive and unsupportive in their tone, both of which affect developmental outcomes and consequences to personality development. These variations in parenting, Carter and Welch (1981) believed were as a result of variations in the philosophies, needs, and goals of parents, as well as individual differences among parents and children which produce a complex mix of parenting views and practices.

The relevance of these styles and practices in the socialisation and developmental outcomes of children cannot be overemphasized. This is because, parents across cultures have unique socialization goals, such as helping their child

become an autonomous, self-reliant individual or a socially interdependent individual. The socialization goals shape parents' everyday interactions and parenting styles with their children. Parents in Western cultures endorse autonomous socialization goals that focus on helping their children become independent, competitive, and self-expressive, while parents in Asian cultures emphasize obedience, respect, and social interdependence (Keller & Otto, 2009; Barnhart et. al, 2013). That is, parents are more likely to adopt parenting styles and practices that are in sync with their socialisation goals and societal values. Barnhart et al. (2013), therefore, observed that authoritative parenting style which places a high emphasis on development of autonomy in children is consistent with the socialization goals of Western parents.

In contrast, authoritarian parenting that focuses on obedience and respect is consistent with the socialization goals of many Asian parents. Not surprisingly, Chao (2000) found that Chinese immigrant mothers reported using authoritarian parenting slightly more than European American mothers. Similarly, Jambunathan and Counselman (2002) found that mothers in India were more likely to report using authoritarian parenting and corporate punishment, while Indian immigrant mothers in the United States were most likely to report authoritative parenting. Even when children were asked to report on their mothers' parenting styles, similar patterns were found. For instance, adolescents of European background in Canada were most likely to report authoritative parenting, while adolescents in India were more likely to report higher incidences of authoritarian parenting than the Canadian adolescents (Garg, Levin, Urajnik, & Kauppi, 2005). Specifically in India, authoritarian parenting is also consistent with Hindu values of respect for and duty towards one's parents (Saraswathi & Pai, 1997).

From the above, one can observe that parents feel comfortable adopting styles of parenting that reflect their goals and societal values. Consequently, these styles tend

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have an impact on the outcome of the development of the child. The four types of parenting styles and their typical characteristics, as well as child outcomes are explained below.

2.2.1 Authoritative Parenting Style

This style of parenting is high in all four dimensions of family functioning, that is disciplinary strategies, warmth and nurturance, communication styles, and expectations of maturity and control. It is characterised by an optimum balance of responsiveness and demandingness. As noted by Maccoby (1992), authoritative parents know and understand children's independence, encourage verbal communication, allow children to participate in decision making of the family, and want the children progressively undertake more responsibility for reacting to the needs of other people in the family within their abilities. This type of parenting style consists of a constellation of parental characteristics of high standards, such as high emotional attachment and support to children, encouragement of a two-way communication between parents and children, and consistent implementation of the rules established by parents (Baumrind, 1991; Abesha, 2012). They consistently monitor conduct and use non-punitive method or discipline when rules are violated. Socially responsible mature behaviour is expected and reinforced. Authoritative parents are also warm and supportive. They encourage and validate the child's individual point of view, and recognize the rights of both parents and children". Authoritative parenting style therefore creates warm, loving and mutual understanding in the family and foster stable children's behaviour and personality (Glasgow, Dornbusch, Troyer, Steinberg, & Ritter, 1997; Talib, 2011; Hong & Hong, 2012). Baumrind (1991) avers that, "unlike any other pattern, authoritative upbringing….consistently generated competence and deterred problem behavior" (p.91). Authoritative parenting has been found to be an essential factor in an

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adolescent's life in comparison with the other parenting styles. It has been seen as the most effective in enhancing personal and social responsibilities in adolescents, without constraining their newly formed autonomy and individuality (Glasgow et al., 1997; Hong & Hong, 2012).

This democratic approach acknowledges the child's need for both discipline and individuality (Tiller, Garrison, Block, Cramer & Tiller, 2003), promoting an open relationship where problems can be discussed and resolved together as a team. Authoritative parents often hold high expectations for their children and consistently encourage them along the way. Steinberg, Lamborn, Dornbusch and Darling (1992) suggested that authoritativeness holds the central trio in good parenting – warmth, control and democracy, which explains why it is often deemed as the most successful parenting style for student achievement.

Child Outcomes from Authoritative Parenting Style

The authoritative parenting style, various studies have found to be the most beneficial for children and adolescents because it is positively correlated to numerous positive outcomes (Baumrind, 1971 & 1991; Abesha, 2012). These positive developmental outcomes could be attributed to the balance in the four dimensions of parenting. These outcomes are manifested in many ways in the child. With respect to the child's personality traits, children from authoritative homes who experience an optimal balance in the four dimensions of parenting turn out to be: decisive and high achievers; self-disciplined; respectful and polite; assertive and independent; self-confident and creative. Psychologically, they are known to be: self-reliant; good developers of high self-esteem and actively optimistic; well-developed cognitively; intrinsically motivated; and have an internal locus of control. Socially, they are regarded as: socially competent in dealing with social problems; having friendly

relations with others and cooperating well with others; playing social roles effectively and efficiently; having good communication skills; being capable of adjusting themselves properly in society. Finally, these children are known for the following emotional outcomes. They are: cheerful; emotionally stable; compassionate and empathetic; known to develop a sense of security and have no trust issues; known for their ability to express love towards others.

2.2.2 Authoritarian Parenting Style

Authoritarian parenting follows a rather dictatorial style involving the highest degree of control on children and very low levels of warmth. Parents who adopt such styles expect strong obedience from their children and favour punitive discipline in response to acts of rebellion (Kang & Moore, 2011; Hong, 2012). They are usually found setting strict rules to abide by and monitoring their child's time as well as their activities during the day *and* night. Moreover, the use of this authoritarian style precludes effective discussion, of any sort, between parents and children, which places more pressure on the children than any other parenting style (Areepattamannil, 2010; Hong, 2012).

Similarly, Talib et al. (2011) described parents with this type of parenting style as highly demanding an unresponsive. These parents attempt to mold and control the behavior and attitudes of their children according to a set of standards. They tend to emphasize obedience, respect for authority, and order. Authoritarian parents also discourage verbal give-and-take with children, expecting rules to be followed without further explanation. Again, Abesha (2012) also observed that authoritarian style of parenting is marked by parental behaviours that are highly restrictive and very demanding. It is high in control and maturity demands, but low in nurturance and bi-directional communication between parents and children. Authoritarian parents

constrain their children's independence and they want their children to follow strict parental rules and orders without any question by threatening severe punishment if children violate these rules and orders.

Child Outcomes from Authoritarian Parenting Style

The lack of balance in the four dimensions of parenting and the extensive stress on disciplinary strategies and high expectations of maturity and control leads to the development of different negative outcomes in the child. Children from such homes are known to develop personality traits such as: being rebellious; fighting or quarreling; being extremely submissive; indecisive; lacking spontaneity as they always want to be told what to do. Psychologically the following outcomes are usually the case. That is they: exhibit anxious and withdrawn behaviours; lack self-reliance; have an external locus of control; have low self-esteem and timid; lack intrinsic motivation to achieve anything in life. As far as their social outcomes are concerned, they: are anti-social in nature; lack social competence to deal with problems and are passively optimistic; have improper social attitudes; have weak communication skills; have inappropriate social behaviour such as drug use. Finally, emotionally they are: known to be unhappy; are fearful; insecure and have trust issues; not known to show love to others; and are easily angered.

2.2.3 Permissive Parenting Style

Permissive parenting is characterised by low expectations of maturity and control, and disciplinary strategies over children, aiming for high levels of warmth. That is, the parents are non-restrictive and exhibit high levels of responsiveness. Unlike authoritarian parents, punishment is very rarely used in permissive homes and children are commonly given greater opportunity to make their own decisions in life (Kang &

Moore, 2011). Being more responsive than demanding, parents of this style have relatively low expectations for their children, setting very few, if any, rules. They often take a very casual and easy-going approach (Verenikina, Vialle & Lysaght, 2011) toward their children, opening up conversations and subsequently developing warmer relationships between them. Again, supervision and bi-directional communication between parents and children are low. Baumrind (1989) considered the permissive parenting style as a careless style in which parents make few demands, encourage their children to express their feelings, and barely use power to gain control over their behaviour, but encourage their children's independence instead.

Child Outcomes from Permissive Parenting Style

The overreliance on show of warmth without necessarily enforcing disciplinary strategies and setting expectations of maturity and control in child's life leads to various outcomes. In terms of personality traits they develop, they become: noncompliant; highly dependent and aggressive; domineering; disrespectful or disobedient; bullies in life. Psychologically, they are known to suffer from: from dependency syndrome where they over-rely on others for directions in everything they do; lack of intrinsic motivation to be creative; anxiety as they become overly anxious when they are not around their parents; high skepticism and doubtfulness in everything they do; an external locus of control. Socially, they are seen as: lacking the will to control their social behaviour; socially incompetent; not being able to play their social roles effectively; easily influenced by their peers; lacking the art of proper interaction with other members of society. Also, emotionally they: get confused easily; develop a sense of insecurity; are emotionally immature; are very fearful and reserved; are usually unhappy and easily irritated.

2.2.4 Neglectful Parenting Style

The uninvolved style is predominantly characterised by low levels of both warmth and control. This often reflects the parents' emotional detachment from the children as they are often seen responding only to their children's needs out of annoyance rather than compassion (Tiller et. al., 2003), and would otherwise be completely unresponsive. Due to the lack of care and discipline for the child, as the name of the style suggests, parents are usually uninvolved in the child's life in general. Thus, they do not often volunteer to partake in research studies (Tiller et al., 2003), with a massive 43 per cent of parents on average *never* participating in school activities (Steinberg et al., 1992). Consequently, this has led to a deficiency of knowledge about this style and so less is known about uninvolved parenting than any other style (Hong, 2012).

Likewise, Maccoby and Martin (1983) were of the view that this style of parenting is low in both dimensions (i.e., the degree of responsiveness and demandingness) and also believed to be the most detrimental of the four types of parenting styles on children's and adolescents" development. Again using Baumrind's dimensions, this type of parenting style is low in four dimensions of disciplinary strategies, warmth and nurturance, communication styles and expectations of maturity and control.

Child Outcomes from Neglectful Parenting Style

The absence or low levels of show of the four dimensions of parenting by parents thereby making them neglectful tend to have various impacts on the child. When it comes to personality traits these children are known to develop, they are usually considered as: truant; delinquents; dependent on others; disrespectful; and insensitive. Psychologically, they are known to develop: anxious feelings; low self-

esteem; psychological immaturity; depression; very pessimistic views about life. Socially, they: are highly predisposed to deviance; are socially incompetent; are highly influenced by peers groups; lack ability to form close relationships; lack the ability to play their social roles as determined by their social positions. Finally, children from such homes are known to exhibit the following emotional outcomes. They: are very bitter in life; feel unloved and as a result find it difficult to love others; are usually hostile towards others; are easily angered and irritated; are less compassionate and affectionate towards others.

2.3 Parenting Styles' Effects on Academic Performances of Students

Just as parenting styles yield various personality traits as well psychological, social and emotional outcomes in children, they equally result in different academic performances or achievements among children in school. The four dimensions as identified by Baumrind (1967) tend to affect a parent's expectation, control and responsiveness toward the child and this in turn tend to affect the child's academic outcome, which could either be good or poor. This is because finding the secret recipe to a 'perfect' parenting style has proved to be a challenge too great for humankind. "Indubitably, all parents want their children to succeed at school, but not all parents are successful in facilitating this success" (Mandell & Sweet, 2004; Areepattamannil, 2010; Hong, 2012). To be successful in their higher education and life, however, adolescents and young adults need trusting, supporting, and caring relationships with their families, especially with their parents. Consequently, parenting styles have become a robust approach and major topic of study in the area of education and parenting in contemporary times because of the impact parenting styles have on the development of

children's personality traits, as well as social and academic achievements (Nyarko, 2011; Tope 2012).

This development has been necessitated by the awareness that has been created over the years stressing on the benefit of good parenting practices through the adoption of the appropriate parenting styles and its effect on education which most parents are beginning to acknowledge as an acceptable means of achieving success in life. Again, there exists ample evidence in literature that insinuate that parenting styles are correlated with children's school achievement. Dornbusch et al. (1987) found that inconsistency and mixed parenting styles are correlated with lower grades for adolescents. Likewise, Jacobs and Harvey (2005) indicated that parenting style is one of the significant contributors to student's academic achievement in school.

Realizing the value of education in the world today, parents are encouraged to make positive efforts to ensure an active participation in the education of their wards so as to endow them with the capacity to be socially mobile in life. Tope (2012) indicated that although students are primarily the ones for whom curricula are designed, textbooks are written, and schools built, parents are primarily the ones held responsible for preparing students for learning – preparation physically, psychologically, behaviorally, attitudinally, emotionally, and motivationally, just to name a few. Without the appropriate parenting style, parental involvement and proactive preparation of the child in the areas mentioned above, the child is likely to perform poorly in school. The various outcomes of the parenting styles as discussed above and their impact on academic performance of students are explained below.

2.3.1 Authoritative Style and Academic Performance of Children

The authoritative parenting style positively correlates to different developmental outcomes (academic achievement) of children and the most effective in relation to

school achievement. This is because the warm and affectionate relationship between children and parents foster cognitive growth in children (Maccoby & Martin, 1983; Baumrind 1967, 1991; Talib, Mohamad, Mamat, 2011; Abesha, 2012). Again, adolescents who are reared in an authoritative environment "consistently score higher on measures of psychological competence and school achievement and lower on measures of internal distress, problem behaviour, than do adolescents from non-authoritative families" (Glasgow et al., 1997, p.508; Talib et al., 2011). Park and Bauer (2002) reported that a positive association exists between authoritative parenting style and academic achievement among Caucasians.

