

Relationship Between Parenting Styles and Academic Performance of Students

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Abstract:

This is a multivariate study to investigate the relationship between parenting styles and academic performance. The research design used for the study was a cross sectional survey using the qualitative and quantitative approaches (mixed methods). The variables were measured using an adaption of questionnaires from Robinson, Mandlco, Oslon and Hart. These factor analytically derived questionnaires were assessed for the construct validity and reliability for use on Ghanaian students. Data gathered from 250 junior high school students and 15 parents in the Effutu Municipality were analysed using simple description and multiple regression analytical techniques. Among the study findings were that permissive parenting style was the best predictor of academic performance. Among the conclusions of the findings are that, whether the quantitative approach or the qualitative approach is used to establish which parenting style is commonly adopted in the Effutu Municipality, it was found out that , the permissive parenting style was the commonly used one. It was also established that students who motivate themselves do better academically. However, the study also found that, for a student to perform well in school, he or she needs a parent(s) who will adopt all the four major parenting styles; permissive parenting style, democratic parenting style, authoritarian parenting style and authoritative parenting style at appropriate times for the betterment of the child.

Keywords:

Academic Performance, Parenting Styles, Students, Junior High Schools, Ghana

1. Introduction

According to Oguniola, Osulale and Ojo, the training and development of a child is naturally placed in the hands of the parents. Family background and social context are primary contributory factors that influence children's academic performance [2]. Society expects that children, who are future leaders of the nation, mature into responsible adults, who will be willing to contribute their quota to the development of the nation through various means within their capacity. It has been identified by sociologists that the strongest bonds between people are usually known to be the close relationships between parents and children, and among the children themselves. Children are important assets for the growth and continuity of families as well as

nations. Indeed, they are the foundation for the existence of mankind. Anderson sees families as the bedrock of societies. According to him, when families fall apart, society falls into social and cultural decline [3]. Chan and Koo posited that parent's relationship and parenting style have been found to contribute to a wide range of youth outcomes, including enrolment and school performance [4]. Good parental practices have positive influence on the academic performance on the growing child. For instance, Paulson asserted that demandingness, responsiveness and parental involvement have positive effects on the achievement outcome of early adolescents [5]. This is true because adolescents, who are left to do whatever pleases them, mostly turn to be wayward children and achieve less in life [5].

Many researchers have come out with different parenting styles. For example, Baumrind came out with three main parenting styles:

Authoritative parenting styles (Parents attribute that include emotional support, high standards, appropriate autonomy granting and clear, bidirectional communication.

Authoritarian parenting (fearful, timid and sometimes assertiveness).

Permissiveness (doing what interest you) [6].

In their article, "Parenting Styles as Context, An Integrative Model" Darling and Steinberg mentioned how behaviourists are interested in how the near environment shape development of the child [7]. Furthermore, Freudian theorist argues that the basic determinants of development are biological and inevitable in conflict with parental desires and societal requirements. The interaction between the child's libidinal needs and the family environment is presumed to determine individual differences in children's development [7].

In the midst of Freudians arguments, came another group of researchers known as the Psychodynamics. Feist associated the development of the child much to the societal influence, thereby emphasising the parental inclusiveness. The socialist, however, strongly believe that the attributes such as attitudes of parents in the course of nurturing their children, is a greater influence on their development [8].

Parents transfer their beliefs, goals, aspirations and values to their children. The children who go by their parents good instructions are able to perform well academically, thereby making good grades. Lee, Daniels and Kissinger defined parenting styles as characteristic of the parent, rather than that of the parent-child relationship. Many researchers have come out to say that authoritative parenting has been the best, in terms of influencing the academic performance of children [9]. Authoritative parenting style produces high level of academic performance and academic skills. Parental involvement could promote school success when it occurs in the context of an authoritative home environment. In all cultural settings, it has been established that, authoritative parenting and high parental demand is one of the most consistent predictors of competence from early childhood through adolescence and this results in high academic performance [8].

In most African countries, and Ghana to be precise, students whose parents are highly involved in their schooling by way of guiding them turn out to be high academic achievers. A study conducted by Taylor, Hinton and Wilson on the relationship between parental influences and academic outcomes of African-American students found that, parenting style and parental involvement significantly produce the desired academic outcomes [10]. Similarly, Leung, Lau and Lam, in a cross cultural study, found that Australian parents were rated lower on authoritarianism with

reference to academic performance, while Chinese parents were higher in general authoritarianism.

It is against this background that, the researcher sought to conduct this research to explore the extent to which parenting styles influence the academic performance of junior high school children in the Effutu Municipality and to establish the relationship between the various parenting styles and students' academic performance.

The statement of the problem is that many parents tend to associate parenting with the mere provision of the basic needs of the child. Others also perceive parenting as the mere act of giving birth. They fail to realise that parenting cuts across all human needs: physical, social, emotional and psychological, which combine to provide the necessary conditions for a healthy personality of such potentials as high academic performance. Responsible childhood, which is the basis for a better future of every nation can only be attained through responsible parenthood. Responsible parenthood, therefore, requires that both parents, that is, the father and the mother live peacefully together as spouses in order to give proper care to the child. Proper caring of the child involves parents showing love, affection and concern. It also involves devoting time, energy and proper supervision of the child.

According to Agyemang, the successful upbringing of children is the collective responsibility of both parents. The father as the head and authority of the family maintains the household by providing financial support, security, discipline and leadership drive while the mother nurtures the family. Thus, the upbringing of children is a collective responsibility of both parents [11].

As a result of ignorance of responsibility, many parents in the Effutu Municipality resort to various forms of child-rearing practices, the result of which they neither interpret nor predict. Many junior high school pupils exhibit negative behaviours including clashes among themselves and even with teachers. Some students sleep during teaching and others look very inactive while others miss their lessons. When asked, the students claim they have overworked themselves in their homes and walk long distance to school. Their going to school, thus seems not to be a bother to those they are living with.

Varying parenting styles may be put together into influencing the good or bad academic performance of students, hence, the need to thoroughly research into how far these parenting styles may influence the academic performance of the researched populates.

