

Influence of Parenting Styles on Academic Performance of Junior High School Students in Abokobi-Madina, Ghana: Impact of Television

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Abstract:

The objective of the study examined the extent to which parenting styles influenced television viewing habits and the academic performance of students. A population of 1740 (JHS) 2 were used with a sample size of 310 students. It was a quantitative approach that used a cross-sectional study. The questionnaire comprising of 17 statements was used to solicit opinions from students between the ages of 11 years to 20 years on a five point likert scale. Five hypotheses were generated for the study and were tested using Anova, T-test and Regression. Students Grade Point Average (GPA) in four subjects (English, Mathematics, Integrated Science and Social Studies) was used. The study revealed that the relationship between parenting styles on TV viewing habits and academic performance of students became clear in the end that in Abokobi and Madina in the Ga East municipality, all the parenting styles were in existence. The study established from the analysis that, parenting styles had a significant effect on GPA. The authoritative parenting style was found to influence academic performance positively while the authoritarian and permissive parenting styles affected academic performance negatively. Furthermore, parenting styles had no effect on the time students spent in watching TV. It can be said that when the effects of time spent watching TV was controlled; parenting styles still had an effect on academic performance. The analysis showed that the more authoritarian parents were, the more the students' academic performance suffered. The authoritative parenting style was found to have the best impact on students' academic performance. It is recommended that Ghana Education Service (GES) should collaborate with Parent Teachers Association (PTA) and Metropolitan Municipal District Chief, Executives (MMDCEs) to organise seminars, workshops and symposiums to educate parents on the effects of watching television by schooling children all time.

Keywords:

Parenting Styles, Academic Performance, Junior High School, Television, Ghana

1. Introduction

Learning theories are conceptual frameworks that describe how information is absorbed, processed and retained during learning. There are many factors that can influence or impact students' academic achievement negatively or positively. In this case, the level of parental involvement can be very instrumental in influencing students with regard to educational achievement. A study that indicates that parental beliefs and behaviour systems induce their children's educational aspirations and achievements. Many theorists imply that students' achievements can be a result of their learning environment, experiences or various social conditions. All adults including both parents and teachers are very influential in how children or students perform academically [1].

The attribution theory as a theory that relates to how individuals interpret events and how this relates to their thinking and behaviour. It assumes that people try to determine why people do what they do, that is, attribute causes to behaviour [1]. Theory on achievement and he stated that Causal attributions determine affective reactions to success and failure. The success or failure of students can be attributed to many things. As a result, attention and care should be given to determine the cause of students' achievement [2]. Jean Piaget is well known for his work in dealing with the cognitive development of a child. He believed that children need to be able to naturally advance through the different stages of development and sequentially in order to graduate to higher levels of learning. This theory can be applied to children who by nature of the situations they are in, are forced to grow up and act as though they are not children but rather little adults [3].

Furthermore, Piaget believed that cognitive development was a progressive restructuring of mental processes as a result of biological maturation and environmental experiences. He was of the opinion that children create an understanding of the world around them and then experience the inconsistencies between what they know and what they discover in their environment. However, this premature acceleration into the world may be part of the reason why some children do not perform at their highest level academically [4].

Social learning or Modelling theory posits that children learn by observing and imitating what is watched [5]. The social learning theory proposed by Albert Bandura has become perhaps the most influential theory of learning and development. He revealed that people are naturally inclined to engage in observational learning. While rooted in many of the basic concepts of traditional learning theory, Bandura believed that direct reinforcement could not account for all types of learning. His theory added a social element, arguing that people can learn new information and behaviours by watching other people [5]. The researcher is of the opinion that since children learn through observation, television viewing has a direct influence on their behaviour thereby affecting their academic performance. The three basic concepts at the heart of social learning theory are:

- People can learn through observation.
- Internal mental states are an essential part of observation.
- Because something has been learnt does not mean that it will result in a change in behaviour.