Similarly, Steinberg et al. (1992) observed that authoritative parenting is one of several means via which parents can have positive effects on their adolescents" academic achievement through their direct involvement and support in school activities, such as helping with homework and assignments or course selection or attending parent teacher meetings, and through the encouragement of school success, both directly and indirectly, by establishing and implementing high performance standards. Reitman et al. (2002) al (2009) also noted that an authoritative parenting style, which emphasizes both responsiveness and demandingness, is superior in fostering higher academic performance.

Again, this phenomenon can be attributed to the balance in parental support as a result of the warmth that exist in the family and parental expectations that characterize this style of parenting (Bowen et al., 2012). To these scholars, parental support and expectations are among the most important influences on students' behavior and academic performance, especially for students in the middle school years. When students perceive that their parents expect them to perform well in school, they are more likely to avoid problem behavior and excel academically.

2.3.2 Authoritarian Style and Academic Performance of Children

A number of studies have found a significant relationship between authoritarian style of parenting and academic achievements of children in school. This style of parenting which is characterised by high levels of disciplinary strategies and expectations of maturity and control, but low on warmth and communication skills is considered as being not conducive for the effective development of a child's cognitive skills and consequently academic performance. For instance, due to authoritarianism's high control over children, numerous studies have found the parenting style to be negatively associated with academic achievement (Dornbusch et al., 1987). "A large body of research has documented that parental monitoring is related to lower academic performance (Muller, 1995; Niggli et al., 2007; Pomerantz and Eaton, 2001; Rogers et al., 2009; Areepattamannil, 2010). In fact, Brown and Iyengar (2008) have found that this overemphasis may, in fact, alienate children. Placing excessive pressure on children and interfering with their studies may lead to children having lower academic competence and, consequently, lower academic achievement (Rogers et al., 2009; Hong, 2012).

However, a study by Leung et al. (1998) to examine the influence of parenting styles on children's academic achievement in four countries (United States, Hong Kong, China, and Australia), using survey items used to measure parenting styles by Dornbusch et al. (1987), found that authoritarian parenting was negatively related to academic achievement in all countries except Hong Kong. There, authoritarian parenting was related positively to academic achievement. Similarly, in a study by Blair and Qian (1998), they found that high parental control was positively associated with school performance of Chinese adolescents. That is, high parental control which is characteristic of authoritarian style of parenting was found to be positively associated with high academic performance. Buttressing and explaining this point further, Chao

(2001) argued that the Chinese version of authoritarian parenting is fundamentally different. Unlike Western authoritarian parents, Chinese authoritarian parents have closer relationships to their children, and closeness is a predictor of higher school achievemene.

2.3.3 Permissive Style and Academic Performance of Children

The permissive style of parenting which is characterised by high levels of warmth and nurturance with moderate levels of communication styles, and low levels of disciplinary strategies and expectations of maturity and control has a tendency to lead children toward lower academic performances. Dornbusch et al. (1987) reported that permissive parenting is negatively associated with higher academic achievement, which is most likely the result of the parents' lack of control and discipline over their children. The majority of young children, if left to choose between work and play are likely to choose 'play'. Consequently, the permissive parent's non-punitive and accepting approach toward their children's desires (Baumrind, 1966) does not assist the children in building an appropriate educational foundation but, rather, harms their potential for academic success.

At adolescence levels, "these adolescents are the most disadvantaged with respect to measures of social competence, academic achievement, and psychological adjustment" (Glasgow et al., 1997). This may be attributed to the lack of control parents have over their children. Also, the fact that parents do not set any expectations for their children when it comes to their education but allow them to do as they please does not create the enabling environment for the children to develop an intrinsic motivation , thus lacking persistence in approaching learning tasks to become high academic achievers (Kang & Moore, 2011). They rather spend their time as bullies.

However, a study by Barnhart et al. (2013) among American and Indian students revealed that when it comes to cultural differences, American students considered authoritative parenting as more effective, helpful and caring, while Indian students found permissive parenting as more effective and helpful in their academic pursuits.

2.3.4 Neglectful Style and Academic Performance of Children

Many studies have observed that neglectful parenting style rank lowest across all life domains. As identified by Maccoby and Martin (1983), parents who adopt this type of parenting style are low in responsiveness and demandingness. Whilst the higher achievers are more likely to have parents who hold high expectations for them (Areepattamannil, 2010), children of uninvolved parents might be seen with a lack of direction in everyday life. Since uninvolved parents do not provide the necessary attention for their children's needs, the children may likely engage in socially unacceptable behaviour within and outside of school, as they attempt to seek this attention. Engaged in such activities, and with the absence of expectations from others, they may not have the necessary motivation for educational pursuits. Moreover, because they parents do not provide them with warmth and nurturance, and the guidance they need in life, they are likely to resort to delinquent behaviour and most likely perform poorly as a result. In extreme cases, most of these children become school drop-outs.

2.4 Senior High School Performance in Ghana

Over the past few years standards of academic performance of students in Ghana's education has assumed a fluctuating trend. The Ministry of Education, Science and Sport's (MOESS) Educational Sector Performance Report (2008) and results from

the West Africa Secondary School Certificate Examinations (WASSSCE) 2010, showed a rise in performance from 41% in 2001 to 64% in 2004, declining afterwards to 34% in 2006, and rising to 49% in 2008 only to decline to 44% in 2009. Due to this deteriorating trend in academic performance over the years, successive governments have been compelled to introduce a number of reforms to forestall the falling standards. Though some of these reforms chalked some successes, they have also plagued by problems which affected quality of education and resulted in poor performance. The most outstanding of these reforms is The Education Reform of 1987, with its modification in the FCUBE Program of 1995, which covered a broad spectrum of Ghana's education system, making it an all-embracing educational package and integrating earlier educational policies to promote access and participation, improve quality of teaching and learning and improve efficiency in management (Addo-Adeku et. al., 2003).

Espousing on the educational standards of the country during an interview with the Voice of America (VOA), the former Vice Chancellor of the University of Education in Winneba, Anamuah-Mensah (2007), indicated a high educational standard in the country before independence which plummeted afterwards. To improve the standard of education in the country demands pumping more money into the education sector, upgrading the current teachers in our schools, and providing junior and senior secondary school students with information technology facilities. This suggestion comes on the back drop of heavy investments governments over the years have made in education in order to improve quality and yet the standards keep deteriorating.

One would have thought that the vast inputs sunk into the sector would yield commensurate results, but this has not been the case. This has been of much concern, not only to parents, but also to the Ministry of Education (MOE), the Ghana Education Service (GES) and in fact, all stakeholders in education. This situation is even more

alarming, given the fact that the success of our socio-economic and technological development, lies in providing quality education for the "bottom-heavy" section of the country's population. Governments, since the Education Act (87) of 1961, have shared the same opinion (Addo-Adeku et al., 2003).

The issue of quality education is one which is of prime importance and usually at the fore-front of educational reforms and policies. The effective implementation of these policies and its immediate evidence of quality reflect in the achievement of students in examinations. For many, including parents, the performance of students in national level or standardized examinations is enough indication of what quality education has been provided (Ankomah et al., 2005). In the Education Sector Performance Report (2010) by the Ministry of Education, problems of quality of education as reflected in academic performance were assessed in terms of quality of teaching and learning with special focus on: textbooks development, availability and utilization; absenteeism in Public Basic Schools; teaching methods; and teacher motivation and morale. It is only when efforts are made to address the problems associated with the abovementioned factors that quality education could lead to improved academic performance.

2.5 Conceptual Framework for the study

Parents play a vital role in the development of their children. In an attempt to socialize and help their children develop appropriately in life, they adopt various strategies or practices to help them achieve that aim. These strategies are what Baumrind (1967) described as parenting styles. These parenting styles are authoritative, authoritarian and permissive. These parenting styles were identified based on the four dimensions of parenting, namely disciplinary strategies, warmth and nurturance, communication styles and expectations of growth and maturity.

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However, further studies by Maccoby and Martin (1983) based on parent's level of responsiveness and demandingness identified a fourth type of parenting style called the neglectful parenting style. Each of these styles is known to result in different child outcomes. Baumrind's parenting styles and reviewed studies, therefore, underpin the conceptual framework of this study. The conceptual framework is depicted in Figure 1 below. This framework is followed by its interpretation.

2.5.1 Interpretation of Conceptual Framework

Baumrind (1967) averred that each parenting style is characterised by either low or high of all or some of the dimensions of parenting, which are disciplinary strategies, warmth and nurturance, communication styles and expectations of maturity and control. Authoritative parents are known to exhibit all four characteristics in an optimum and balanced form. The authoritarian style is characterised by high levels of disciplinary strategies where parents set strict rules and met our severe punishments. Also, it is characterised by parent's setting high expectations for their children, coupled with excessive control and supervision over them. However, communication and warmth are low. The permissive style of parenting is characterised by high levels of warmth but low levels of communication, disciplinary strategies and expectations concerning maturity and control. Finally, the neglectful style of parenting is low in all four dimensions but sometimes high in terms of punishment.

All these styles tend to impact either positively or negatively on parent's role, responsiveness, control and expectations. These impacts on parents also tend to affect children psychologically, socially, emotionally, the personality traits developed and finally their academic performances. All these are as a result of adopting different parenting styles in the same home and enforcing inconsistent dimensions of parenting, which affect children's academic performances. Poor academic performance would,

therefore, be the outcome of children faced with the problem of experiencing different parenting styles and inconsistencies in the enforcement of the dimensions of parenting due to the negative impact these problems may have on them.
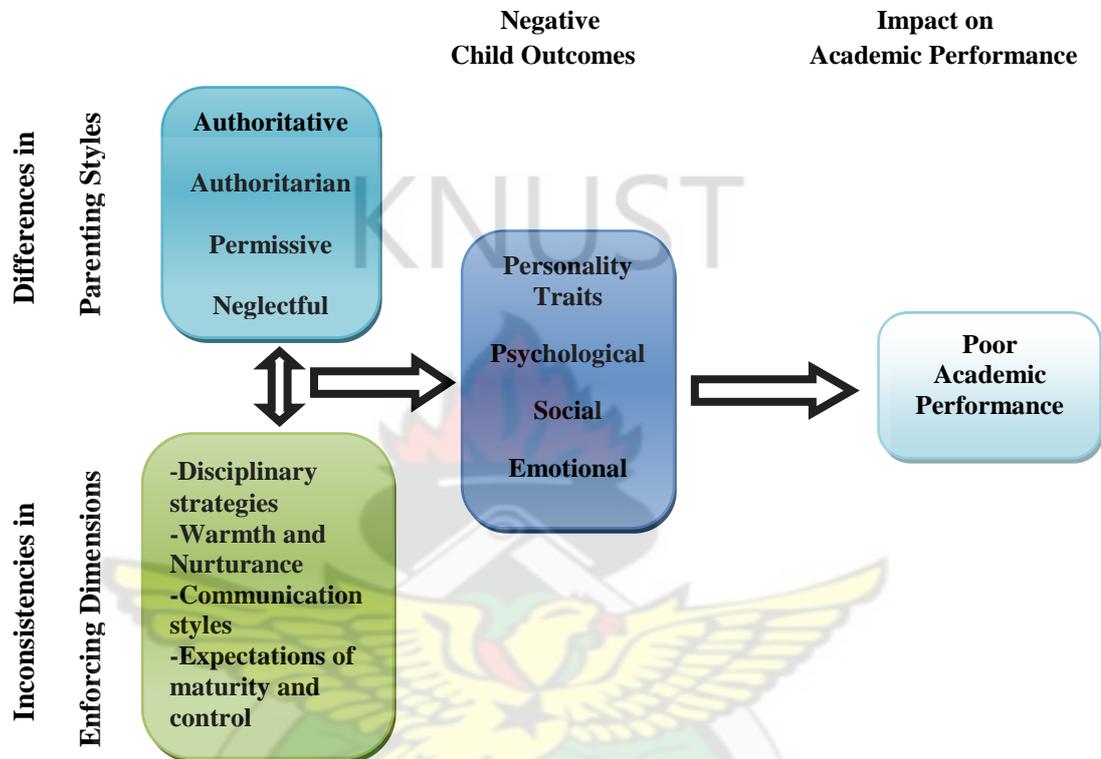
Figure 1: A Conceptual Framework Depicting Parenting Styles and Their Effects on Children and Their Academic Performance

(Source: Researcher's own construct)

CHAPTER THREE

LITERATURE REVIEW

This Chapter Three covered the methodology applicable to the study. It also considered the research design, data collection and processing, and data presentation and analysis.

3.1 Research Design

The study adopted both the Exploratory and Descriptive research types. Hence, their respective research methods. That is, the research design for the study was a cross-sectional survey which used a multi-stage simple random sampling technique with a structured questionnaire for the purpose of collecting quantitative data on the study variables to identify patterns of relationships and differences.

The rationale behind the use of a cross-sectional survey was to enable the researcher to have access to a large number of students in a relatively short period of time, in order to gather facts that relate to the area under study which is one of its advantages. The researcher chose to analyze the data from this study quantitatively. This is because, the study intended to look for differences in the dependent variable as a result of the relationship between the independent and dependent variables. Again, previous studies (Spera, 2005; Addai, 2010; Talib et. al., 2011; Nyarko, 2011; Abesha, 2012) on parenting styles and academic performance of students used the quantitative style in their work, hence its adoption in this study.

3.1.1 Population

Sstudents who constituted respondents for the study were selected from the Ejisu-Juaben Municipality which is one of the 27 administrative and political Districts in the Ashanti Region of Ghana. The Municipality is known globally for its rich cultural heritage and tourists attractions notably the booming kente weaving industry. The Municipality stretches over an area of 637.2 km^2 constituting about 10% of the entire Ashanti Region and with Ejisu as its capital. Currently it has five urban settlements namely, Ejisu, Juaben, Fumesua, Kwamo and Bonwire (Ejisu-Juaben Municipal, 2006). The population of the Ejisu-Juaben Municipal Assembly as at the year 2006 stood at144, 272 with rural population accounting for 69.82% of the total population and the urban population accounting for 30.18%. In 2010, the population dropped to 143,762. In terms of age and sex structure, the area under study has dominant sex to be males constituting 50.2 percent of the population whilst the females represent about 49.8 percent of the total population, therefore putting the sex ratio area at about 1:0.8.