The study was guided by this research question: What parenting style are JHS students exposed to in Effutu Municipality?, and the hypothesis on a multiple regression model in which authoritative, authoritarian, permissive and democratic parenting styles are regressed onto academic performance to investigate which of the factors relate more to academic performance.

The scope of the study was focused on the relationship between parenting styles and academic performance of all junior high school students in the Effutu Municipality. However, it was limited to students in four public junior high schools in Winneba in the Central Region of Ghana.

2. Literature Review and Theoretical Perspective

The literature has been reviewed under the following sub-headings: The concept of parenting, Theoretical approach to child rearing, and the relationship between parenting styles and academic performance.

2.1. The Concept of Parenting

According to Farrant, education is a universal practice engaged in by the society at all stages of development. He added that education describes the total process of human learning by which knowledge is imparted, faculties trained and skills developed through learning [12]. To Farrant educational goals are the ends that society sets for the education system it operates. For a nation to achieve her set goals, it is important that children are formally educated and trained to acquire skills that will meet the developmental needs of the nation. For these needs to be met properly, it will be good for parents to practise good parental styles that will imbibe the nation's values in its children for a better performance. For the child to achieve the set goals of education, certain factors must work favourably to support his or her own effort in school. One of such supporting factors is parenting with different styles. When parenting style is positive and favourable, it will favour the child in his or her quest to achieve the set educational goals. However, when the style is negative and undesirable, the child's desire to achieve his or her educational goals would be seriously undermined.

Children's development of the cognitive and social skills needed for later success in school may be best supported by a parenting style known as responsive parenting [13]. Responsiveness is an aspect of supportive parenting described across different theories and research frameworks (e.g. attachment, socio-cultural) as playing an important role in providing a strong foundation for children to develop optimally [14], [15]. Parenting that provides positive affection and high levels of warmth, and is responsive in ways that are contingently linked to a young child's signals ("contingent responsiveness") are the affective-emotional aspects of a responsive style [16]. These aspects, in combination with behaviours that are cognitively responsive to the child's needs, including the provision of rich verbal input and maintaining and expanding on the child's interests, provide the range of support necessary for multiple aspects of a child's learning [17]. This calls for effective parenting.

Parenting is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. Parenting refers to the activity of raising a child rather than the biological relationship [17].

It can be inferred from the definition that, a parent would be described as a failure if the child he or she has brought up is not responsible in terms of employment and moral conduct. The view of Santrock shared about the nature of parenting postulated:

Parents can play important roles as managers of children's opportunities, as monitors of children's educational activities, and social initiators and arrangers. Parents serve as regulators of opportunities for their children's educational contact with peers, friends and adults [18].

The managerial role of parenting as indicated by Santrock may involve arranging for pre-school education, primary school, second cycle schools as well as tertiary education which will help direct the path of the child's schooling. It also involves the

development and forming of good study habits by the child, and subsequently managing his or her homework and other school activities [18].

In fact, parenting has become a topical issue in the Ghanaian society in recent years because the process of raising children from infancy to adulthood is characterised by a lot of undue hardships and problems [11]. In this wise, many views have been shared about the nature of parenting styles that will ensure good social, emotional and intellectual stability of the child and, thus positively influence his or her academic performance.

There is no greater responsibility or challenge and for many people who do the job well, the greater satisfaction than seeing one's children grow, learn and enjoy life. Parenting has been called the world's most difficult job, but offering no pay, fringe benefits and no vacation [19]. Defrain and Oslon remarked that the first half of our lives is spoiled by our parents, and the last half by our children. But as one observer noted, and as many would agree, "Children fill a space in your life you never knew was empty." This can be achieved through school education with the provision of responsible and positive parenting conditions for the child [19].

Various parenting tools, models, philosophies and practices have significant contributing factors such as social class, wealth and income which cannot be ruled out are important in parenting. Baumrind identified various models on which parenting is built, including attachment parenting, historical development and slow parenting [6].

Parenting practices such as rules of traffic, fine gardening, rewards and punishments and concerted cultivations are all techniques that are used to rear children for better academic performance. According to Connie, theorists such as Freud, Horney, Erickson, Ivan, Skinner and a host of others built their theories around parenting. That is, how parenting from childhood to adulthood has a relationship with a person's academic performance. Results from various studies reveal that good parental involvement has positive influence on children's academic performance [20].

On the basis of the varied views shared by people on the concept, various authorities have come out with varying parenting styles to confirm their position in relation to child rearing practices. For instance, Santrock described it as parenting techniques while Baumrind referred to it as parenting style (characteristic of the parent) [18]. Roe cited in Kankam and Onivehu described parenting as parenting/home climate. Irrespective of the different descriptions of the concept, they all focus on the same things in relation to child-upbringing practices [22,25].

Maccoby and Martin contended that, the authoritarian style of parenting consists of low guidance and high expectation [23]. They continue to explain that when parents use this style of parenting, the parents' demand on their children are not balanced by their acceptance of demands from their children. Rules are not discussed in advance or arrived at by any consensus between parents and children. Parents usually attach strong value to the maintenance of their authority, and suppress any efforts their children make to challenge it [23]. Punishment is usually employed if children deviate from parental control.

It has also been observed that parents establish rigid rules and expectations and demand obedience from their children. As the authoritarian style become more intense, the family moves towards the rigidly enmeshed style. This type of family system is, particularly difficult for adolescents, who tend to rebel against authoritarian parenting. As Baumrind studied adolescents of authoritarian style of parenting, she observed that,

there is always a conflict, irritable in behaviour; moody, unhappiness, vulnerable to stress and unfriendliness [6]. These conditions are usually seen with children who are under authoritarian parenting.

Another parenting style is the authoritative style. An authoritative parenting style consists of both high expectation and high guidance of parents. Baumrind stated that the authoritative style includes the following elements: expectation for mature behaviour from child and clear standard setting, firm enforcement of rules and standards, using commands and sanctions when necessary; encouragement of the child's independence and individuality; an open communication between parents and children such as parents listening and clarifying children's point of view, as well as expressing their own; encouragement of verbal give and take, and the recognition of the rights of both parents and children [6]. The authoritative parents tend to be warm and accepting, democratic in decision-making and firm in establishing behavioural guidance.