While observational learning can take place at any point in life, it tends to be the most common during childhood as children learn from the authority figures and peers in their lives. It also plays an important role in the socialisation process as children learn how to behave and respond to others by observing how their parents and other caregivers interact with each other and with other people [5]. Bandura demonstrated in his Bobo doll experiment that children learn and imitate behaviours they have observed in other people. The children in Bandura's experiment observed an adult acting violently toward a Bobo doll. With this information, when the children were later allowed to play in a room with the Bobo doll, they began to imitate the aggressive actions they had previously observed [5]. What Bandura found was that children were more likely to imitate the adult's violent actions when the adult either received no consequences or when the adult was actually rewarded for their violent actions. The children who saw film clips in which the adult was not punished for this aggressive behaviour were less likely to repeat the behaviours later on. Bandura established that there were some steps involved in the modelling process:

- There has to be a live model involved. That is, an actual person demonstrating or acting out the behaviour.
- There should be a verbal instructional model, which involves descriptions and explanations of the behaviour.
- There should be a symbolic model, which involves an actual or imaginary character displaying behaviours in books, films, television programmes and so on [6].

Bandura's research on observational learning brings to fore an important question and that is, if children are likely to imitate aggressive actions viewed in a film in an artificial setting, will they not practice or imitate everything they observe on TV on sex, alcohol and tobacco and so on? It should be said that observational learning cannot always be negative. There are positive behaviours that can be learnt too. Television programming has been used to promote a range of healthy behaviours in so many spheres of life in the whole world. For example, non-profit organizations have produced programmes aimed at preventing the transmission of HIV/AIDS, reducing pollution and promoting family planning.

Academic learning time is the time spent by a student engaged in an academically relevant task. Youth do best in school when parents provide predictable boundaries for their lives, encourage productive use of time, and provide learning experiences as a regular part of family life, for example: when to eat, sleep, work, study, read, play and family interest in educational activities. When families set aside time each day for studying and learning, especially for adolescents, rather than asking them to study only when required to do so by teachers, they learn that studying and learning are valued by the family [7].

Television has come a long way from being a mass medium of entertainment to being positive on current information for education. The findings are based on a survey of 4,500 students in 15 New Hampshire and Vermont middle schools where it was discovered that students who watch TV during the week days do worse in school, however, it was discovered that weekend viewing only does not affect school performance much. The research further went on to show that weekend viewing only impacted on academic performance negatively when the students spent more than four hours each day during the weekend on viewing. Lastly, it was found that normally less TV on school nights corresponds with better reading scores while there was a

general downward trend in scores over time for students reporting three or more hours of TV watching per school night [6]. With parenting styles having a strong influence on a child's personality, a lot of researchers have investigated the link between parenting style and academic performance and have found a strong connection [8].

In Ghana, there are countless programmes promoting clean society, education and a lot more. There is the perception that in thinking about the concept of learning, people often talk about direct instruction or methods that rely on reinforcement and punishment. However, a great deal of learning takes place much more subtly and relies on watching the people around us and modelling their actions. These days, children are surrounded by many influential models, they could be parents or close family members, characters on children's TV, friends within their peer group and teachers at school. Specifically, social contexts (home environment) are characterised in terms of the degree to which they have autonomy-supportive or "authoritative" versus controlling or "authoritarian," with research confirming that autonomy-supportive contexts enhance autonomous motivation whereas controlling contexts diminish autonomous motivation and enhances controlled motivation [9]. Basically engaging in learning behaviours with an intrinsic goal resulted in academic success and better test performance than engaging in behaviours with an extrinsic goal [10]. Studies have shown that an authoritative parenting style in a parent-child relationship predicts a child's sense of mastery, that is, belief in controlling one's environment early in life [11]. Parents in developed countries consider TV as one of the affective academic and entertainment tools for their children and they give fair amount of freedom to their teenage children regarding TV programmes selection and even allow personal TV sets in their children's bed rooms [12]. On the contrary, in developing countries, parental mediation on TV is measured by encompassing mediation, regulation, restriction, criticism, reinforcement, rules that are both explicit and implicit as well as censorship [13]. In Ghana, most of the researchers have looked at television viewing and its effects on academic performance [14,15]. However, research linking the role of parents to the television viewing habits of adolescents or teenagers appears inadequate. The study was guided this research question - How does television viewing affect the academic performance of students?