In terms of senior high education, the district has six (6) senior high schools (see appendix 3). These schools are not able to meet the total demand of JSS products. As a result, about 32.1 percent of the children attend schools within the district whilst the other 17.9 percent attend schools outside the district. Majority of the children who attend school in the district are in primary school constituting about 62.1 percent. Those in JSS, SHS and tertiary constitutes 28.1 percent, 7.8 percent and 2.0 percent respectively. This drop in enrolment from the basic level to the secondary level and finally to the tertiary level is as a result of about 26% pupils or students performing poorly academically, among other reasons, which makes it impossible for them to further their education (ibid).

Senior High School (SHS) students in SHS1 to SHS3 within the Ejisu-Juaben Municipality constituted the target population of the study. The choice of students in SHS 1 to SHS 3 was done to reflect the current educational structure which was changed from four years to three years. However, for the purpose of this study, students in SHS 1to SHS 3, who have successfully completed a term or more in any of the programs offered in the two schools that were randomly selected from the six schools in the municipality and consented to participate constituted the accessible population. Students who fell in this category from both schools numbered two thousand one hundred and forty-nine (2,143). A successful completion of a term by the students was essential as it enabled the researcher to assess their academic performance from their immediate end of term examination average scores, in order to determine the parenting style to which the academic performance is a related.

3.1.2 Sample Size and Sampling

The sample of any research study is a subset of the total population which is randomly selected and possesses characteristics of and represents the population. From the sample, one should be able to identify characteristics that are found in the overall population. The Sample Size Determination Table of a Given Population by Krejcie and Morgan (1970) was used to delineate the sample size for the study. With the total number of students from the accessible population as two thousand one hundred and forty-three (2,143), which is less than a population of two thousand two hundred (2,200) but greater than a population of two thousand (2,000), the suitable sample size selected was three hundred and twenty-two (322) from the table (see appendix 5).

After determining the sample size, the multi-stage sampling technique was chosen for the study in order to obtain the sample. The sampling of students was done in three stages. In the first stage, which involved selecting the schools whose students

would constitute the sample, all the six Senior High Schools within the municipality were grouped into two clusters, that is cluster A and B, based on their recognition as first or second choice schools in terms of facilities, teaching staff strength and academic performance within the municipality, respectively. New Juaben Senior High School and Ejisuman Senior High School fell into the cluster A first choice schools, while Achinakrom Senior High School, Bonwire Secondary Technical School, Church of Christ Senior High School and Ejisu Secondary Technical School constituted cluster B second choice schools. Using the simple random sampling technique, one school each with students in SHS1 to SHS3 was randomly selected from both clusters A and B. The total number of students in SHS 1 to SHS 3 from both schools, therefore, was two thousand one hundred and forty-three (2,143), with students from Ejisuman SHS making up one thousand four hundred and twenty-three (1,423) of the total population and students from Church of Christ SHS making up the remainder seven hundred and twenty-six (726) of the total accessible population.

In the second stage of sampling, all the classes in both schools were grouped into sub-clusters under the various programmes from SHS1 to SHS3. Classes in Ejisuman Senior High School were sub-clustered into five groups based on the programs offered, that is Business, General Arts, Home Science, Science and Visual Arts. On the other hand, classes in Church of Christ Senior High School were sub-clustered into four groups, also based on the programs offered, that is Business, General Arts, Home Science and Science. From the sub-clusters, one class was randomly selected from each group of classes and students who fell within the classes under the program selected from SHS1 to SHS3 were considered for further selection. For instance, Ejisuman SHS had a total of three Science classes from SHS1 to SHS3. In randomly selecting one of the classes, Science 2 class was picked and as such all SHS1 to SHS3 students in the selected class were considered for further selection. In the end,

twenty-seven (27) classes were selected with fifteen (15) in Ejisuman SHS and twelve (12) in Church of Christ SHS.

In the third and final stage of sampling, simple random sampling technique was once again used. Students were made to pick either "IN" or "OUT", written on pieces of paper. Those who picked "IN" were selected and constituted the sample for the study. As such, one hundred and eighty (180) students were selected from Ejisuman Senior High School, while one hundred and forty-two students (142) were selected from Church of Christ Senior High School.

3.2 Data Collection and Processing

3.2.1 Data Collection

The data collection process involved the need to construct a research instrument to gather information from students or respondents. There was also the need to pre-test the research instrument questionnaire to ensure its reliability and validity. Finally, an account of how the data was collected and ethical issues considered were given.

Construction of Research Instrument

The research instrument constructed for this study was titled "Perception of Parenting Styles Questionnaire." This questionnaire contained twenty-nine (29) items or self-reporting questions with responses which were coded numerically to enable quantitative analysis of the data obtained from the field. The research instrument was ordered into two sections (A and B)

Section 'A' comprised five (5) background information items on students. Question 1 was used to determine the sex of students and was coded as 1=Male and 2= Female. Question 2 dealt with the age of students and was coded as 1=14-15, 2=16-17, 3=18-19 and 4=20 and over. Question 3 was on academic level of students and was coded 1=SHS1, 2=SHS2 and 3=SHS3. Finally, Question 4 focused on program of study

of students and was coded 1=Science, 2=General Arts, 3=Business, 4=Home Science, 5=Agricultural Science and Visual Arts.

The final section, 'B', constituted 24 items selected, reviewed and contextualized from carefully designed items used in prior research and some designed by the researcher. The researcher adapted the Parental Authority Questionnaire (PAQ) by Buri (1991) to measure the authoritative, authoritarian and permissive styles of parenting as perceived by students. This research instrument has a co-efficient alpha of 0.82 and basically asks questions about how student's parents behave towards them and the nature of the relationship between them. This instrument was used to measure the various parenting styles based on Baumrind's four dimensions of parenting, which are disciplinary strategies, warmth and nurturance, communication styles and expectations of maturity and control. It is a thirty (30) item questionnaire, with ten (10) items each for each parenting style, that is authoritative, authoritarian and permissive parenting styles. The responses to each of the items are in a 5 point likert scale format ranging from strongly disagree (1) to strongly agree (5). However, for the purpose of this study, six out of the ten items for each parenting style were used to measure the three parenting styles. In all, eighteen (18) items were used to measure the three parenting styles adapted from the PAQ by Buri (1991). The various items and the parenting styles they measure were defined and grouped under four (4) parenting style characteristics headings. Items one (1) to six (6) measured characteristics of authoritative parenting style, items seven (7) to twelve (12) measured characteristics of authoritarian parenting styles, and finally, items thirteen (13) to eighteen(18) measured permissive parenting styles (see appendix 1).

Again, since the PAQ by Buri (1991) did not contain questions or items on neglectful parenting, the researcher constructed an instrument that was used to measure this type of parenting style, based on the four dimensions or characteristics of parenting

found in Baumrind's model. Items nineteen (19) to twenty-four (24) measured neglectful parenting style.

Pre-test of Survey Instrument

The success of any research study depends, to a large extent, on the validity and reliability of the survey instrument. In order to ensure the validity and reliability therefore, it is vital that the researcher pre-tests the survey instrument. This was done by selecting one of the mixed public senior high schools in the Ejisu Juaben Municipal Assembly which was not included in the sampled schools for the study. That is, Achinakrom Secondary School was selected and after permission was sought from the school's authorities and subsequently granted, about 30 students were randomly selected, ten from each academic level.

Students were informed about the purpose of the study, after which their consents were sought and also the necessary ethical issues such as confidentiality explained to them before the questionnaires were distributed to them. This exercise was essential to help the researcher ascertain how valid and reliable the contents and constructs of the survey instrument were regarding the measurement of study variables that it was intended to measure, identify problematic areas that needed reviewing and also determine the length of time it took for the questionnaires to be answered. The researcher and the research assistant were on hand to explain and clarify items that students found difficult to understand. Upon completion of the questionnaire, the questionnaires were collected. In all, students expressed less difficult in comprehending the items and instructions and the average time for each item by a student to complete the questionnaire was ten (10) minutes.

After gathering the information needed from the students, the data was analysed using SPSS (version 16). Internal consistency or reliability tests were ran for each of

the parenting styles items using Cronbach alpha. Overall, all the twenty-four (24) items had an alpha level of 0.73. Garson (2006) posited that reliability of 0.60 is common in exploratory research. However, an alpha of at least 0.70 or higher is needed, overall to make any scale reliable for measurement. The alpha value for items in the authoritative parenting style scale was 0.73, authoritarian parenting style scale was 0.71, permissive parenting style scale was 0.71 and neglectful parenting style was 0.73. All the scales met the requirement for internal consistency and acceptability. Generally, the pretest helped improve the survey instrument and helped to ensure that the issues of validity and reliability were adequately addressed.

Administrative and Field Data Collection Procedure

Before the researcher went to the field to gather the data needed for this study, a formal introductory letter from the Department of Sociology and Social Work was obtained, introducing the student as a Masters student who intended to undertake the study among the students in the two schools that were randomly selected from the list of six schools within the Ejisu-Juaben Municipality in order to meet the requirement for a Master's degree at the Kwame Nkrumah University of Science and Technology. The letters were to be used to gain per permission from the two head-teachers in the two schools that were selected in order to conduct the study. Once permission was granted by the two head-teachers, the researcher together with the research assistant sought the assistance of some of the teachers in the two schools, introduced ourselves and the purpose of the study to them, and offered training to those who willingly agreed to help with the gathering of the data. The researcher explained the study to the teachers as a study which sought to examine the effects of parenting styles on the academic performance of senior high school students in the Ejisu-Juaben Municipality. It was also explained that only students who had been randomly selected, after picking "IN"

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were the ones questionnaires were to be distributed to. Again, research assistants were given assurances of assistance from the researcher in case of any difficulty or problem in the course of the data collection process.

Data collection after preliminary administrative processes, took place over a two week period in the month of April, with a week being allocated to each study area after pre-test of the research instrument had been conducted to gather quantitative data which served as the primary source of data for the study. The data collection process was done in two phases. In the first phase, a well-structured questionnaire with pre-coded responses was purposefully designed in order to obtain the data appropriate for this study. The items in the questionnaire were grouped into three main sections: background information on student, background information on parents and student's perception of parenting styles. Similar data collection processes were used in both schools with at least eleven (11) students randomly selected from each of the classes selected from the sub-cluster of programs offered in the school. The selected students in SHS1 to SHS3 from each of the cluster of classes that were randomly selected were made to occupy the front rows to avoid interference and distractions, and made to undertake the study under the supervision of the research assistants.

Ethical issues bordering on voluntary participation and confidentiality were duly explained to the students followed by reading and explaining of the various instructions on the research instrument to ensure that they understood what the study sought to achieve from them. The researcher was on hand to explain the aim of the study to the students and address the concerns and difficulties the students encountered in responding to the items in the questionnaire. The presence of the teachers in the classes supervising the administration of the questionnaires by the students helped the students to feel more relaxed, which was expressed in their willingness to participate in the study and also the freedom in answering for clarification to questions they did not

understand. At the end of the data collection process involving the use of questionnaires, the researcher expressed gratitude and appreciation to all the students who voluntarily accepted to participate in the study, as well as the research assistants who play supervisory roles in the process for their support and time.

The second phase of the data collection process involved gathering data on the academic performance of students. In Ejisuman Senior High School, the school had a software database into which the performances of students were entered to calculate their average performances for a term and for over a period of terms. With ethical issues of confidentiality addressed, permission from the head-teacher sought and granted, the names of the students selected for the study were entered, with the help of the secretary, and the records of their performance were revealed. The average score for the term was recorded for each of the students for further analysis. On the other hand, Church of Christ Senior High School did not have such a database and as a result, after going through similar procedure as in the previous school to gain consent and access to student's records, the performance of the students which were in files and shelved were pulled out one after the other with the help of the secretary and the research assistant, and the average performances of students for the previous term recorded.

At the end of the entire data collection process, the researcher went to the head-teachers of both schools to render a special word of appreciation to them for granting the permission to conduct the study in the schools. The secretaries and other individuals who helped in one way or the other were also thanked for their help in the study.

Ethical Consideration

Ethical consideration is a vital aspect of every research and an integral part of it. It helps to ensure that the appropriate means of collecting data from the respondents are followed and adhered to. As a result, the researcher sought the consent of the Faculty

regarding the ethical issues that were adopted for this study to ensure to that it conformed to the standards of Social Science research. After consent was given, an authorization and introductory letter was issued out to the researcher to the help the researcher get the required consent and help needed to conduct the study in the schools selected for the study.

Also, the rationale and purpose behind the study were adequately explained to the students and their consent sought before the collection of data to meet ethical requirements of social science research. Again, all secondary data and ideas of other researchers that were included in the study were appropriately acknowledged and cited to avoid the issue of plagiarism.

Another ethical consideration worthy of mentioning were the issues of privacy and confidentiality of the information students provided during the study. The researcher had to obtain the names of students in order to obtain information concerning their academic performance. Information gathered on academic performance per the names given was treated with the strictest of confidence and as a result only the researcher and the research assistant were privy to this information. That is, confidentiality of the students was ensured by keeping data of personal nature by students away from people who were not involved in the study.

Finally, students were given the option to voluntarily participate in the study or opt out of the study after the rationale behind the study was read out to them. Fortunately, no student opted out of the study once issues of privacy and confidentiality were duly assured.

3.2.2 Data Processing

After data has been gathered in social research, the data has to be processed and managed by coding the data, editing the data where appropriate, entering the data into

the appropriate software (Statistical Package for the Social Sciences) to generate results and finally cleaning the data to remove any forms of mistakes that may have gone unnoticed. As such the data for this study were processed and managed in the following ways.

Data Coding

In order to ensure easy data entry and analysis of the data quantitatively, there was the need to need to code the responses of the students. A coding scheme was, therefore, developed to change the responses in the questionnaire from words into numerical data. Coding the responses was, however, easy since the responses to the items in the questionnaire were already pre-coded and were closed ended type of questions. Academic performances of students were also put into categories and given codes as well.