According to Santrock, authoritative technique encourages the child to be independent, but still places limit and control on his/her actions. This style of parenting is associated with the child's socially and academic competent behaviour. Children of authoritative parents are self-reliance in their academic work and also, socially responsible [18].

With the permissive parenting style, parents have an accepting attitude toward the child's impulse, including sexual and aggressive impulses. That is, they use little punishment and avoid, whenever possible asserting authority or imposing controls or restrictions. Permissive parenting styles are more responsive than they are demanding. They are non-traditional and lenient, do not require mature behaviour, allow considerable self-regulation and avoid confrontation [24]. Parents also make few demands for mature behaviour and allow children to regulate their own behaviour and make their own decisions. They also have very few rules governing the child's time schedule such as playing outside home. It has also been established by other researchers that, permissive parenting appears to have more negative impact than positive effects [18]. Santrock identified two forms of permissive parenting style: neglectful permissive parenting style and indulgent permissive parenting style [18].

The democratic parenting style establishes clear rules and expectations and discuss them with the child. Although they acknowledge the child's perspective, they use both reason and power to enforce their standards. Considerable research on parenting has demonstrated that while balanced family systems tend to have children that are emotionally healthier and happier and are more successful in school and life in general, children of democratic style parents exhibit what Baumrind described as energetic-friendly behaviour. These children are very self-stress and are achievement oriented [6].

2.2. Theoretical Approaches to Child Rearing

Psychologist such as Anne Roe, Defrain and Olson and others have come out with theories on childrearing practices and their influences on the child's academic performance and career development [19]. Some of these theories are the Personality/Needs, Psychodynamic, Organismic and the Learning theories. The Personality needs theorists such as Anne Roe focused on the importance of satisfying the child's needs as a way of creating conducive atmosphere for the child's genuine development [22].

On the basis of her intensive investigations of scientists' and artists' early childhood experiences and personality traits, Roe formulated the Personality/Need Theory that stresses the importance of need satisfaction in intellectual development and successful career achievement [22]. Essentially, the theory is based on the premise that, successful academic achievement and its subsequent career development are dependent on needs satisfaction and general orientation to satisfy needs, determined largely by early childhood experiences in the home.

The personality theorists' view on childrearing practices and the influences they have on school performance focus on the importance of satisfying the child's needs and the creation of conducive home environment to enhance effective school work. To this end, the need to create cordial, social, psychological and emotional climate in the home is of a great interest to the personality need theorists. According to the Personality Needs Theory cited in Kankam and Onivehu, the emotional climate of the home which is of primary importance, is of three broad types; emotional concentration on the child, avoidance of the child, and acceptance of the child" [25]. The emotional concentration on the child, to them, has two levels. These are over-protecting and over-demanding. Over-protecting parents limit exploration by the child and encourages dependency, while over-demanding parents set very high standards for the child and rigidly enforce conformity.

The avoidance type of childrearing according to Baumrind, Personality Theory is divided into rejecting and neglecting parents. The rejecting parent resents the child, expresses a cold and indifferent attitude, and works to keep the child from interfering into his or her life [26]. The neglecting parent is less hostile towards the child, but provides no affection or attention, and only the basic minimum physical care is provided.

Finally, accepting parents as stated by Roe cited in Kankam and Onivehu, could either be casual or loving acceptance. The casually accepting parents are affectionate and loving, but in a mild way, and only give the child attention, if they are not occupied in any way [22,25]. Loving and accepting parents provide much warmth, affection, praise and attention; and encouragement is given to the child always.

There is, therefore the need to examine the Psychodynamic Theory and parenting. According to Olson and Defrain, several theories of child development have had an impact on approaches to raising children. In the light of this, Freud and his followers focused on the importance of childrearing in which the foundation for later life is laid [19]. Freudian and other proponents of the Psychodynamic Theory have emphasised the importance of providing a positive emotional environmental conditions for the child who needs to believe that the world is a safe and good place and that parents can be trusted to be kind and consistent.

According to Freudian and Psychodynamics, although individuals who have suffered enormously in childhood can make dramatic, positive changes later in life, it is best if parents can help children to succeed in their academic pursuit from the very beginning, by adopting the best and most suitable parenting strategies [19].

Learning theories are also of importance when it comes to parenting and academic performance. B. F. Skinner, also a behaviourist, however, believed that concepts such as drive reduction, cues, frustration, aggressive tendencies and unconscious motives are non-observable hypothetical constructs that have no place in a scientific analysis of skinner's strict adherence to observable behaviour earned his approach the label

radical behaviourism [8]. Albert Bandura, however, is associated with Social Cognitive Theory [27]. Bandura believes that personality is molded by the interaction of behaviour, personal factors (especially cognition), on the environment. Human functioning is a product of the interaction of (b) behavior; (p) person variables; and (e) environment [8]. Bandura believes that humans are largely a product of learning [27].

It is also important to examine the Organismic Theory in line with parenting and academic performance. Connie postulated that, Jean Piaget and the proponents of the Organismic theory were interested and concerned about cognitive development of the child, that is, the development of the mind [20]. Piaget and his contemporaries held the view that, the mind develops through various stages over the course of childhood and adolescence. They observed that children think very differently than adults do. To them, child-thought is primitive and mystical and young children have only the beginning of logical reasoning. According to organismic theorists, thought processes develop slowly toward higher forms into adulthood [20]. This theory encourages parents to apply appropriate child rearing strategies if their children are to succeed in their school work. It also urges parents to select toys and activities that are intellectually appropriate for their childhood development. The theory also advises parents not to expect more than their children are capable of many at any given age.

2.3. Relationship between Parenting Style and Academic Performance

Education is seen as a process of initiating young people into the ways of thinking and behaving characteristics of the culture into which they were born. Connie opined that, it is the development of a person from innocence to experience from the confines of childish immediacies to the open plans of conceptual thought [20].