2. Materials and Methods

The study used a cross-sectional survey design of the quantitative approach. Therefore, a cross-sectional survey is a research which entails the collection of data on a number of units and usually at a single juncture in time, with a view to collecting systematically a body of quantifiable data in respect of a number of variables which are then examined to discern patterns of association [16]. The researcher used a cross-sectional survey so that a bigger sample can be drawn from the population. This helped the researcher to gather data to make inferences about the population at one point in time. The population of the study consisted of students in public schools in the Ga East municipality of the Greater Accra region., Ga East had 29 schools in sixteen clusters (see Appendices for list of schools and clusters) with a total JHS 2 population of 1740 students comprising 807 boys and 933 girls. The sample size for a population of 1600 is 310 and a population of 1700 is 313 [17]. Based on this, the researcher chose 313 as her sample size. Introductory letters were sent to all the 29 schools within the sixteen clusters of which nine clusters (made up of 17 schools) responded. Four Clusters (made up of 11 schools) out of the nine that responded were selected for the study. The researcher needed 313 students as the sample size and

hence the four clusters (made up of 11 schools) were selected [17]. A study supports the notion that in a quantitative study, only one or a few schools can be used as a sample for a wider population [18]. The researcher chose JHS 2 because the students had written four terms' examinations that gave the data enough academic records for the study. Table 1 below shows a summary of the population sampled.

Table 1. Summary of Population Sampled.

NAME OF CLUSTER	Kwabinya Atomic JHS	Atomic Hills JHS	Kwabinya D/A JHS	St. Andrews JHS	Total
Total School Population	321	298	301	271	1191
Total JHS2 Population	150	104	129	122	505
Randomly Selected JHS2 Students	73	62	87	91	313
Percentage Selected: (Randomly Selected/JHS2 Population)	48.67%	59.62%	67.44%	74.59%	61.98%
Percentage Selected: (Randomly Selected/Total School Population)	22.74%	20.81%	28.90%	33.58%	26.28%

Source: Field Work, 2013

Sample and Sampling Procedure:

Letters were sent to all the 29 public JHS (in sixteen clusters) in the municipality for permission to carry out the research. Nine clusters (made up of 17 schools) responded. Four clusters (made up of 11 schools) out of the nine that responded were selected for the study. Fish-bowl sampling and simple random sampling techniques were used to select the schools and students for the study. The Fish-bowl sampling technique was used to select four clusters from the nine clusters of the public JHS in the Ga East municipality that responded. With this technique, each cluster of JHS in the municipality was assigned a number. Each number was written on a paper which was folded and put into a bowl. The researcher picked a number at a time from the bowl until the fourth number was picked. One of the two types of Fish-bowl called 'without replacement' was used. With this, a number picked was not returned or put back into the bowl. The Fish-bowl sampling without replacement technique was chosen because it ensured that each of the nine clusters that responded got an equal chance of being selected. Also, this technique helped to reduce the time spent in sampling [18]. In line with the formula from Krejcie and Morgan to get the population of 313 students, the researchers used simple random sampling to select the students [17]. This was because using random sampling gave the opportunity for every student to be part of the study. The main instrument for data collection was questionnaire. The questionnaire solicited data on the time spent watching television, the content of films watched and parental advice during TV watching. Here, a researcher developed questionnaire on viewing habits was adapted and constructed on a five point Likert scale with strongly agree and strongly disagree as anchors below Table 2.

Table 2. Questionnaire.

	Please tick (x) where the statement applies	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I watch Ghanaian and Nigerian films					
2	I watch foreign soap opera					
3	I watch news and documentary					

4	I watch action movies				
5	I watch cartoons				
6	I watch more TV when my mother is at home				
7	I watch more TV when my father is at home				
8	My mother tells me the programmes I can watch				
9	My father tells me the programmes I can watch				
10	My mother explains and advises me on what I watch on TV				
11	My father explains and advises me on what I watch on TV				
12	I watch TV 1- 2 hours a day				
13	I watch more than 2 hours of TV a day				
14	I watch Ghanaian and Nigerian films				
15	I watch foreign soap opera				
16	I watch action films				
17	I watch cartoons				

Students' academic performances in four core subjects were used to compute their Grade Point Average (GPA). Thus marks in Mathematics, English, Science and Social Studies were used. The questionnaire consisted of 17 statements (that is, Q1 to Q17) tapping the following: time students' spent watching television, content of television programmes students' watched, advice given to students' during television viewing and gender of parents who allow more TV viewing were also run. They had the loadings and commonality values that indicated that each variable showed by the factors for the 4-factor PC solution are shown in Table 3.

Table 3. Rotated Component Matrix on Time, Content and Gender.