Data Editing

The second stage of the data management process involved the editing of the data during and after the collection process. Data editing is imperative in the data management process in order to find out whether the questions yielded correct answers and also whether the close ended responses were not exhaustive and thus need to be reviewed. Again, this process was essential in ensuring data collected from the field was appropriately modified for entry into the computer program for analysis. For instance, through data editing, responses which did not apply to respondents because of a choice of response over another were coded 9=Not applicable. Again, students' academic performances data obtained from the schools were edited from their raw forms and put into three distinct categories (good, average and poor) based on the WASSCE grading system. Good comprised scores from 65 to 100, average from 40 to 65, and finally poor from 0 to 39. This is because scores between: 65 to 100 are

considered good, very good and excellent; 40 to 65 are considered credit and pass and; 0 to 39 are considered fail.

Data Entry

After coding and editing the data, they were entered into the Statistical Package for the Social Sciences (SPSS) Software (Version 16) by the researcher. Variables and their labels, as well as their codes were defined in the variable view phase of the SPSS programme while numerical coded data were subsequently entered into the data view of the software programme. A data file and output were created and saved to ensure access whenever needed.

Data Cleaning

A thorough check was important to help eliminate all possible errors and mistakes that may have been entered into the SPSS program. Since data entry errors are common and subsequently analysed data could have errors in them especially due to errors in coding, the researcher used all available means known for identifying and checking for errors to eliminate all possible errors and cleaned the data as a result. For instance, missing values which gives information about data which may not have been coded or entered wrongly were used to ensure that the data was clean and devoid of errors.

3.3 Data Presentation and Analysis

3.3.1 Presentation of Data

Information gathered from students in response to the research instrument were presented in tabular forms under the main research questions, with the exception of research question four which required a generation of a model based on the findings of the study. The model generated was presented in the form of a figure. Descriptive

results from SPSS Software on students' responses to the research questions were presented in frequency table and crosstabulation forms. Results from the Pearson Chi-Square and compared means statistical tests were also presented in tabular forms to illustrate relationships and differences between parenting styles and academic performance of students.

3.3.2 Analysis of Data

Data was statistically analysed descriptively. Statistical analyses were done as well under the first three main research questions of the study. Descriptive statistical analyses based on responses of students to the first three research questions from the frequency tables were done. The results for research question three were also based on the Pearson Chi-square and compared means tests. The test was done to determine; whether parenting styles related to academic performances of students; whether significant differences existed between parenting styles and academic performances of students; the magnitude of the effect of parenting styles on academic performance of students; which parenting style related to high academic performance of students, based on the outcome from the compared means test. Again, all the tests were undertaken or variables measured at an alpha level of 0.05 or 5% level of significance.

However, to determine the normality of the distribution of the data gathered for the study on parenting style and academic performance of students before testing for significant relationships and differences, the absolute values of skewness and kurtosis were used. Kim (2013) emphasized that for sample sizes greater than 300, the absolute values of skewness and kurtosis must be depended on without considering the z-values. That is either an absolute skew value larger than 2 or an absolute kurtosis (proper) larger than 7 may be used as reference values for determining substantial non-normality. The absolute value of skewness for parenting style was 0.341 and kurtosis -

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1.188, while academic performance had an absolute value of skewness to be -0.040 and

kurtosis of -1.167. From the observations above showing skewness with absolute values

below 2 and kurtosis below 7, it could be said that the data was normally distributed.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter covered the results and discussion of the study. Results based on the responses of students to the various research questions were presented and analysed. This was followed by the discussions of the findings in relation to relevant literature.

4.1 Presentation and Analysis of Responses to Research Question 1

Research Question 1: What demographic characteristics predispose respondents to their perception of parenting styles?

4.1.1 Presentation of Responses to Research Question 1

Table 1: Tabular Presentation of Responses to Research Question 1

Demographic Variables	Frequency (f)	Percentage (%)
Sex		
Male	174	54.0
Female	148	46.0
Total	**322**	**100.0**
Age		
14-15	24	7.5
16-17	113	35.1
18-19	127	39.4
20 and Over	58	18.0
Total	**322**	**100.0**
Academic Level		
SHS1	108	33.5
SHS2	107	33.2
SHS3	107	33.2
Total	**322**	**100.0**
Programme of Study		
Science	72	22.4
General Arts	72	22.4
Business	72	22.4
Home Science	70	21.7
Visual Arts	36	11.2
Total	**322**	**100.0**

(Source: Field Data, 2013)

4.1.2 Statistical Analysis of Data for Responses to Research Question 1

Sex:

The sex distribution of the sampled students who participated in this study, shown in Table 1 above, revealed that out of the 322 students sampled, 174 representing 54% were males while 148, representing 46% were females. That is, there were more males than females in this study.

Age:

The age distribution of the sampled students as shown in Table 1 above shows that majority of the students sampled were between the ages 18-19 and totaled 127 (39.4%). They were followed by students between the ages 16-17, who totaled 113 (35.1%). The third largest number of students was those between the 20 and over age category, who totaled 58 representing 17.9%. The least number of students reported for this study were 24 (7.5%) and comprised students who fell between the 14-15 age categories.

Academic Level:

The academic levels of students as depicted in Table 1 above shows that there were 108 SHS1 students, representing 33.5%, followed closely by SHS2 and SHS3 students who both had the same number of students, 107 representing 33.2% each. The almost similar figures were as a result of the random sampling of students for the study from the two schools.

Programme of Study:

The distribution of students according to their programmes of study as shown in the Table 1 above revealed that Science, General Arts and Business were the majority of the students sampled with each having 72 students, representing 22.4% coming from the classes that were randomly selected from both schools. Home Science students were the

second highest with 70 students, representing 21.7%, and Visual Arts class had 36 students, representing 11.2%. The small number of students reported for Visual Arts was as a result of the programme being offered in Ejisuman SHS and not in Church of Christ SHS.

4.1.3 Discussion of Research Question 1

The purpose of this research question was to identify the socio-demographic characteristics of students that may have predisposed them to their perception of the type of parenting style used by their parenting. As such, socio-demographic background characteristics on student's sex, age, academic level and programmed of study were identified as factors that predispose students to their perception of the style of parenting style used by their parents. The various characteristics and how they predispose students to their perception of parenting style used by students are discussed as follows.

With respect to sex of the students, the responses of students revealed that there were more male students (54%) than female students (46%) from the students sampled for the study. This corresponds with the general characteristics of the population from the area under study, which indicated more males in schools than females within the municipality (Ejisu-Juaben Municipal, 2006). This is because, in such traditional societies, parents prefer to school their male children than their female children. Though much has been done by way of bridging the gap and awareness created on the importance of girl child education, much needs to be done (Lambert et al., 2012). It was also imperative to establish this fact because, the sex of a student is related to the perception of parenting style experienced. Alsheikh et al. (2010) posited that student's gender significantly correlated to the parenting styles experienced. That is, parent's interactions with children depended on gender of the child. Again, given the nature of the cultural importance attached to male children in most societies in Ghana, parents are likely to be

more responsive and affectionate towards their male children than female children and as such may predispose students into perceiving their parents as permissive. However, given the strict upbringing experienced by females in such societies to constantly keep them in check from going wayward, female students are likely to perceive their parents as authoritarian. Females usually experience this more than males because their fathers are more likely to be overprotective of their daughters than their sons (Stephens, 2009).

Again, on student's age and how it predisposes them to their perception of parenting style, the results showed, in the first place, that majority of the students sampled for the study were between the 18-19 age category totaling 127 (39.4%). These students, as well as those who were in the 20 and over age category totaling 58 (18%), were those whose age gives them legal adult status within the country. As such, children within these two age categories may experience and perceive parenting styles differently from those below the legal adult age. Alsheikh et al. (2010) again observed that autonomy granting and demandingness by parents related to the age of the child. The older the child, the more autonomy parents offered the child and more demanding parents were of the child. This indicates that as children grow their parents' style of parenting changes and their perceptions of parenting styles by their parents change as well. Parents may, therefore, have their style of parenting changed from authoritarian to either authoritative or permissive as the child grows, most especially as the make it into tertiary institutions.

Further, academic levels of students were identified as one of the demographic characteristics of students with the tendency to predispose them to their perception of parenting styles by their parents. How well students adjust to transitions and progress through secondary and postsecondary education to earn a degree depends greatly on the support received which is characteristic of the type of parenting style adopted by parents (Shaw, 2008). Problems with adjustment begins at the first year of entry into secondary

school where students have to cope with stress related problems such as meeting academic, emotional, social and expectations, as well as adjusting psychologically to the boarding school system for some students, and other factors which may be seem as overwhelming by students in first year. The student's ability to adjust to these expectations and challenges is related to the parenting style experienced by children in their formative years and the relationship that exist between parents and children (Baumrind, 1967). Authoritative parenting style which is related to positive child outcomes such as high self-esteem, high achievements, well developed cognition and internal locus of control could help students adjust successfully to the challenges that come with transition from one academic level to the other. Also, Positive relationship with parents is essential as it provides social support which enhances students' psychological resources and their capacity to cope with stressful events (Baumrind, 1991; Wolfradt et al., 2001). Hence, the relationship between students and their parents and how well parents support their children adjust successfully to challenges in school will predispose them to their perception of parenting style used by their parents. Finally, the programme of study by students and the role parents play in providing guidance, directions and support to students in their choice of programmes of study may predispose students to their perception of parenting style experienced by them. The choice of programmes of study at the secondary school level is linked to the career aspirations of students and that of their parents parenting style, especially fathers (Tan-Kuick & Ng, 2010). Therefore, depending on the support the child receives in choosing a programme of study and the encouragement, directions and expectations that come with that choice from the parents, children may perceive their parents as authoritative, authoritarian, permissive or neglectful. For instance, children would feel comfortable and bold choosing courses with high career prospects, such as Science and Business, if they come from authoritative homes where the parenting styles by parents help children to develop

positive cognitive systems and child outcomes such as high achievement, which could translate into their academic performance. Strage (1998) observed that students from authoritative homes exhibited exceptional levels of self-belief in pursuit of their programmes of study than students from authoritarian homes who experienced academic problems, such as difficulty in taking notes and completing assignments. As such the level of parental support from parents experienced by students may predispose them into perceiving their parents as authoritative, authoritarian, permissive or neglectful.

4.2 Presentation and Analysis of Responses to Research Question 2

Research Question 2: what are the parenting styles and academic performances experienced by students?

4.2.1 Presentation of Responses to Research Question 2

Table 2: Tabular Presentation of Responses to Research Question 2

Variable(s)	Frequency (f)	Percentage (%)
Parenting Styles		
Authoritative		
Males	55	51.4
Females	52	48.6
Total	**107**	**100.0**
Authoritarian		
Males	55	61.1
Females	35	38.9
Total	**90**	**100.0**
Permissive		
Males	41	57.7
Females	30	42.3
Total	**71**	**100.0**
Neglectful		
Males	23	42.6
Females	31	57.4
Total	**54**	**100.0**

Academic Performance		
Good (65%-100%)		
Males	47	54.7
Females	39	45.3
Total	**86**	**100.0**
Average (40%-64%)		
Males	81	55.9
Females	64	44.1
Total	**145**	**100.0**
Poor (0%-39%)		
Males	46	50.5
Females	45	49.5
Total	**91**	**100.0**

(Source: Field Data, 2013)

4.2.2 Statistical Analysis of Data for Responses to Research Question 2

The results in Table 2 show the parenting styles experienced by male and female students. Again, the results of students' academic performances according to their sex are shown in the same table above. These results on parenting styles and academic performances of students are statistically analysed below.

Parenting Styles

Authoritative Parenting Style

Majority of the students, 55 (51.4%), who reported experiencing authoritative parenting style were males. Also, the total number of female students who equally experienced authoritative parenting style were 52, representing 48.6 %.

Authoritarian Parenting Style

On authoritarian parenting style, it was observed that majority of students who reported experiencing this type of parenting style were males totaling 55 (61.1%).

Again, 35 females, representing 38.9% reported coming from homes which are characterised by authoritarian style of parenting.

Permissive Parenting Style

Further, 41 of the students, representing 57.7%, who reported having permissive parents and were in the majority were males. They were followed by female students who totaled 30, representing 42.3%.

Neglectful Parenting Style

Lastly, with respect to students who indicated growing up with parents they considered neglectful parents, majority of the students who reported having such parents were females totaling 31 (57.4%). Male students from neglectful homes were 23, representing 42.6%.

Academic Performances of Students

Good Academic Performance (65% - 100%)

The performance of students who fell within the good academic performance category as shown in Table 2 above, had 47 (54.7%) of the students being males, followed by female students who were 39 (45.3%). This shows that there were more male high performers than females.

Average Academic Performance (40% - 64%)

Again, the results from Table 2 show 81 male students, representing 55.9% falling into the average academic performance category). Female students who also fell into this category were 64, representing 44.1%. Once again, male students were more than female students in terms of average academic performance.

Poor Academic Performance (0% - 39%)

On poor academic performance of students, it was observed that male students' performance did not differ much from female students' performance. That is, 46 of the males, representing 50.5% performed poorly, whilst 45 of the females, representing 49.5% performed poorly.

4.2.3 Discussion of Research Question 2

The purpose of this research question was to establish the parenting styles experienced by students in their respective homes and also the category of academic performance students fell into. Using PAQ by Buri (1991) based on the dimensions of parenting styles and a Neglectful Parenting Style Questionnaire designed by the researcher, the parenting styles of students' parents were identified and the results depicted in Table 2.

With respect to parenting styles experienced by students, it could be observed from the responses of the students in Table 2 that more males experienced authoritative style of parenting than females. However, the difference between male students and female students in terms of their experience of this type of parenting style was relatively small. However, from the responses, students perceived the home they came from as one where parents optimally balance the dimensions of disciplinary strategies, warmth and nurturance, communication styles and expectations of maturity and control, identified by Baumrind (1967), as well as the dimensions of responsiveness and demandingness by Maccoby and Martin (1983). That is, both male and female students reported coming from homes where parents are not only responsive to the needs of the students but demanding as well which should put them in a position to perform well academically. This is because, parents who use this style of parenting through their responsive and demanding nature are able to foster a stronger cognitive competence

and autonomy among the students which helps them to develop the right self-efficacy and academic competence to excel in school (Dornbusch et al., 1987). They punish only when deserved, provide directions and guidance, warmth and nurturance, and encourage and reward achievements of expectations met.