Education is also the effort of a community to recreate itself with the rise of each new generation and to perpetuate itself in history. Agyeman explains that, education liberates the individual for independence and critical thinking, enables him or her to create meanings for himself or herself [28]. Various vocations, according to Agyeman, can best be chosen and careers developed through education. Injustices are alleviated, national security ensured and social progress guaranteed through education [28]. One of the most prominent factors that can inspire and induce the child in the achievement of the benefits of education as stated above is the application of appropriate and positive parenting strategies.

Roe, in her Personality Need Theory cited in Kankam and Onivehu postulated that, the categories of home climate or early child rearing have implications for the academic achievements and the career development and choice of the child [22,25]. For instance, the child that is reared in a loving, protecting and demanding home would achieve high academic laurels and seek a career that is person-oriented.

Really, parenting is a complex process that raises many questions. How shall children be raised? How strict should parents be, and how should they effect discipline in their children? What type of home conditions should they provide that would favour their children's intellectual development and desired levels of their academic performance? These questions can be answered more correctly based on the different parenting styles that exist, that parents employ, and how we delve into the various styles to find out their respective influences on the child's academic performance.

According to Kosterelioglu, in a major study of parenting that surveyed 11,669 high school students, the democratic style of parenting has the most positive impact on

adolescent intellectual development. The authors further postulated that democratic parenting was significantly related to “lower psychological distress, higher-self-esteem, a higher Grade Point Average (GPA), lower levels of drug use and less delinquent behaviour.” [29]. The importance of democratic parenting heaps up across ethnic groups and various levels of income.

In contrast to the positive outcomes of democratic parenting, authoritarian parenting was related to greater psychological distress, lower self-esteem, a lower Grade Point Average (GPA) interestingly lower substance abuse. Defrain and Olson (1997), contended that permissive parenting, considered the opposite of authoritarian parenting was related to high self-esteem, lower psychological distress and lower substance abuse, but also a lower grade point average (GPA) and delinquency. Neglectful parenting was the most problematic parenting style. It was related to greater adolescent distress, lower self-esteem, a lower grade point average (GPA) and greater drug use and delinquency, compared to the other styles [19].

Scanzoni asserted that, parenting styles were the most critical variable in determining adolescent intellectual development and adjustment. Thus, regardless of ethnic background, socio-economic level, or family structure, children of democratic style parents have the best psychological adjustment and educational outcomes” [21]. Scanzoni has indicated that, there are no bad children; we only have bad parents. Teaching a child appropriate behaviour does not necessarily mean punishment for bad behaviour. A more effective technique is reinforcing good behaviour with praise and a hug [21]. Parents want their children to grow into socially and academically mature individuals, and they often face a great deal of frustration in their role as parents. Psychologists have long searched for parenting ingredients that promote competent academic development in children. For example, in the 1930’s, a behaviourist, John Watson, argued that parents invest too much affliction with their charges [18].

Early research found a distinction between physical and psychological parenting. More recently, there has been greater precision in unravelling the dimensions of competent parenting. Especially widespread is the view of Diana Baumrind who contended that parents should be neither punitive nor aloof from their children, particularly, their adolescents, but rather should develop roles, rules and be affectionate with them, as this will create favourable atmosphere for greater achievements in their school work [6,30]. In the above declaration, Santrock was emphasising the relationship that needs to exist between the home-parenting, and the child’s academic work in school. If parenting is the process of caring for children and helping them to grow and learn, then there is the need for good parenting that requires skills in addition to time, energy, patience and understanding to raise the child to become healthy and well adjusted. There are however, certain challenges as observed by Connie that, having children can be a challenge to even the most dedicated and loving parent. Parents must provide for all their children’s needs [20]. This means not only their physical needs of food, water, clothing, shelter, and safety, but also their intellectual, emotional, social and moral needs.

Connie contended that:

Children’s successful academic achievement brings many rewards and benefits to parents. The main benefits of children’s academic success are shared love, affection and the feeling of being a family. To many, parenthood brings a sense of fulfillment. A feeling of satisfaction and pride comes with providing for all the educational needs of children and seeing

them gradually grow and develop into healthy, happy, well-adjusted responsible and successful intellectuals [20].

It is on the basis of these numerous rewards - materially and socially that, there is the need for the provision of favourable conditions within which children's effective academic activities can successfully strive. This is because a parent is a nurturer, provider, protector, teacher, booster of self-esteem and confidence, counsellor and behavioural guide.

3. Methodology

Mixed methods approach was employed for the study. The design for the study was a cross-sectional survey design involving correlational analysis. Cross sectional survey design is used to collect data within a very short period of time, a week, two or four months [31]. A cross-sectional study is one that produces a "Snapshot" of a population at a particular point in time [32]. The cross-sectional survey was used because data was collected at one point and selected samples were used to describe a large population of the Effutu Municipality. The quota sampling technique was used for the selection of students while the simple random sampling technique was used to select the parents. Quota sampling is a non-probabilistic sampling technique with the population divided into sub-sections. The investigator chooses the elements to be included in the sample. The researcher used the quota because she wanted to be part of the samples selection. The consisted of five variables: permissive parenting style, democratic parenting style, authoritative parenting style and authoritarian parenting style as against academic performance. The parenting styles are the independent variables and academic performance is the dependent variable.

The population was made up of form two students of the University Practice Schools of North and South campuses at Winneba, Anglican Junior High School (JHS) and Methodist A & C JHS all in Winneba. The total population for the study was 631 pupils made up of 240 boys, 270 girls and 15 parents.

The reason for choosing four schools out of the 14 was that, in quantitative approach only 1 school can be used to generalise its findings [33]. However, one may not get the total number of pupils for the study within one school in the Effutu Municipality, hence 4 schools were chosen. The justification for selecting students in the JHS was that, students in the JHS depend on their parents and teachers for success or failure in school. Therefore, the relationship between parenting styles and academic performance might be more detectable in this range of students.

The sample used for the study was made up of 250 students and 15 parents. The quota sampling technique was adopted to select the students, while the parents or guardians were randomly selected. After the researcher introduced herself to the heads of the chosen schools, permission was sought and granted with the assistance of the heads and some teachers, and was then introduced to the form two students. At this point the purposive sampling was used. That is, the students in the form two classes in the chosen schools were all given simple questionnaire to indicate their names, ages and whom they were living with. After this, the researcher then categorised the students' answered questionnaire according to the following headings:

- Those living with both parents;
- Those living with their grandparents or guardian;
- Those living with either of the parents (father or mother);

- Those living in the family house without any care of a parent or a guardian; and
- Those living on their own.