	Component			
	1	2	3	4
Gender36	.690			
Time43	.633		-.319	.558
Time44	.591		.475	
Cont31	.590			
Time42	.574		-.338	.517
Gender37	.473			
Cont39	-.460		.444	.417
Cont34		.762	-.349	
Time46		.755	-.321	
Advice40	-.354	.584		
Time47	.479	.574		
Cont32		-.482		.390
Cont35	.315	.449		
Time45	.305		.607	
Advice41		.437	.493	
Cont38	-.488		.308	.538
Cont33			-.341	.482
Extraction Method: Principal Component Analysis.				
4 components extracted.				

In the same vein, the principal component (PC) with varimax rotation using SPSS was conducted on the 17 statements in the questionnaire. This helped to check the

appropriateness of the four factors. Furthermore, these factors were based on the statements with factor loadings exceeding 0.30. That is, the greater the loading, the higher the accuracy of the status of the variables of the various factors. Again, the Kaiser-Meyer-Olkin (KMO) test for the measure of sampling adequacy produced an overall value of .606. This was more than the cut-off point (0.50) suggested by Ofori & Dampson, (2011). However, the test of Bartlett’s sphericity provided a chi-square = 222.794, df = 45, sig = 000. The implication is that the Bartlett’s test at < .001 was significant and therefore indicates that the 17 statements (that is, Q1 to Q17) in the questionnaire were related. The 9 iterations of the extraction of the 4 factors converged on rotation of the eigenvalues above 1.0. The orthogonal techniques through rotated matrix appeared as on the Table 3.

Table 3 shows the factor loadings of the four factors: time students’ spend watching television, content of television programmes students’ watch, parental advice given to students during television viewing and gender of parent who allows more television viewing. It is evident that almost all time students spend watching television statements (Q11, Q12, Q13, Q14 and Q47) had their highest loading after rotation on factor one. However, the following cross loading with other factors were observed: Both Q12 and Q13 cross loaded on factors 3 and 4, Q14 cross loaded on factor 3, Q15 also cross loaded highly on factor 3, Q16 cross loaded high on factor 2 and low on factor 3. There was indication that the statements on the content of television programmes students’ watch (Q3, Q4, Q8 and Q9) loaded on factor 3, however, Q4 cross loaded highly on factor 2 and Q8 and Q9 cross loaded on factor 1. There was also evidence that gender of parent who allows more television viewing (Q6 and Q7) loaded on factor 1. Lastly, parental advice given to students during television viewing (Q10 and Q11) loaded on factor 2 but Q10 also cross loaded on factor 1.

3. Results and Discussion

This section presents findings and discussion on the Influence of Parenting Styles on Academic Performance. the Table 4 below depicts summary of Parenting Styles and Academic Performance

Table 4. Summary of One-Way ANOVA Test of Parenting Styles and Academic Performance.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	14.985	3	4.995	9.371	.000
Residual	163.109	306	0.533		
Total	178.094	309			

Source: Field Work, 2013

Table 5. Coefficient of Correlations Between Parenting Styles and Academic Performance.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	3.748	0.407		9.206	0
MPERM	-0.178	0.078	-0.127	-2.273	0.024
MAURIAN	-0.264	0.062	-0.235	-4.235	0.000
MAUTIVE	0.148	0.065	0.128	2.291	0.023

Source: Field Work, 2013

In Table 4 and Table 5 above, a regression analysis was run to test the relationship between parenting styles and academic performance of students. In Table 4 the ANOVA statistics’ F value of 9.371 and Significance level p = 0.000 indicate a

statistically significant difference between parenting styles and academic performance of students. In other words, parenting style affects the academic performance of students. The Beta values in Table 5 show the correlations and directions of relationships between the different parenting styles and academic performance of student. It thus, shows the direction of the relationship between parenting styles and academic performance of student. A positive Beta means a positive relationship and vice versa for a negative Beta. The table shows a positive Beta of 0.128 for authoritative parenting style. This means there was positive relationship between authoritative parenting style and the academic performance of students. That is, a percentage increase in the level of authoritative parenting style results in 12.8 percent increase in students' academic performance.

However, the table shows negative Beta values for permissive and authoritarian parenting styles of -0.127 and -0.235 respectively. This means that permissive and authoritarian parenting styles had negative relationship on academic performance of students. That is, a percentage increase in the level of permissive parenting style leads to 12.7 percent reduction in academic performance of students. Similarly, a percentage increase in the level of authoritarian parenting style leads to 23.5 percent reduction in academic performance of students. Hence the alternate hypothesis that, there is statistical difference in academic performance according to parenting style is accepted.