On authoritarian parenting style, it was found that more males, again, experienced this type of parenting style than females. This parenting style is characterised by high dimensions of disciplinary strategies and expectations of maturity and control (Baumrind, 1967). However, dimensions of warmth and nurturance and communication styles are virtually absent. Such parents are always demanding and less responsive to the needs of their children (Maccoby and Martin, 1983). There is strict adherence to rules and high expectations from parents which failure to honour or meet them, would result in severe punishments. This type of parenting style has been found to have detrimental psychological, social, emotional, cognitive and personality developmental effects on the child. These problems may affect the child's ability to develop the appropriate academic competence to achieve high performance in school. As observed earlier, students from authoritarian homes have difficulty adjusting to academic, emotional and social expectations and challenges due to inability to develop the right stress coping mechanisms (Shaw, 2008). It must however, be emphasized that this type of parenting also has the tendency to generate high or good academic performance from students (Blair and Qian, 1991; Chao, 2000). When students feel a failure on their part to meet expectations by their parents would result in punishment with respect to their academic performance, they may be forced to put in an extra effort to excel in school. Unfortunately, parents are usually unwilling to communicate the means to achieving such success to their children and rather expect them to figure the means out by themselves. Likewise, there is no show of warmth towards the child and they may feel

unloved by their parents which could destabilize them emotionally and affect their interrelationships with others in school.

Regarding permissive parenting style, the results as shown in Table 2 revealed that majority student who perceived their parents' style of parenting as permissive were males. This is the type of parenting which is high in the level of warmth and nurturance or responsiveness but low in the other dimensions of disciplinary strategies, communication styles and expectations of maturity and control or demandingness (Baumrind, 1967; Maccoby and Martin, 1983). With parents assuming an indulgent behaviour without setting boundaries for the child's behaviour, he or she may choose to do whatever seems right to him or her, which may be wrong and consequently escape punishment. They also tend to become over-dependent on their parents and as such are unable to think by themselves which affects their capacity to develop autonomy which is necessary for achieving self-efficacy and cognitive competence (Dornbusch et al., 1987). The fact that more males were found to be at the receiving end of this type of this type of parenting style could be attributed to the social and cultural importance normally attached to male children in both paternal and maternal societies, most in traditional societies.

Finally, on the responses of students to neglectful style of parenting, majority of the students who reported as having experienced this type of parenting style because of their parents' style of parenting towards them were females. This development is very worrying as this type of parenting style is characterised by a relatively low experience of all the dimensions of parenting, that is disciplinary strategies, warmth and nurturance, communication styles, and expectations of maturity and control (Baumrind, 1967). Parents hardly discipline their children, show warmth and affection, communicate with them to give them directions in life, and set expectations on how to behave and exercise control on their behaviour. Children from such homes usually

develop problematic outcomes that affect their cognitive ability to develop academic competence (Dornbusch, 1987). They are often low achievers in life with no direction or guidance from parents, and no one to set goals and provide them with the means to achieve those goals.

Concerning students' academic performances, findings from other studies have established a relationship between students' sex and academic achievement especially in Mathematics and other traditionally male dominated subjects like Science and Computer Studies (Busch, 1995). However, the traditional female educational disadvantage in recent times has disappeared and has been replaced by an emerging male educational disadvantage. This assertion was buttressed by a study on gender differences in educational achievement among male and female students in New Zealand, assessed from age 8 to 18, which found out that throughout their educational pursuit, boys were educationally disadvantaged when compared with gals. Also, though males and females were similar in terms of cognitive ability, they were distinguished by females having better academic achievement. (Fergusson & Horwood, 1997)

Again, in more recent studies, a gap has emerged between boys and girls which have found females to be showing better performance than males (Chambers & Schreiber, 2004). However, the results from Table 2 showed more males attaining good performance than females. This was an indication that, male students outperformed female students academically. Also, in terms of average performance, there were more males than females. However, the gap between males and females in terms of poor performance was very narrow (1%). All the same, the performance of students could be described, overall, as acceptable since majority of the students were between the good and average academic performance categories which could earn them admission to pursue a programme of their choice in a tertiary or vocational institute in the country,

unlike poor performance which is tantamount to failure and may not guarantee a student access to any tertiary or vocational institution.

4.3 Presentation and Analysis of Responses Research Question 3

Research Question 3: what are the significant relationships and differences between academic performances of students and parenting styles of their parents?

4.3.1 Presentation of Responses to Research Question 3

Table 3: Tabular Presentation of Responses to Research Question 3

Variable(s)	Frequency (f)	Percentage (%)
Parenting Styles		
Authoritative	107	33.2
Authoritarian	90	28.0
Permissive	71	22.0
Neglectful	54	16.8
Total	**322**	**100.0**
Academic Performance		
Good (65%-100%)	86	26.7
Average (40%-64%)	145	45.0
Poor (0%-39%)	91	28.3
Total	**322**	**100.0**

 (Source: Field Data, 2013)

4.3.2 Statistical Analysis of Data for Responses to Research Question 3

Parenting Styles

From Table 3 above, the most common form of parenting style reported by with 107 (33.2%) students was the authoritative parenting style, followed by authoritarian parenting style by 90 (28.0%) students and then permissive parenting style by 71(22.0%) students. The least common parenting identified in the study was the neglectful parenting style reported by 54 students, representing 16.8%.

Academic Performance

From the analysis of the results on students' academic performance, as indicated also in Table 3 above, majority of the students totaling 145 (45.0%) performed averagely with scores between forty (40) and sixty-four (64). This was followed by 91 (28.3%) students who performed poorly, with scores between zero (0) and thirty-nine (39). Finally, students who had good academic performances were 86 (26.7%), with average scores between sixty-five (65) and one-hundred (100).

Determining Relationships and Differences

After analyzing the responses of students on their academic performance and parenting styles, there was also the need to establish the relationship between the two independent and dependent variables. As a result, a crosstabulation of the variables were done to identify patterns and relationships between the two variables. The results from the crosstabulation are depicted in the Table 3 below.

Table 4: Crosstabular Presentation of Parenting Styles and Academic Performances of Students

| Variable(s) | Academic Performance of Students | | | | | | | |
| | Good (65-100%) | | Average (40-64%) | | Poor (0-39%) | | Total | |
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Parenting Style								
Authoritative	48	14.9	47	14.6	13	3.7	**107**	**33.2**
Authoritarian	21	6.5	50	15.5	19	5.9	**90**	**28.0**
Permissive	10	3.1	27	8.4	34	10.6	**71**	**22.0**
Neglectful	7	2.2	21	6.5	26	8.1	**54**	**16.8**
Total	86	26.7	145	45.0	92	28.3	322	100.0

(Source: Field Data, 2013)

The Table 4 above, depicting a crosstabulation of parenting styles and academic performance of students shows that, out of the total 322 students sampled for the study,

48 (14.9%), representing the majority of those with good performance came from authoritative homes, followed by 21 (6.5%) from authoritarian homes, 10 (3.1%) from permissive home, and 7 (2.2%) from neglectful homes. With respect to average performances of students, 50 (15.5%) students, constituting the majority reported coming from authoritarian homes, followed by 47 (6.5%) students from authoritative homes, 27 (8.4%) from permissive homes, and 21 (6.5%) from neglectful homes. Finally, regarding poor or low performances, 34 (10.6%) students forming the majority were from permissive homes, 26 (8.1%) from neglectful homes constituted the second highest, followed by 19 (5.9%) students from authoritarian homes comprising the third highest. The least recorded were those from authoritative homes, made up of 13 students, representing 3.7% out of the total data set.

The observation that could be made from the above Table 4 is that, good or high performance appeared to be related to authoritative parenting style and average performance to authoritarian parenting style. However, poor or low performance was appeared to be related to both permissive and neglectful parenting styles. Nevertheless, the only way to determine how significant the relationship between parenting styles and academic performance of students was, the magnitude of the effect of parenting style on academic performance of students, and also whether there exists significant differences in performances of students per the parenting style experienced was through a test to determine that level of significance. To achieve this, a Pearson Chi-square and compared means tests were done.

With the normality of the data distribution already determined, a two-tailed Pearson Chi-square test (χ^2), at alpha 0.05, was undertaken to find out the likely relationship and level of significance between the independent parenting styles

variables and dependent academic performances of students' variables. The results of the chi-square test are shown in Table 5 below.

Table 5: Table Showing Chi-square Test of Association between Parenting Styles and Academic Performance of Students

	Value	df	Sig (2-tailed)
Pearson Chi-Square	54.972	6	.000
N of Valid Cases	322		

Eta = .390

The Pearson Chi-square test of association result as depicted in Table 5 above indicates a significant relationship between parenting styles and academic performance of students, χ^2 ($n = 322$) = 54.972, df = 6, $p = 0.000$ (P<0.05). The results implied that, parenting style significantly related to academic performance of students. In other words, parenting styles had an effect on the academic performance of students. This finding supports the view that parenting styles influenced and related to the academic performance of students.

Irrespective of the small effect size of parenting style on academic performances of students, there still existed an effect which accounted for differences in the academic performances of students. To determine the mean differences as a result of the effect of parenting styles used by parents and also confirm which parenting style is likely to relate to high performance among students, compared means test was done. The results of these tests were presented in Table 6 below.

Table 6: Table Showing Differences in Means in Students' Academic Performances

Parenting Styles	Mean	Std. Deviation	N
Authoritative Parenting Style	61.24	10.999	107
Authoritarian Parenting Style	53.62	14.336	90
Permissive Parenting Style	45.53	15.648	71
Neglectful Parenting Style	43.13	15.667	54
Total	**52.61**	**15.562**	**322**

The Table 6 above clearly shows differences in academic performance means of students as a result of the effect of parenting styles. Also, with respect to which parenting style related to high performance among students, the results showed that authoritative parenting style had the highest academic performance of students mean and as such related to high performance. Authoritarian parenting style had the second highest academic performance mean among students. Permissive and especially neglectful parenting styles recorded the least academic performances of students' means and could be said to be related to low performances among students. The discussions on these results and findings in relation to literature are discussed below.

4.3.3 Discussion of Research Question 3

Parenting styles have been found to relate to academic performances of student through various studies (Baumrind, 1967; Maccoby and Martin, 1983; Dornbusch et al., 1987; Steinberg et al., 1992; Glasgow et al., 1997; Blair & Qian, 1998; Nyarko, 2011; Abesha, 2012). In order to determine whether this study would also find similar results among senior high school students in the Ejisu-Juaben district, the research third question was posed seeking to determine the significant relationships and differences that were likely to exist between parenting styles and academic performances of students. In an attempt to this answer this research question, the responses of students to this research question were first analysed which revealed that the most common form of parenting style experienced by students was authoritative parenting style which is characterised by an optimal balance in the dimensions of disciplinary strategies, warmth and nurturance, communication styles, and expectations of maturity and control (Baumrind, 1967). The second most common form of parenting style identified by students was authoritarian style of parenting which is characterised by the dimension of high demandingness expressed in the form of strict adherence to rules and high

expectations. However, dimension of responsiveness found in the form of warmth and nurturance, and communication styles are low or virtually absent as far as this parenting style is concerned (Maccoby and Martin, 1983).

The third parenting style commonly experienced and perceived by students in this study was the permissive style of parenting. This is the type of parenting which is high in the dimension of warmth and nurturance or responsiveness but low in the other dimensions of disciplinary strategies, communication styles and expectations of maturity and control or demandingness (Baumrind, 1967; Maccoby and Martin, 1983). Finally, the least common style of parenting experienced by students was the neglectful style of parenting. This type of parenting style is characterised by a relatively low experience of all the dimensions of parenting which is found in authoritative style of parenting (Baumrind, 1967). All these parenting styles and the variations in expression of the dimensions by parents affect the academic performances of students (Dornbusch et al., 1987). Before assessing this effect, however, there is the need to look at the academic performances of students.

With respect to academic performance, therefore, it was observed that majority of the students whose end of term scores were recorded and analysed were average performing students, which was almost half of the entire number of students sampled for the study. This was followed by those with poor academic performance and finally those with good performance. Given the fact that majority of the students were from authoritative homes which foster and enhance the development of a positive cognition which enables them to become high achievers and performers (Steinberg et al., 1992), it would have been expected that more of the students would perform well academically than what was obtained from the their academic records. This could be attributed to poor enforcement or balance in the dimensions of parenting styles which is known to yield negative child outcomes among children. Though, authoritative parenting style

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could not produce many students who performed well, there was the need to determine which parenting style related to high, average or poor performances of students. To establish this, a crosstabulation of the parenting styles and academic performances of students was done as found in Table 4.

From Table 4, interesting relationships and patterns emerged. Majority of the students who performed well were from authoritative parenting home. Also, majority of the average performing students were from authoritarian homes. However, in relation to poor performance, majority of the students were from both permissive and neglectful homes. Again, it was observed that the number of students with good performances began to fall as dimensions of parenting began to drop from optimal balance under authoritative style of parenting to absence of dimensions in authoritarian, permissive and neglectful styles of parenting. Further, whereas the number of students dropped from average performance to poor performance under authoritative and authoritarian styles of parenting, there was an increase in the number among students from permissive and neglectful homes. All these could be attributed to the differences in the enforcement of the dimensions of parenting needed to develop cognitive and academic competence.

Lastly, there appeared to be differences between the various parenting styles and students' academic performances. Though, all the above could be ascertained from the crosstabulation results in Table 4 above, there was no way of telling whether the relationships and differences were significant enough to make conclusions on these observations as mainstream literature and studies assert that parenting styles relate to academic performance of students, and also assert that significant differences are found in academic performance of students based on differences in parenting styles (Baumrind, 1967; Maccoby and Martin, 1983; Dornbusch et al., 1987; Steinberg et al., 1992; Glasgow et al., 1997; Blair & Qian, 1998; Nyarko, 2011; Abesha, 2012).