After the groupings, the samples were folded into a container and based on their numbers, they were randomly selected with a help of a colleague. The selected sample students were then given questionnaire to fill during the second visit to the schools by the researcher.

For the collection of data for the study, the instruments used by the researcher were questionnaire and an interview guide. Robinson, Mandleco, Olsen and Hart's parenting style questionnaire was adopted [1]. The research questions, hypothesis, objectives of the study and the literature review guided the design of the instrument. The questionnaire for the students sought the background information about the respondents, including name, form, age, gender, family background, and provision of basic needs such as textbooks, school uniforms, food and other school materials needed for effective academic work. It also sought to know the parenting strategies that had influences on the child's academic work, the assistance given to the children by their parents for their studies at home and strategies for intervention as well as the child's own attitude towards studies at home.

The data was analysed in three sections. The first section discussed the characteristics of the sample. This was done with simple frequency distributions and percentages of characteristics such as the age, sex, parental status and parental level of education. The second part answered the research question: What parenting styles are junior high school students exposed to in the Effutu Municipality? The third section used the multiple regression to test for the compound hypothesis: authoritative, authoritarian, permissive and democratic parenting styles regressed onto academic performance to investigate which of the factors (styles) relate more to academic performance.

4. Findings and Discussions

4.1. Demographic Characteristics of Respondents

This section describes the sex, age and parental status distribution of the sample drawn from the population of the Effutu Municipal Junior High Schools. The results are presented below:

Table 1. Sex distribution of students.

Sex	Frequency	Percentages
Male	107	42.8
Female	143	57.2
Total	250	100

The total sample of students drawn for the study consisted of two 250 respondents. As shown in Table 1, 107 (42.8%) respondents of the sample drawn for the study were males and 143 (57.2%) were females. The sex distribution of students of the study sample is a representative of the population of the form 2 Junior High School two students of the Effutu Education Municipality. Statistics from the Municipality Education office show that, there are 14 public junior high schools and 13 private J.H.S with a population of 1,622 students, of which 51.1% are females and 48.89% are males. Based on the above statistics, one could easily conclude that, the sex

distribution of the sample drawn for the study is representative of the form 2 students in junior high schools of the Effutu Municipality.

Table 2. Age distribution of students.

Age	Frequency	Percentages
< 14	95	38
15 – 17	133	53.2
18 – 20	20	8
> 20	3	1.25
Total	250	100%

Table 2 is a simple frequency and percentage table showing the age distribution of the respondents. As is distributed in the table, 95 (38%) were less than 14 years; 133 (53.2%) respondents were between the ages of 15 – 17 years; 20 (8%) respondent were between the ages of 18 – 20 years, and only 3 (1.2%) respondents were above 20 years. Looking at the age distribution of the respondents, one could agree that, the majority of the respondents, drawn for the study were between the ages of 15 years and 17 years.

Table 3. Parental/guardian status on who they live with.

Parental Status	Frequency	Percentages
Both Parents	108	43.2
Mother only	71	28.4
Father only	20	8
Guardian	21	8.4
Sibling (s)	13	5.2
Grandparents/Guardian	17	6.8
Staying Alone	-	
Total	250	100

Table 3 shows the distribution of respondents and who they lived with for their educational needs. The table indicates that 108(43.2%) respondents were living with their both parents (father and mother), 71(28.4%) were with their mothers, 20(8%) were with their fathers, 21(8.4%) were staying with their guardians, 13(5.2%) were living with their siblings, while 17 (6.8%) were living with their grandparents/guardians and no one was living alone. The distribution of the sample was not a biased one because this is a time of life that the respondents need guidance to shape their lives.

Table 4. Sex distribution of parents/guardians.

Gender	Frequency	Percentage
Male	7	46
Female	8	54
Total	15	100

Table 4 shows the number of parent respondents selected for the study. They were 15 made up of 7(46%) males and 8(54%) females.

Table 5. Age distribution of the parents/guardians.

Ages	Frequency	Percentages
20 – 30	2	13
31 – 40	5	33
41 – 50	4	27
51 – 60	3	20
60 and above	1	7

Total	15	100
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Table 5 shows the age distribution of the sampled parents for the research question. Two respondents representing 13% were between the ages of 20 to 30 years; 5(33%) were between 31 and 40 years, 4(27%) were between 41 and 50 years, 3(20%) were between 51 and 60 years, and 1 (7%) was above 60 years.

Table 6. Marital status of parents/guardians.

Status	Frequency	Percentage
Married	6	39
Single	4	27
Separation	4	27
Divorced	1	7
Total	15	100

Table 6 shows the marital status of parent respondents. In the table, 6(39%) were married. 4(27%) were single-parents, 4(27%) were separated parents and 1(7%) was a divorcee.

4.2. Research Question: Analysis and Discussion

What parenting styles are junior high students exposed to in the Effutu Municipality?

Table 7. Educational levels of parents/guardians.

Level	Frequency	Percentage
M.S.L.C	2	13
J.H.S	6	39
S.H.S	2	13
Tertiary Edu.	3	22
Vocation	2	13
Total	15	100

Table 7 shows the educational levels of sampled parents for the study. Two parents had the Middle School Living Certificate, 6(39%) “BECE” Certificates; 2(13%) had “SSCE” Certificate; 3(22%) had tertiary education and 2(13%) were in various vocations.

Table 8. Parents/guardians involvement in their children’s educational activities.

Interest	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Attendants of PTA Meetings	12	80	3	20
Visit to School by Parents/Guardian	4	27	11	73
Effects of House Work on Students	3	20	12	80
Home Work Supervision	5	33	10	67

Table 8 shows the involvement of parents or guardian respondents of their children’s educational activities. It was established that, 12(80%) of parents or guardians regularly attended P.T.A. meetings of their wards while 3(20%) respondents did not attend P.T.A. meetings; 4(27%) of the parents/guardians paid visits to the school to check on the progress of their wards’ academic performance. To check on the effects of household chores on students academics, 12(80%) of parents/guardians said that they do not even involve their children in household

activities rather the children prefer to live their own lives. However, only 5(33%) of the parents or guardians supervised their wards' home work.