It was hypothesised that differences in parenting styles (authoritarian, Authoritative and permissive) will significantly influence time spent watching TV. The analysis showed that irrespective of the parenting style, time spent watching TV was the same. Again, it was hypothesised that differences in parenting styles (authoritarian, Authoritative and permissive) will significantly influence academic performance of students. The analysis showed that too much of authoritarian parenting, regardless of the hours spent watching TV reduced academic performance. This is supported with a research that children of authoritarian parents show high levels of obedience but this style produces some negative outcomes in children's development, such as low levels of self-concept, poor academic performance as well as poor adjustment at school [7]. Again, other researches in agreement that Asian-American parents are often described as "controlling" or "authoritarian" and these parenting behaviours have typically been found to predict poor academic achievement [19,20]. However, another research in contradiction is that of Peng and Wright which shows that Asian-Americans generally show better academic performance than their counterparts [21].

Again, from the analysis, it was discovered that authoritative parenting style regardless of the hours spent watching TV had a positive effect on academic performance. This means that students with authoritative parents, because of the cordiality between parents and their children, these students performed very well academically. This is supported by Baumrind who alluded to the fact that there are positive associations between authoritative parenting style and academic performance. This she explained that children between the ages of four and fifteen-year-old from parents who were characterised as authoritative were the most motivated, most competent and the most achievement oriented [5].

Also, this is supported by a research that children of authoritative parents have also been shown to possess higher levels of academic achievement as well as autonomy than children of authoritarian and permissive parents [22]. This analysis supports the literature which showed that effects of parenting styles on children's outcomes,

particularly establishing the benefits to children of authoritative parenting as opposed to the negative outcomes produced by authoritarian and permissive parenting was the best [23]. However, the findings of this research supported another research which was of the view that authoritative parenting style was a better predictor of academic performance than that of authoritarian parenting style [24].

A study has reported on the positive associations between authoritative parenting style and academic performance. Authoritative parenting was positively associated with academic performance while authoritarian and permissive parenting was negatively associated with grades. Authoritative parenting is the recommended style of parenting by child-rearing experts [5]. Finally, studies in support have shown that children with authoritative parents tend to be happy, socially adjusted, academically successful and more socially competent [25]. In contrast however, a researcher has shown that authoritative parenting style does not have the same impact of being a predictor of good grades and this relation does not exist in Hispanic-Americans and African-Americans [24].

Lastly, from the analysis, regardless of the hours spent watching TV permissive parenting style was found not to be good for academic performance. This means that when the parents were permissive, students' academic performance suffered. In support of the current analysis is the parents using the permissive approach may just be absent all together, thereby allowing their children to behave without any structure to their lives [26]. These children are unable to develop any sense of discipline and have the accompanying problem of feeling uncared for and unloved. Children whose parents are neglectful are socially incompetent, show poor self-control and do not handle independence well, and this affects their academic work greatly. Again, another research in agreement with the analysis is that which linked children's social incompetence, especially, a lack of self-control and intellectual inefficiencies to parenting styles. According to that research, because permissive parents allowed their children to do what they wanted, the result was that the children never learned to control their own behaviour and always expected to get their way. This affect their academic work [27].

4. Conclusions and Recommendations

The study revealed that the relationship between parenting styles on TV viewing habits and academic performance of students became clear in the end that in Abokobi and Madina in the Ga East municipality, all the parenting styles were in existence. The study established from the analysis that, parenting styles had a significant effect on GPA. The authoritative parenting style was found to influence academic performance positively while the authoritarian and permissive parenting styles affected academic performance negatively. Furthermore, parenting styles had no effect on the time students spent in watching TV. It can be said that when the effects of time spent watching TV was controlled; parenting styles still had an effect on academic performance. The analysis showed that the more authoritarian parents were, the more the students' academic performance suffered. The authoritative parenting style was found to have the best impact on students' academic performance. It is recommended that Ghana Education Service (GES) should collaborate with Parent Teachers Association (PTA) and MMDCEs to organise seminars, workshops and symposiums to educate parents on the effects of watching television by schooling children all time.

Conflicts of Interest

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

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