The Pearson Chi-square test of association undertaken and presented in Table 5 above showed that parenting styles significantly related to or was associated with academic performances of students, χ^2 (n = 322) = 54.972, df = 6, p = 0.000 (P<0.05). That is, whether parents enforced all, some or none of the four dimensions of parenting, that is disciplinary strategies, warmth and nurturance, communication styles and expectations of maturity and control as identified by Baumrind (1967), or responsiveness and demandingness by Maccoby and Martin (1983), students still felt an effect or influence of the style of parenting of their parents on them personally and on their academic performances. The value of the effect size (0.39) of parenting styles on academic performances of students, however, revealed a positive but relatively weak or small effect size which implied that parenting styles accounted for 39.0% of the variation in academic performances of students. Irrespective of the small eta size of effect, parenting style still related positively to academic performances of students.

Further, the compared means test that was revealed significant differences in academic performances of students as a result of parenting styles. Also, authoritative parenting style related to high academic performance means among students, while permissive and neglectful parenting styles related to low academic means. The implication of this finding is that authoritative parenting style relates to high academic performance among students. All these findings did not only confirm the observations in the crosstabulation Table 4, but they were also significant as they corroborated other studies reviewed in the literature that found similar relationships between parenting styles and academic performances of students (Baumrind, 1967; Maccoby and Martin, 1983; Dornbusch et al., 1987; Steinberg et al., 1992; Glasgow et al., 1997; Nyarko, 2011; Abesha, 2012). These findings also supported the idea that the environment that a child found him or herself in, whether enabling or not, the directions given by parents and the

means to achieve goals in life have the potential to affect the child's development outcomes, especially the cognitive system (Bronfenbrenner, 1977; Merton, 1968).

4.4 Presentation and Analysis of Responses to Research Question 4

Research Question 4: what high academic performance parenting style model suitable for SHS students could be generated?

4.4.1 Presentation of Response to Research Question 4

The results from the findings suggested that authoritative style of parenting, with its characteristic dimensions of parenting, that is disciplinary strategies, warmth and nurturance, communication styles and expectations of maturity and control, related to high academic performance of students. Based on these, a suitable model for SHS students was generated from the findings proffering options for single and both biological parents as shown in Figure 2 below called the Authoritative Parenting Style High-Academic-Performance Model.

4.4.2 Discussion of Research Question 4

The onus of ensuring academic success among students does not solely fall on educational institutions and the government through its ministries, departments and agencies. A substantial part of this responsibility falls on parents as well. The parents and the immediate environment of the child are the first points of contact of the child. It is in this environment that the child's development takes place. Whether the child will perform well or not, will depend largely on the socialization received and how well the child develops cognitively. This is because in an attempt to socialize their children parents adopt certain styles of parenting in order achieve this purpose. Baumrind (1967) identified three styles of parenting, namely authoritative, authoritarian and permissive styles of parenting. These styles were identified based on four dimensions of parenting

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she discovered which parents use in the socialisation of the children. These are dimensions of disciplinary strategies, warmth and nurturance, communication styles, and expectations of maturity and control. Further studies by Maccoby and Martin (1983) based on similar but modified dimensions of responsiveness and demandingness by parents identified the fourth type of parenting style which is the neglectful parenting style.

All these styles of parenting are characterised by differences in the degree of expression (high or low) in the four dimensions of parenting. Authoritative parenting style has all four dimensions well balanced, authoritarian has two high dimensions (disciplinary strategies and expectations of growth and maturity), permissive has one high dimension (warmth and nurturance), and neglectful has low expression of all the four dimension of parenting by parents (Baumrind, 1967; Maccoby and Martin, 1983). These parenting styles and their dimensions result in different positive and negative outcomes in children's' personality traits, psychology, social and emotional developments (Dornbusch et al., 1987). Consequently, these affect their cognitive development and their academic performances as well. However, various studies have revealed different academic performances by students based on the type of parenting style used by their parents.

Authoritative parenting style has usually been found to be related to high performance among students as evident in most of the studies in Western societies (Baumrind, 1967; Maccoby and Martin, 1983; Dornbusch et al., 1987; Steinberg et al., 1992; Glasgow et al., 1997). Likewise, studies in Africa have revealed similar findings (Nyarko, 2011; Abesha, 2012). Authoritarian style of parenting has, on the other hand, been found to be related to low performances (Baumrind, 1967), although along ethnic or racial lines as in studies among Asian students, precisely Chinese students it was found to be related to high performance (Blair and Qian, 1998; Chao 2000). Barnhart et al. (2013) found permissive parenting style to have significant effect on academic

performances of Indian students, when most studies have found it to be related to poor performances. Neglectful parenting style, finally, has been found to be consistently related to poor performances among students (Maccoby and Martin, 1983; Dornbusch, 1987; Abesha, 2012).

In view of these varied findings, the study was done to find out the effects parenting styles have on academic performances of students and also which parenting style related to high performance among students, as well as to generate a model to support the finding. From the analyses of the responses of the students to the research questions in Tables 4 and 5, it was observed that parenting styles positively and significantly related to academic performances of students. It was, again, observed that authoritative parenting style had a significant effect on academic performances of students and was found to be related to high academic performances among students as shown in Table 6. Steinberg et al. (1992) suggested that authoritativeness holds the central trio in good parenting – warmth, control and democracy, which explains why it is often deemed as the most successful parenting style for student achievement. To guarantee success in the academic pursuits of students by parents, the authoritative parenting style is the surest way to do that. That is, the democratic nature of this style of parenting takes cognizance of the child's need for discipline and individuality, which promotes an open relationship where guidance is given and problems brought to the fore to be discussed and resolved as a team (Tiller et al., 2003). Based on these findings the Authoritative Parenting Style High-Academic-Performance Model was generated as shown in Figure 2 above. The purpose of this model was to suggest solutions to parents of students from single parenting homes and both biological parenting homes on the right parenting style and dimensions to use on their children to ensure high academic success among them. These solutions are explained below.

Single Parents

Although the exit or demise of one spouse in the family creates problems for the left behind spouse and children especially with respect to parenting, adopting the right parenting style could help in ensuring that both the left behind spouse and children adjust well during the transition period. As the findings from this study suggested, the authoritative style of parenting is the best parenting style which has the capacity to lead to positive developmental outcomes in children if the dimensions of these parenting style are consistently enforced by balancing the dimensions of disciplinary strategies, warmth and nurturance, communication styles and expectations of maturity and control. Adopting this parenting style and failing to consistently enforce the dimensions that go with it may not yield the expected positive developments and academic cognition and competence needed to achieve high academic performance. This study, therefore, suggested that single parents, whether males or females must adopt the authoritative parenting style and enforce consistently its corresponding dimensions in order to develop the right child outcomes, cognitive and academic competence, and high academic performances among children from such homes.

Both Biological Parents

For students living with both male and female biological parents, three options were suggested to their parents which could help their children achieve high academic performance in school. These options in relation to the parenting style to be adopted are explained below.

Commonality of Parenting Style

Male and female parents in the same home who value the importance of common style of parenting and as such adopt same in the upbringing of their children must adopt the authoritative style of parenting. This is because as the study suggested, this is the

only parenting style which is related to high academic performance among students. However, it is not just enough adopt a common parenting style but it is very essential that the dimensions that go with it are rightly and consistently enforced. This is because, if parents adopt a common style but are inconsistent in enforcing the dimensions it may lead to confusion in the child. That is, parents must not only set rules and enforce them, communicate effectively their expectations and reward those who meet the expectations, and show warmth and nurturance by being responsive to their needs, but they must enforce these dimensions consistently.

When these are done effectually, they will lead to positive developments in the child's personality traits (high achievers), psychology (high self-esteem), social (social competence in solving problems), and finally emotional (emotional stability) systems. Consistency in enforcing the dimensions is also imperative as it helps instill self-discipline in children as they become aware of their parents actions and reactions in relation to their expected behaviour and actual behaviour. These positive developments in the child would translate into positive cognitive developments as well. Children will be able to develop high cognitive and academic competence, as well as self-efficacy to stay motivated to learn on their own. All these would consequentially result in high academic achievement among students.

Complementary Parenting Styles and Dimension

The use of complementary styles and dimensions suggest that male and female parents do not use same styles and dimensions but agree on using styles and dimensions that complement that of the other parent. As such, when male and female parents use complementary styles and dimensions of parenting, it would be beneficial for the development of their children if they used the dimensions that are found in the authoritative style of parenting. This was the style of parenting found to be related to high

academic performance among students. That is, whereas for instance the male parent enforces the dimensions of disciplinary strategies and expectations of maturity and control at high levels, the female parent could enforce the dimensions of warmth and nurturance, and communication styles at high levels. It is, however, of great importance that the dimensions are enforced consistently and optimally among male and female parents. In other words, while male parents could practice demandingness in their children's educational pursuits, female parents could practice responsiveness to the educational needs of their children.

Nevertheless, in the absence of the male or female parent, the left, behind parent must enforce all the four dimensions to ensure the continuity needed to ensure stability in the children in the parent's absence. Also, no effort should be made or be seen to be made by one parent to undermine the effort of the other. They must remain in united in enforcing the dimensions and not appear to be contradicting each other. When these are done, the positive developmental outcomes needed to achieve the high academic competence and performance would be achieved.

Conflicting Parenting Styles

Male and female parents with conflicting parenting styles as the term suggest usually adopt styles that are in compete opposite to each other and dimensions of parenting that are also at variance with each other. Whereas, the male parent may adopt authoritarian parenting style and enforce dimensions of high disciplinary strategies and expectations of maturity and control, the female male parent may adopt the permissive style and dimensions of only warmth and nurturance. Also, when parenting styles conflict, parents may attempt to undermine each other's efforts which may create confusion in the child and as such may not augur well for the child's development outcomes and academic

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achievements. This is because, differences in parenting styles by parents in the same home among children creates confusion in them (Frazier, 2013).

However, in a conflicting parenting style home, academic success could still be achieved if one parenting style remains dominant in the home at all times in the home. The most appropriate parenting style which could be adopted in this situation is the authoritative parenting style which was found to be related to high academic performance in this study. By adopting this parenting style and balancing optimally and consistently the dimensions that go with it by the dominant parent in the home with no restraints from the other spouse, it would lead to the establishment of the right environment which would help children develop the right positive outcomes and academic competence necessary for achieving high academic performance.

In conclusion, it could be said that, the adoption of this model by parents in all the situations above and its implementation would go a long way to help parents play a vital role in their contribution towards ensuring high academic performances among students and subsequently raise the standard of education in the country which has over the years faced a drop.

4.4.3 Interpretation of the Authoritative Parenting Style High-Academic-Performance Model

The model as illustrated in Figure 2 suggests that in order for students to perform well academically in single parent homes or homes where students live with both biological parents who share a common, complementary or conflicting styles and dimensions, the authoritative style of parenting must be adopted or be the dominant parenting style. Also, single and both biological parents must optimally balance and remain consistent in enforcing the dimensions of disciplinary strategies, warmth and nurturance, communications styles, and expectations of maturity and control. The outcome of adopting the authoritative parenting style and optimally balancing or

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remaining consistent in enforcing the dimensions of parenting would be positive developments in the child's personality traits, psychological competence, social competence and emotional stability. The consequential effects of these positive developments on the child's education would be the development of cognitive and academic competence which would result in high or good performance among students.
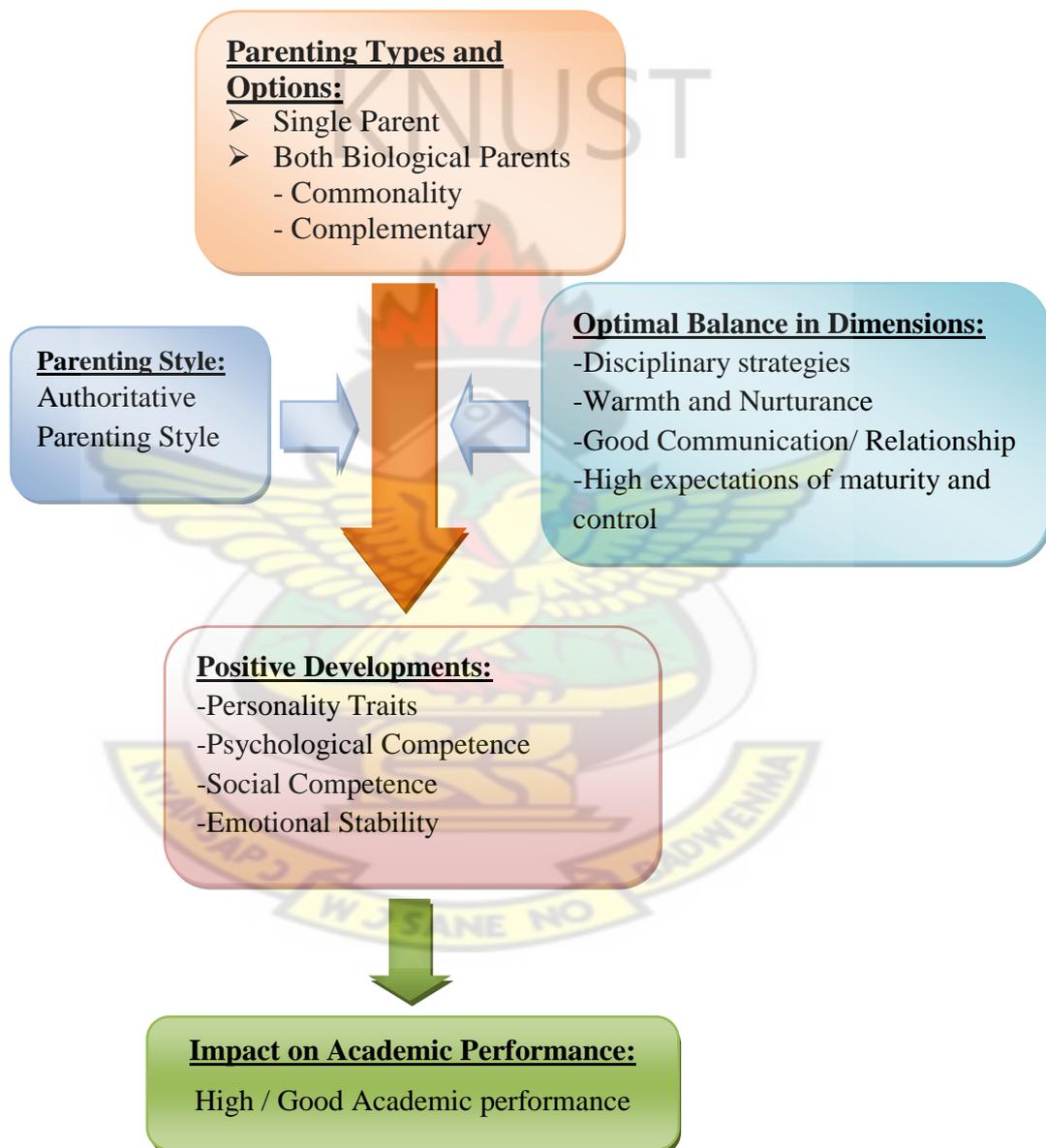
(Source: Researcher's own construct)

Figure 2: Diagram Showing Authoritative Parenting Style High-Academic-Performance Model.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter dealt with a summary of the findings of the study on the effects of parenting styles on academic performances of students in Senior High Schools within the Ejisu-Juaben Municipality, of the Ashanti Region. This was followed by conclusion of the study. Also, the theoretical, educational and policy implications of the study, as well as recommendations based on the findings were made.