Table 9. Mechanisms for controlling children's indiscipline.

Statement	Frequency	Percentage
Rebuke	3	21
Caning	3	20
Counselling	2	13
Insults	2	13
Boxing	2	13
All The Above	3	20
Total	15	100

Table 9 shows the various mechanisms that the parents or guardians used in disciplining their wards when the need arose. Three parents representing 20% used rebukes, 3(20%) used the cane, 2(13%) employed counselling, 2(13%) just insulted them to show their displeasure, 2(13%) fought their children, while another 3(20%) employed all the above mechanisms.

Table 10. Parenting styles/home conditions.

Statement	Frequency	Percentage
Permissive	8	54
Democratic	4	26
Authoritarian	2	13
Authoritative	1	7
Total	15	100

Table 10 shows the types of home condition or parenting style that exist in the Effutu Municipality based on the responses of the respondents. Fifty-four percent representing 8 respondents out of the 15 respondents showed a great deal of permissive way or style or condition of raising their wards. This is as a result of most of the parents/guardians not being the biological parents of the wards. Most of the students are staying with their grandparents while their mothers have gone to Yeji for fishing business. Others too have lost their both or one of the parents (GES, Effutu Municipality Statistical Department (2010). They also revealed that some of the students would have to fend for themselves as well as provide for their grandparents. Therefore, the high rate of permissiveness in the various homes, 4(26%) were democratic in nature; 2(13%) were having authoritarian types of home condition and 1(7%) used the authoritative style in his or her home. It is, therefore, not surprising to have permissive parenting style being the best predictor of academic performance in the multiple regression model to predict the best parenting style in relation to academic performance. The findings are in line with Baunrind (2003), who propounded the three main parenting styles: Authoritative parenting style, Authoritarian parenting style and Permissive parenting style. Santrock refers to as parenting techniques while Roe describe parenting styles as parenting/home climate [18, 22].

4.3. Testing the Study Hypothesis: Investigate which of the Factor(s); Authoritative Parenting Style, Authoritarian Parenting Style, Permissive Parenting Style, and Democratic Parenting Style Relate More to Academic Performance

Testing a multiple regression module in which authoritative parenting style, authoritarian parenting style, permissive parenting style and democratic parenting

style are regressed onto academic performance to investigate which of the factor (s) or (style)s relates more to academic performance. The above is a multivariate study that was to test a compound hypothesis. Before testing the main study hypothesis, a Pearson's correlation matrix of the variables involved in the study was obtained using SPSS to assess the extent to which the variables inter-correlate. Table 11 shows the correlation matrix.

Table 11. Pearson Correlation Matrix.

	Avg. 1	Tautive	tautrian	tperive	tdetic
Avg. 1 (Academic Performance)	Pearson Correlation 1.000 Sig. (1-tailed) .288 N 250	.035 .288 250	-.071 .131 250	.201 .001 250	-.088 .084 250
Tautive	Pearson Correlation .035 Sig. (1-tailed) .288 N 250	1.000 250	.185 .002 250	.233 .000 250	.357 .000 250
Tautria	Pearson Correlation -.071 Sig. (1-tailed) .131 N 250	.185 .002 250	1.000 250	.179 .002 250	.046 .233 250
Tperive	Pearson Correlation .201 Sig. (1-tailed) .001 N 250	.223 .000 250	.179 .002 250	1.00 250	.161 .233 250
Tdetic	Pearson Correlation -.084 Sig. (1-tailed) .084 N 250	.357 .000 250	.046 .233 250	.161 .005 250	1.000 250

Correlation is significant at the 0.05 level (1-tail).

Academic performance (average) against authoritative (tactive) where the two variables meet tells us that Person correlation coefficient = .035 (**) and its p-value, sig. (1-tailed=.0288), N (sample size) =250. The explanatory foot note provided at the bottom of the table which says correlation is significant at the 0.05 level (1-tailed), that the (**) against the correlation of .035 between academic performance (average) and authoritative parenting style is significant at 0.05 level. In Table 11, the probability of the null hypothesis is not true because the significant level of .288 is far from zero correlation coefficients range from -1 (perfect negative correlation) to +1 (perfect positive correlation), so the coefficient of .035 is good since it is within the accepted range [33].

Table 12. Correlation Matrix (Pearson's R) For Authoritative, Authoritarian Permissive, Democratic Parenting Styles and Academic Performance (Average I).

	Tautive	Tautrian	Tperive	tdetic
Academic Performance (Average)	.035**	-.071**	.201**	-.088**
Tautive		.185**	.223**	.357**
Tautria	.185**		.179**	.046**
Tperive	.223**	.179**		.161**
Tdetic	.357**	.046**	.161**	

****P<0.05 (1-tailed)**

For the compound hypothesis as testing a multiple regression module in which authoritative, authoritarian, permissive and democratic parenting styles are regressed onto academic performance to investigate which of the factor(s) style(s) relates more to academic performance was statistically tested using Pearson’s correlation method. As shown in Table 11 the test revealed that there was a highly statistical significant positive correlation between permissive parenting style and academic performance ($r = .201$; $n = 250$; $P < 0.05$ (.001)). However, the Authoritative parenting style statistically does not correlate well. Their results are ($r = .035$; $n = 250$; sig. 288), ($r = -.071$; $n = 250$; sig.084) respectively. There is no significant relationship between these three parenting style and academic performance. This is because their p-value was greater than $P = 0.05$. In addition, reading Table 11 and Table 12, one will clearly see that most of the parenting styles correlate significantly in confirming their hypothesis.

Table 13. Forced entry regression of academic performance on permissive parenting style, democratic parenting style, authoritative parenting style and authoritarian parenting style ($N = 250$).

Variable Step 1	<i>b</i>	<i>Beta</i>	<i>R</i>	<i>R</i> ²	<i>t</i>	<i>sig.(t)</i>
Constant	50.19				14.49	.0000
Permissive Parenting Style	.90	.23			3.61	.0000
Democratic Parenting Style	-.57	-.14			-2.10	.037/.068
Authoritarian Parenting Style	-.47	-.12			-1.84	.068
Authoritative Parenting Style	.23	.06			.89	.420
			.26	.07		

$$y = b_0 + b_1(x_1) + b_2(x_2) + b_3(x_3)...$$

Table 13 above shows the unstandardised (*b*) and standardised (*Beta*), regression coefficients, the multiple correlation coefficients (*R*), Adjusted R^2 , the value of “*t*” and its associated p-value for each variable in the equation under study. The forced entry method was performed using the SPSS to assess the relative contribution of permissive, democratic, authoritarian and authoritative parenting styles in the prediction of academic performance of the junior high school students in the Effutu Municipality.

As shown in Table 13, permissive parenting style, democratic parenting style, authoritarian parenting style and authoritative parenting style collectively explained 54% (adjusted $R^2 = .054$) of the variance of academic performance. This result does not differ since it shows the actual results of the Effutu Municipality for the previous three years. Of the 14 public schools who wrote the BECE Examinations, only a few passed and the statistics gathered from the Ghana Education Office of the Effutu Municipality show that, among the few who pass, the bulk scored around 50% of the Examination mark (BECE Results; 2009, 2010 & 2011, Statistical Department, Effutu Municipality).

To test for the academic performance of the students of J.H.S 2 of the public schools in the Effutu Municipality, the four core subjects that are used to grade the students at the end of their summative exams was used. The average of the first and second year assessment was used. The core subjects used are English language, Mathematics, Integrated science and Social Studies.

Multiple Regression analysis was run for individual subjects using their average scores: English language $R^2 = 0.78$, Adjusted $R^2 = .063$, constant value “*B*”

= 40.76, $t = 9.331$, sig at .000 , Social Studies $R^2 = .073$ Adjusted $R^2 = .058$
constant “B” value= 48.75, $t = 8.40$ sig at .000

Mathematics $R^2 = .046$ Adjusted $R = .030$, constant “B” value = 56.206, $t = 12.422$ sig. = .000 and Integrated science; $R^2 = .027$ Adjusted $R^2 = .011$ constant “B” value= 55.031 with $t = 10.775$ sig.at .000.

Using the 95% confidence interval for “B” values, the present study had established that, for English Language the academic performance; Lower Bound = 32.16% and the Upper Bound = 49.40%, Social Studies; Lower Bound = 37.32%, Upper Bound = 60.18%, Mathematics; Lower Bound = 47.29%, Upper Bound = 65.19% and Integrated Science; Lower Bound = 44.97% and Upper Bound = 65%.

The above descriptive statistics on the four studied core subjects show a different result on academic performance in each subject areas. The present study appears to indicate that, pupils did better in Mathematics and Integrated Science. Their performance in Social Studies, however, was better than that of English language. In all, the four subjects used in the present study, permissive parenting style has better relationship at the variance in Academic Performance (for English Language, $\beta = .25$, $t = 3.938$, $p = .000$; Social Studies $\beta = .22$, $t = 3.477$).

Based on the order at entry chosen for the present sample, permissive parenting style seems to be the best parenting style for academic performance. However Authoritarian rated best in Mathematics with $\beta = -.208$, $t = -.3.234$ and $p = .001$. Statistically, none of the four parenting style rated significantly in Integrated Science since all of them were above the .05 significant level.

The forced entry regression of academic performance on permissive, democratic and authoritarian parenting styles is the average performance of students in the two years’ academic performance. Based upon the orders of entry chosen for the present sample, it would appear that permissive parenting style explained the bulk of the variance in Academic Performance ($\beta = .231$ $t = 309$, $p < 0.005$). As can be seen in Table 13, the contribution was not statistically significant at the 0.005 level. However, democratic parenting style ($\beta = -.14$) was a better predictor of academic performance than authoritarian parenting style and authoritative parenting style ($\beta = -.17$) and ($\beta = .06$) respectively, although this interrelation is tentative as there appeared to be a violation of the assumption of multi-collinearity in the relationship between authoritative parenting style and authoritarian parenting style.

In summary, it would appear that permissive parenting style emerged as the single best predictor of academic performance of the students in the Effutu Municipality. The results of the analysis indicated that although all the four styles of parenting had significant influences, the strongest direct influence on students’ performance was permissive parenting style, followed by democratic parenting style, authoritarian parenting style and finally authoritative parenting style. Normally, one would expect that either authoritative parenting style or democratic parenting style should have been a better predictor of academic performance, but it was not so. This could be attributed to the fact that most parents these days do not have ample time to spend “quality” time with their children at home [35]. Technology has also made it easy for both parents and their children to adopt certain cultures that are paving the way for permissiveness in the Ghanaian society. Western type of Education also encourages permissiveness and, therefore, the practice has been adopted in the Ghanaian society.

Considering that J.H.S 2 students who were sampled for the present study fall within the “teenage” adolescent, group, it is not surprising to find permissive parenting style exerting the strongest effect on students’ academic performance. Permissive parenting is a home condition where parents have an accepting attitude towards the child’s impulse. In this instance, the child is left to behave according to his or her impulse. He or she decides when to study. According to Baumrind, permissive parents make few demands for mature behavior and allow children to regulate their own behaviour and make their own decisions [26].

The present study’s findings in part, support Ann Roe’s Personality Need Theory cited in Kankam and Onivehu, which focuses on the importance of satisfying the child’s needs as a way of creating conducive atmosphere for the child genuine development [22,25]. Agyeman explained that education liberates the individual for independence and critical thinking enables him or her to create meanings for himself or herself [28]. The theory of Ann Roe and the study of Agyeman do not differ from Defrain and Olson who contended that permissive parenting, considered the opposite of authoritarian parenting was related to high self-esteem, lower psychological distress [22,28,19].