5.1 Summary of Findings

The following findings were made from the study. They are presented under the various research questions as follows:

Research Question 1

The objective of the first research question was to identify the demographic characteristics which predisposed students to their perception of parenting styles by their parents. From the results of the responses of students presented and analysed it was found that majority of the students were males with females in the minority. Also, it was observed that the most predominant age group in this study was 18-19 year category, with the least coming from the 14-15 year category. With respect to student's academic levels, there was an almost even distribution of students with students in SHS1 having one student more than the other students from the other academic levels. Lastly, responses of student regarding their programme of study showed that majority of the students were in Business, General Arts and Science classes, with the least found in the Visual Arts class. From the discussions of the research questions it was detected

that all these demographic variables have the capacity to predispose students to their perception of parenting styles by their parents.

Research Question 2

The purpose of this research question was to ascertain the parenting styles and academic performances of students experienced by students. The results of the responses of male and female students to the parenting styles experienced by them based on the Parental Authority Questionnaire, adapted for the study, and the Neglectful Parenting Style Questionnaire revealed that, more males experienced authoritative, authoritarian and permissive parenting styles than females. However, majority of the students found to be from neglectful homes were female students. On students' academic performances, on the other hand, based on data gathered from their schools' database and records, majority of the students who fell within the good academic performance category were males. Also, majority of the students who fell within the average academic performance category were males. With respect to poor performances of students, though there were more males than females, the difference between both sexes was not that much as the males outnumbered the females by one student. Discussions of the research question based on the results revealed that the different parenting styles have different enforcements of the dimensions of parenting, that is disciplinary strategies, warmth and nurturance, communication styles, and expectations of maturity and control, which yield positive and negative outcomes in children including their cognition, and consequently affect their academic competence.

Research Question 3

This research question sought mainly to find out the significant relationships between parenting styles and academic performances of students and how these relationship results in different academic performances among students. However, a

preliminary statistical analysis of responses to students revealed that the most common style of parenting used by parents as parents by students was the authoritative parenting style, followed by authoritarian, permissive and neglectful parenting styles. A crosstabulation of the responses to parenting styles and records on students' academic performances revealed interesting relationships with most of the students with good performances coming from authoritative homes, average performances from authoritative homes, and poor performances from permissive and neglectful homes. Also, as one moved away from authoritative parenting style which has the four dimensions of parenting optimally balanced to neglectful where they are virtually absent, the number of students with good performances dropped. A Pearson Chi-square test revealed a positive significant relationship between parenting styles and academic performances of students, $\chi^2 = 54.972$, $p = 0.000$ (P<0.05). A magnitude of effect size using the Eta value from the Pearson Chi-Square test revealed that parenting styles accounts for 39.0% of the variations in academic performances of students, which though positive, was small. A further test, comparing the means of students' academic performances as result of parenting styles indicated students from authoritative homes had high academic performance means with those from neglectful homes having the least. The implication of this result was that authoritative parenting styles related to high academic performances of students. A review of the literature revealed that the differences in academic performances of students stems from the differences in the enforcement of the dimensions of parenting, which affect child outcomes and academic competences.

Research Question 4

This research question was primarily posed to determine how the findings from the study could help generate a model that could help promote high academic

performances among students and the type of parenting style that could help in achieving that aim. From the results of the findings, parenting styles were found to be significantly related to academic performances of students. However, the parenting style which was found to have a significant effect on academic performances of students and as such related to high academic performances among students was the authoritative parenting style. Based on these findings, the Authoritative Parenting Style High-Academic-Performance Model was generated which suggested that the adoption of the authoritative parenting style by parents in single parenting home, as well as homes with both biological parents where parents use common, complementary and conflicting styles, and the consistent enforcement of the dimensions of parenting to ensure optimal balance in the dimensions of disciplinary strategies, warmth and nurturance, communication styles, and expectations of maturity and control, would lead to positive developmental outcomes in the child. These developments would positively impact on children's cognitive and academic competences, and consequently result in high or good performances among students.

5.2 Conclusion

The objectives of this study were to identify the demographic characteristics that predispose students to their perception of the parent's parenting styles; establish parenting styles and academic performances experienced by students; determine the significant relationships and differences between academic performances of students and parenting styles of their parents; and finally to generate a parenting style high academic performance model suitable for senior high school students. From these objectives, research questions were posed to in order to achieve the objectives. At the end of the study all the objectives were met and research questions were answered, as observed from the previous chapter and summary of the findings above.

The purpose of these objectives were to generally examine the effects parenting styles adopted by parents and the environment these styles create in the home have on the academic performances of senior high school students within the Ejisu-Juaben Municipality of the Ashanti Region. This study was necessary given the falling standards in education in the country and call for solutions to these problems to be suggested. The results from the analysis suggested that parenting style significantly related to academic performance of students, and also found a significant difference in the group means of academic performance of students as s result of the differences in parenting styles. Overall, authoritative parenting style was found to have a significant effect on students' academic performances and students from authoritative homes were found to perform better than the others from other parenting homes.

Based on the findings, this study concludes with the proposition that parenting styles relate to academic performances of senior high school student within the Ejisu-Juaben Municipality of the Ashanti Region. The study also proposes that differences in academic performances of students in the study area were as a result of the variations in parenting styles used by parents. The final proposition based on the findings is that, adoption of authoritative parenting style found to be related to high academic performance by single parents and also by both male and female biological parents with common, complementary or conflicting styles in the same home, and the consistent enforcement of the dimensions of parenting by optimally balancing them would lead to positive developments in students and consequently result in high academic performances among students within the Ejisu-Juaben Municipality of the Ashanti Region. It is important for parents to know the impact parenting styles have on academic performance of students, adopt the right parenting dimensions or strategies in order to create the right environment for students to thrive.

5.3 Recommendations

The recommendations were based on three implications of the findings of this study. The first implication of the finding was to theories and practice. The parenting style model and the theories that underpinned this study gave credence to the importance parenting environment creates and how it influences children's development. The findings from the study revealed that parenting styles had an effect on academic performances of students and authoritative parenting style was found to be the commonest parenting style experienced and related to high academic performances of students. As such, one would have expected that since the majority of the students sampled for the study were from authoritative homes, there would be more students with high academic performances than other students from the other homes. Rather, there were more students with average academic performances than students with high academic performances. This showed a gap between theory and practice of the parenting style model due probably to lack of knowledge of the parenting styles and their impact on academic performances.

The second implication of this study was to parenting. This is because, although there were more students from authoritative homes, very few performed well. This could be due to poor and inconsistent enforcements of the dimensions of parenting by parents both at home and towards children in schools. The final implication was to education which is reflected in the school and teaching environment. With majority of the students performing averagely and poorly, the school's environment could be the reason behind such problem.

Based on the implications stated above, recommendations were made. These recommendations are stated and explained below.

1) **Awareness of Parenting Styles and Dimensions of Parenting**: Given the gap in theory and practice as identified above, this study recommends the creation of

awareness of the various styles of parenting and their dimensions to parents within the municipality and beyond. This would help parents to adopt the right parenting style and dimensions, in this case the authoritative parenting style which was found to be related to high academic performance, in order to help improve the falling standards of education and performances among students given the relevance of education in our societies and the world at large in contemporary times.

2) **Awareness of the Impact of Parenting Styles and Child Outcomes:** Again, the impact of the various styles of parenting adopted or used by parents, as well as the impact the enforcement of the dimensions of parenting have on development of children or students must be made known to them. Knowledge of the negative or positive impact of the parenting styles and their dimensions on children's personality, psychological, social and emotional development would go a long way to help parents make the right choices when it comes to parenting, how to enforce the dimensions of parenting, and how to secure positive outcomes from children especially in their cognitive development and academic competence in order to excel in school.

3) **Parenting at home:** It is vital that parents adopt the same authoritative parenting style and consistently enforce the dimensions of parenting associated with it. This is because adopting different parenting styles in the same home has the capacity to affect the development of children negatively by creating confusion in their minds. The authoritative parenting style is the only style which is known to promote positive developmental outcomes in children as it creates a thriving and enabling environment for such outcomes to be achieved. However, without consistency in the enforcement of the dimensions of parenting among children by optimally balancing them, the positive development which contributes to the development of positive cognition and academic competence would not be achieved. Parents must, therefore, make a conscientious

effort to be more responsiveness and consistent in their behaviour towards their children. This is because the type of parenting style adopted creates either a thriving or development inhibiting environment which may affect the personality traits the child develops, affect him or her psychologically, emotionally, socially and cognitively. Poor cognitive development may affect their academic performance. They should establish good communication styles and a good rapport between themselves and their children, which will allow them to communicate their problems and needs to them freely. Parents must, also, employ the Authoritative Parenting Style High-Academic-Performance Model and apply it to achieve high performance among their children.

4) **Parenting towards School:** The use of the authoritative parenting style by parents should not be confined only to the homes. It must be extended into the education of children by parents. Parents must set rules concerning academic behaviour of students. They must set reasonable expectations and provide the means and guidance on how to achieve academic success. They must ensure they encourage bi-directional communication so that students can voice out their opinions and also help them to develop their sense of reasoning through exchange of ideas. Parents must also participate in school sanctioned activities and visitations that help parents to interact with their wards and identify their needs. This is because when students feel that their parents are concerned about their education, and how they perform in school, it would encourage them to develop the right academic competence and excel. Also, participation in Parent-Teacher Association (PTA) meetings is essential in affording parents the opportunity to interact with teachers and also help contribute to providing guidance and directions for students. Through such meetings schools may be able to point out areas of concern to parents that need addressing, and parents may also provide teachers with information on problem areas about their children's learning behaviour

that needs a look at. This will help to create an enabling and thriving environment both at home and in school.

5) **Schools:** Schools which reflect the ideals, values and beliefs of societies they exist in must develop an enabling environment that could ensure success of their students. This is because, when the immediate environment impedes the development of a child, the child should be able to fall on the other structures outside the home. However, when both environments are not conducive for academic success, students' academic performances would be affected. That is to say, schools as units must create an enabling environment that would provide the child with warmth and nurturance, set academic expectations of maturity and control to help encourage them to perform better, establish effective communication for grievances to be aired, and ensure students adhere to rules. In short, schools and school authorities must be responsive and demanding of the students in order to make up for any parenting style dimension absent in the students' homes that may affect their academic lives. Schools' counseling units should be properly resourced in order to provide appropriate guidance for children who may be facing all sorts of difficulties in their studies at home and in school. Students should be able to gain some satisfaction when they visit these units and not have their plights worsened after the visit.

6) **Teachers:** They should transcend beyond teaching and imparting knowledge to offering counseling, encouragement and sharing personal experiences that will go a long way to motivate them to excel. Since the teachers are closest to the students and know them personally, they should be able to identify students whose performances are poor due to parenting style experienced and encourage them to improve upon their academic performances. They should also invite parents and communicate areas in their parenting that affect their wards This will help students to deal to a certain extent the

problems they may have at home due to the nature of their parent's style of parenting which affect their academic beheviour and competence.. They should be warm and accommodating, however, firm and with reasonable expectations for students with low performance to help them aspire for good performance. Where parents fail to provide guidance, teachers should step in and help. This is very important because as the solution model of the study suggested, students from authoritative homes perform well as a result of the optimal balance in all the dimensions of parenting and support they get from home. However, if teachers and schools could play pro-active roles by offering guidance and directions to students from homes where some of these dimensions of parenting are absent to complement the efforts of their parents, such children could excel.

7) **Students:** They must also develop the right mental attitude and self-efficacy in pursuit of their education, and strive to rise above their circumstances irrespective of the environment they grew up in. From the study, it was found that children from authoritative homes perform better than other students from the other parenting homes where two or more dimensions of parenting were missing. Whether the dimensions are all present or not, students must try and transcend their environment and adopt the right academic behaviour, since this is the only way that their success could be guaranteed. When parents are supportive and yet students do not make the effort to study hard it may affect their performance and vice versa. Irrespective of their circumstances they must be self-motivated and disciplined in their studies.

8) **Community:** The community and all the structures within it including community heads, churches and media must help in ensuring that parents are more responsible towards their children and also provide the needed support necessary for students to achieve academic success. If the community places premium or value on education of their younger ones, parents would be compelled to put in much effort in order to meet

their children's needs. Parents who are found unresponsive to the needs of their children should be sanctioned if possible. Also, since the schools reflect the values, ideals and beliefs of the community, whatever the community holds dear should be adopted by the school and implemented. If the community values academic success and high standards in education, more effort would be put in by the schools to deliver what the community wants. The media must create awareness of the importance of parenting styles in achieving academic excellence.