However, the present study findings are not in line with researchers such as Connie [20], Defrain and Olson, Scanzoni , Baumrind, Santrock and many others who are of different view [20,19,21,6,18]. The findings could be as a result of many sample “students” who are fending for themselves either on their own or even in the presence of their parents who cannot provide their basic needs. This makes them live permissive lives, but for some through self-motivation, they are able to cope with academic performance. Findings from the present study also revealed that, democratic parenting style significantly relates to academic performance. This is in line with Kosterelioglu, in a major study of parenting that surveyed 11,669 high school students, the democratic style of parenting has the most positive impact on adolescent intellectual development [29]. Also, Baumrind contended that students with democratic parents are energetic-friendly and self-stress which make them highly academic achievers [36].

Additionally, Desforges and Abouchaar explained that parental involvement initiative as a good parenting in the home, including the provision of a secure and stable environment intellectual stimulation, parental-child discussion, good model of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship [37]. This is in line with the involvement of parents and children in decision-making for the benefit of the students’ academic performance.

Considering that parents are respected in the Ghanaian culture, and that they frequently monitor their children’s behaviour and achievement outcomes, it is, therefore, contradictory to find that permissive parenting style seems to emerge as the best predictor of academic performance in this study [35]. But for a moment, it is not surprising due to the fact that, Santrock, in his research “a topical approach to life-span development”, came out with the findings that permissive children are able to learn quickly and that, the decisions that they make are important and should be taken seriously and these children often mature earlier and have a more solid sense of self-confidence and self-reliance which all influence good academic performance [18].

This study also rated authoritarian parenting style to be better predictor of academic performance than that of authoritative parenting style. This finding is not in line with earlier researcher whose finding rated authoritative parenting style to be the best

predictor of academic performance. Researchers such as Baumrind, Santrock, Darling and a host of others all rated authoritative parenting style to be the best predictor of academic performance but the present finding disagree with them [6,18,24]. Authoritative and authoritarian parenting styles were not significant in the multiple regression analysis. Their significant level was more than 0.05 level.

Although, finding from this study suggests that authoritative parenting style is the least predictor of good academic performance of the students, it is still very important parenting style that is needed in our various homes. The finding demonstrates the multi-factorial nature of students' academic performance and suggest that one parenting style alone cannot bring about good academic performance in students. All the four main parenting styles: permissive, democratic, authoritarian and authoritative parenting styles are all needed in our various home at specific times for the betterment of students' academic performance.

In the Ghanaian society, most students find it difficult to learn new things on their own and what they have been taught, but those who try to encourage themselves in learning new things and what they have been taught perform better than those who are not motivated to learn [38].

5. Conclusions

Various home conditions existed in the Effutu Municipality. However, the four main parenting styles were found. Permissive, democratic, authoritarian and authoritative parenting styles are all home conditions that enhance academic performance. There is a correlation between all the parenting styles in terms of academic performance.

Academic performance will be best predicted by homes where all the four parenting style are practised at appropriate times. The study had established that, permissive parenting style is the best predictor of academic performance in the Effutu Municipality. In the regression analyses, permissive parenting style came out as the best predictor of academic performance with B-value=.90, $P < 0.05$. Democratic parenting style was the second good predictor of academic performance. The authoritative and authoritarian parenting styles are not significant and, therefore, were the least predictors of academic performance in the findings of the study in the Effutu Municipality. Authoritative parenting style was, however, not significant with B-value=.25 and $P > 0.05$. It is evident that, students with self-motivation and determination can do better academically.

6. Implications and Recommendations

Knowing and understanding students' problems is very necessary by the counsellor for effective counselling to take place. The knowledge gained by the counsellor on conditions that exist in our various homes will help him or her to know the root causes of the problem(s) and adopt the right counselling technique to use for its remedy.

Since counselling is a helping relationship, the counsellor, on the basis of his or her awareness of problems associated with parenting may be in a better position to help parents to change some of their negative attitudes towards their wards and develop the appropriate and acceptable parenting strategies. The parents will also be educated on the need to have warmth, affection, praise, attention and encouragement as a useful instrument to enhance students' academic performance. By this favourable parenting

conditions will establish for students' social, psychological, emotional and intellectual development. This can be achieved by the counsellor providing the parents with the needed information on positive parenting strategies and their importance.

The results of this investigation have the implications for promoting the four main parenting styles (Permissive, Democratic, Authoritarian and Authoritative) to play a prominent role in students' academic performance and behaviour. Regular sensitisation meetings and community non-formal education classes should be organized in the Effutu Municipality to inform parents about the value of education to children, the community and the nation as a whole. This would be a way of encouraging them to be active in the Parent-Teacher Associations as well as the activities that go on in the schools, and make them see the value of education. Their involvement would make them aware of the problems and issues affecting their wards, the teachers and the school in general. In this way, they will be able to motivate their wards and provide solutions that would lead to the provision of a better teaching and learning environment to improve upon the academic performance of children in the Effutu Municipality.

Another reason for some parents not getting involved in their children's education may be that, they simply may not have the resources or the know-how to help their children. They feel that what they may have to offer will not be important and unappreciated.

Again, these parents may not believe that they have any knowledge that the school is interested in. This perception is usually true when the parents or guardians may not have a great deal of education and interest in the school or their children's education and may believe that it is the sole responsibility of the teacher to educate school children.

The study recommends that the school with the help of the guidance and counselling co-ordinator can meet such parents at their homes and assess their needs and provide programmes designed to meet those needs. Organizing workshops on good parenting skills in Fante and Effutu languages will help them get involved in their children's education. To fulfill this, the school will need to make a greater effort to get to know the parents individually. The school guidance and counselling coordinator may have to adopt door-to-door invitation as personal as possible so that the parents would value it essence.

There are also implications for students; students who motivate themselves are able to perform better in academics and to achieve much in life. Students should therefore, create opportunities for themselves to have some choices in the activities they want to engage in, and also take personal responsibility for their behaviours including reaching the goal they set. By so doing, students will develop the habit of self-determination and actualization which will help them spend more time on homework, try longer to solve problems and become personally responsible for their successes.

Finally, cordial school-community relationships must be created so that a common forum at which all stakeholders of children's education can meet and exchange views and ideas on proper child-upbringing strategies for better academic performance.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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