9) **Governmental and Non-governmental Institutions:** The government, through its, ministries agencies, departments and assemblies must ensure parents are responsible for their kids and work with school authorities, Parent-Teacher Associations, Civil Society Organisations and other NGOs to come up with policies that would ensure parents are more involved in the education of their children. The Ministries of Education, Gender, Children and Social Protection, as well as Department of Social Welfare must work diligently to promote the right environment both at home and in schools for children to excel. Also, policies geared towards creating awareness on the importance of adopting the right parenting style by parents, that is the authoritative parenting style, and being supportive of their children's education should be formulated and implemented. The importance of education must be stressed and the benefits involved so as to motivate parents to be more active in the education of their children. If government places premium on high standards in education and provide the means to achieve it with its attendant benefits known by the citizenry, it will go a long way to ensure that parents play their respect roles in helping to achieve it.

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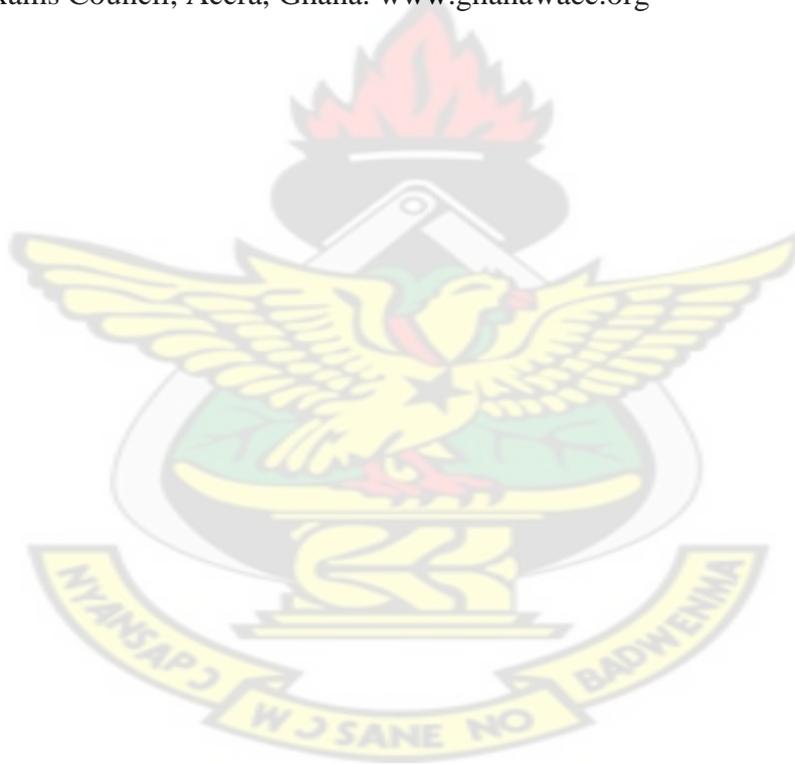
APPENDICES

Appendix 1: A Questionnaire for Students

I am embarking on study that seeks to find out how parenting style influence the academic performance of students. The researcher would be grateful if you could answer the questions below. May I invite you to participate? There is no right or wrong answer. The researcher is interested in your personal experience and opinion.

The confidentiality of your information is guaranteed.

Instruction:

1. For each item, please choose the answer which best describes your experiences.

2. Remember that by taking part in this study, you are contributing to knowledge about promoting the right parenting style and student's academic success.

3. If you agree to participate, please fill in your personal information below. Please don't forget to return this sheet with your personal information!

Thank you for agreeing to participate in this study.

SECTION A: BACKGROUND INFORMATION OF STUDENT

Name of Student (Surname, First Name) _____

Value Items	1	2	3	4	5	6	7
Sex	☐ Male	☐ Female					
Age	☐ <14	☐ 14-15	☐ 16-17	☐ 18-19	☐ 20 and over		
Current level of education	☐ SHS1	☐ SHS2	☐ SHS3				
Programme of study	☐ Science	☐ General Arts	☐ Business	☐ Home Science	☐ Agric Science	☐ Visual Arts	

SECTION B: STUDENT'S PERCEPTION OF PARENTING STYLES

Instructions: PARENT is used here to refer either to your mother, father, male guardian or female guardian. Depending on the one you are living with, please tick whether you are answering for ONLY your mother, father, female guardian or male guardian.

☐	Mother				Please tick the parent you are currently living with. However, if you are living with both mother and father, please tick both sides and tick the items that best describe your parent's behavior. ☐	Father			
☐	Female guardian				☐	Male Guardian			
1	**2**	**3**	**4**	**5**	*1= STRONGLY DISAGREE, 2=DISAGREE, 3=NEITHER AGREE NOR DISAGREE, 4=AGREE, 5=STRONGLY AGREE* **1**	**2**	**3**	**4**	**5**

Parenting Style Characteristics 1

☐	☐	☐	☐	☐	My parents set rules with some degree of freedom and rarely punish me for breaking the rules unless it is deserved. ☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	As the children in my family were growing up, my parents consistently gave us direction and guidance in rational and objective ways on how to behave. ☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	As I was growing up, if my parents made a decision in the family that hurt me, they were willing to discuss that decision with me and to admit it if they had made a mistake ☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	My parents gave me direction for my behavior and activities as I was growing up and they expected me to fellow their direction, but they were always willing to listen to my concerns and to discuss that direction with me. ☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	My parents have always encouraged verbal give-and-take whenever I have felt that my family rules and restrictions were unreasonable. ☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	As I was growing up, I knew what behaviour my parents expected of me at each stage of my life, and gave directions on how to exercise control on my behaviour ☐	☐	☐	☐	☐

Parenting Style Characteristics 2

☐	☐	☐	☐	☐	My parents have always felt that most problems in society would be solved if we would get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up ☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	My parents have always felt that more force should be used by parents in order to get their children to behave the way they are suppose to ☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	Whenever my parents told me to do something as I was growing up, they expected me to do it immediately without asking any question ☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	As I was growing up, parents did not allow me to question any decision that they had made ☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	As I was growing up, my parents often told me exactly what they wanted me to do and how they ☐	☐	☐	☐	☐

Mother Female guardian					Please tick the parent you are currently living with. However, if you are living with both mother and father, please tick both sides and tick the items that best describe your parent's behavior.	Father Male Guardian				
1	2	3	4	5	*1= STRONGLY DISAGREE, 2=DISAGREE, 3=NEITHER AGREE NOR DISAGREE, 4=AGREE, 5=STRONGLY AGREE*	1	2	3	4	5
					expected me to do					
☐	☐	☐	☐	☐	As I was growing up, my parents let me know what behaviors they expected of me, and if I didn't meet those expectations, they punished me	☐	☐	☐	☐	☐

Parenting Style Characteristics 3

Mother						Father				
☐	☐	☐	☐	☐	As I was growing up my parents did not feel that I needed to obey rules and regulations of behaviour simply because someone in authority and established them	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	Most of the time as I was growing up my parents always pampered me and hardly punished me when I went wrong.	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	As I was growing up my parents allowed me to form my own point of view on family matters and they generally allowed me to decide for myself what I was going to do	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	My parents have always felt that what children need is to be free to make up their minds and to do what they want to do, even if this does not agree with what the parents might want	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	Most of my time as I was growing up my parents did what the children in the family wanted when making family decisions	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	As I was growing up my parents seldom gave me expectations guidance's for my behavior	☐	☐	☐	☐	☐

Parenting Style Characteristics 4

Mother						Father				
☐	☐	☐	☐	☐	As I was growing up my parents did not feel it was their responsibility to punish me for any wrong doing but rather felt I should know better	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	My parents never showed any care or felt responsible for providing my needs and anytime I asked for something they would get angry and insult me	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	My parents did not view themselves as responsible for directing and guiding my behavior as I was growing up	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	As I was growing up, my parents did not direct the behaviors, activities, and desires of children in the family	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	As I was growing up my parents never involved me in family decision making or communicated the outcome such decision making to me	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	As I was growing up my parents never set any expectations for me concerning how to live and control my life	☐	☐	☐	☐	☐

Source: Adapted from the Parental Authority Questionnaire by Buri (1991)

Appendix 2: Definitions of Terms

Term	Definition
Parenting Style:	The various strategies parents adopt in the upbringing of their children, based on the four dimensions of parenting by Baumrind (disciplinary strategies, communication styles, warmth and nurturance and expectations of maturity and control) and Maccoby and Martin (responsiveness and demandingness). These are Authoritative, Authoritarian, Permissive and Neglectful parenting styles which are characterised either by the presence or absence of all or some of the four dimensions mentioned above.
Academic Performance:	The overall average performance of students in both core and elective subjects either in the form of Cumulated Weighted Average or from the school's continuous assessment books was used to measure academic performance. The performances of students are grouped based on the standardized West African Senior Secondary Certificate Examination Scores into Good (60-100), Average (50-59) and Poor (0-49) performance. Throughout this study, the terms "academic performance", "academic achievement" and "academic success" are used interchangeably.
Parent:	A parent in this context refers to the male or female parent figure the adolescent is residing with. This could be the biological parents (mother or father) or guardians of the respondent. The male and female guardians may consist of stepparents, siblings, and other relatives the student may be living with during the time of the study.
Student:	This refers to persons, either male or female, who participated in the study from the two Senior High Schools within the Ejisu-Juaben Municipality of the Ashanti Region of Ghana that were studied. The terms "students", "respondents" and "participants" were used interchangeably
Parental responsiveness	Also known as parental warmth or supportiveness refers to the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands.
Parental demandingness	Also known as behavioral control refers to the claims parents make on children to become integrated into the family, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys

Appendix 3: List of Senior High Schools in the Ejisu-Juaben Municipal Assembly

No.	Name	Status
1	Achinakrom Secondary School	Second Choice/Mixed
2	Bonwire Secondary Technical School	Second Choice/Mixed
3	Church of Christ Senior High School	Second Choice /Mixed
4	Ejisu Secondary Technical School	Second Choice/Mixed
5	Ejisuman Senior High School	First Choice/Mixed
6	Juaben Senior High School	First Choice/Mixed

(Source: www.ghanadistricts.gov.gh)

Appendix 4: Diagram Showing Ejisu-Juaben Municipal Assembly
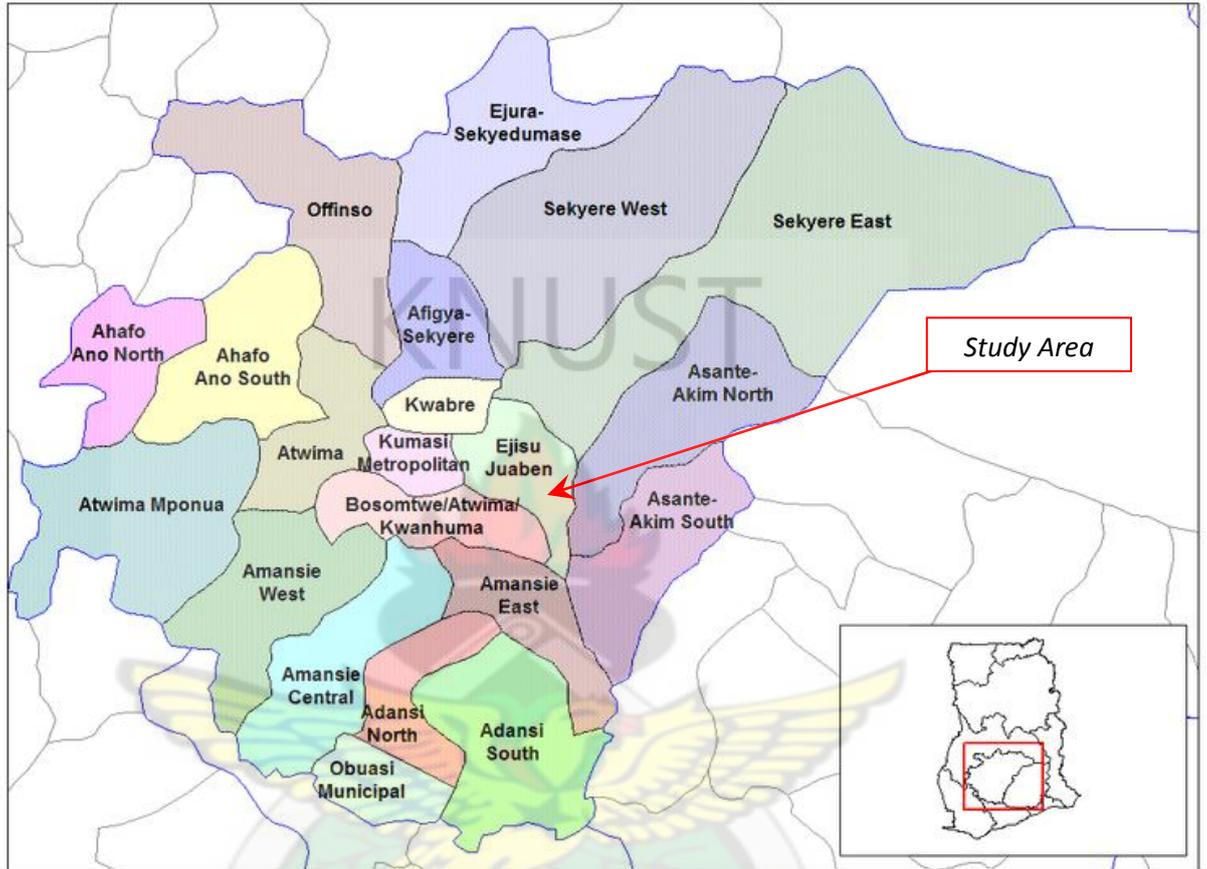
(Source: www.ghanadistricts.gov.gh)

Appendix 5: Table for Determining Sample Size from a Given Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—N is population size.
S is sample size.

Source: Krejcie, R.V. & Morgan, D.W. (1970). Determining Sample Size for Research Activities. Educational and Psychological Measurement, 30, 607-610.