



**PARENTING STYLES: A SPRINGBOARD
IN REALIZING IMPROVED ACADEMIC PERFORMANCE
OF STUDENTS IN GHANAIAN CLASSROOMS**

Hagar Ayisi-Boateng¹,

Joseph Bentil²ⁱ,

Diana Adjei-Fianko²

¹Department of Social Sciences,
St. Louis College of Education,
Kumasi, Ghana

²Department of Basic Education,
University of Education,
Winneba, Ghana

Abstract:

While substantial literature exists on the parenting styles and students' academic performance around the world, little is known about these variables in the Ghanaian context and much less in Asokore-Mampong Municipality. In view of this dearth of literature, this study investigated the parenting styles and academic performance of public Junior High Schools students in Asokore-Mampong Municipality, Ghana, within the context of Baumrind's (1971) theory on parenting styles. In line with the pragmatist paradigm, this study utilized the sequential explanatory mixed methods research design where 545 students and 545 parents were sampled using a proportionate stratified random sampling technique for the quantitative phase of the study, while the convenience sampling technique was used to select 12 students and 12 parents for the qualitative phase of the study. After meeting validity and reliability requirements, a structured questionnaire and semi-structured interview guide were used to collect data for the study which was analyzed using descriptive statistics such as mean, standard deviation and inferential (independent samples t-test, One-way between group ANOVA, Pearson Moment Correlation) statistics and thematic analysis. The study revealed that the authoritative parenting style was most experienced among the students, followed by authoritarian, and permissive while the uninvolved parenting style was least experienced. It was further observed that generally, there was a moderate and statistically significant positive relationship between parenting styles and students' academic performance. Besides, findings from the study's hypotheses showed that sex, age, class, and parental marital status of students did not affect their perception of parenting styles they experienced. In line with these findings, it was concluded that parenting styles are

ⁱ Correspondence: email joseph_bentil@yahoo.com

vital in enhancing students' academic performance, hence, it was recommended that the Ghana Education Service through the Asokore-Mampong Education Directorate and Parents Teachers Association (PTA) should constantly educate parents, reorient them to adopt appropriate parenting styles that are needed in specific situations so as to enhance the academic performance of students.

Keywords: parenting styles, academic performance, junior high school

1. Introduction

The demand for high-quality education has levitated in recent years following the adoption of goal four (4) of the Sustainable Development Goals which is at the heart of Agenda 2030 for sustainable development goals around the world (Wang, 2021). As a result, there have been massive reforms in education systems around the world with the hope of transitioning classrooms from passive to active learning environments while preparing students with lifetime cognitive abilities such as critical thinking and problem solving (Gelmez-Burakgazi, 2020). Relatedly, evidence in the literature has endorsed the view that education is the pillar on which a nation's progress is anchored. Scholars like Townsend (2019) indicated that education is a cornerstone and an agent of national development. Understandably, the socio-economic and political progress of a nation will flop if the existing system of education is inappropriate.

Convinced of the crucial role of education in realizing the socio-economic development of countries around the world, successive governments in Ghana have over the years implemented interventions such as capitation grants, school feeding programme, free exercise books and uniforms, free senior high school, etc., with the aim of not only improving access to education but also intensifying the pursuit of granting the right to education to all as stipulated in both international law and Ghana's constitution, and human right standards (Kadingi, 2004). Despite these strides and the increased attention to education in an epoch of increasing globalization and rapid social change, education stakeholders are convinced that the real test of education comes in the learning outcomes of students which is critical in determining the out-of-school lives of the students (Ministry of Education, MOE, 2021; International Labour Organization, ILO, 2016). It could be construed that educational stakeholders are convinced that student academic performance remains the core of every educational enterprise and that without good academic achievements amongst students, all innovations and inventions in education would be a botch.

Available evidence suggests that poor academic performance of students is a major factor that is likely to repress the development and progress of a country, and therefore, it is an affront to national development (Ampofo, 2019; Ampofo, 2020). As such, academic performance has become an important criterion for selection and placement into higher education and programmes in Ghana. With the Computerized School Selection and Placement System (CSSPS) being the baseline and a competitive

means of selection into senior high schools and programmes based on students' performance in the Basic Education Certificate Examination (BECE), academic performance has become a concern for all stakeholders. Due to stakeholder interest in students' academic achievement, research on characteristics that predict students' academic performance has gotten a lot of attention in recent decades. As a result, scholars have identified a number of variables that either help or hurt students' academic achievement, based on empirical evidence from multiple researches.

In their investigation of variables that predict students' academic performance, Mushtag and Khan (2012) discovered that there are internal and external classroom characteristics that strongly predict students' academic performance. These scholars unveiled internal classroom variables to embrace students' competence in English, class schedules, class size, textbooks, class test results, learning facilities, homework, the environment of the class, the complexity of the course material, and teachers' role in the class, the technology used in class and examination systems. External classroom variables include extracurricular activities, family problems, work and finance, and social problems. Similarly, evidence from Dampson, Kwaku, and Mensah (2010) also uncovered that persistent parental courage and determination to persevere and overcome all obstacles influence students' attitudes toward education and performance.

The foregoing argument submits that the variables that predict students' academic performance are many and diverse. However, these factors could be categorized as psychological (intelligence), school-related (teachers' attitude and commitment, supervision, availability of resources, class size, complexity of the course material, extracurricular activities), and home-related (home environment, parents' involvement, parents' education background, support, occupation and income level). Scrutiny of the above factors indicates that most of them are beyond the control of students. For instance, school-related factors are determined by policies which students do not control.

Nevertheless, scholars like Shahzadi and Malik (2022) theorized that parenting styles that students experience from their parents have a potent sway on their social, emotional and educational development. These scholars allude to the claim that one of the variables that greatly affect students' academic performance is parents' attitudes towards the rearing of their children. Imran, Kakar and Yousaf (2020) sustained the argument that students' academic prowess is contingent on the warmth and connection compassion and love student receive from parents. The standpoint of these scholars' hints that even though other variables play a role in students' success, yet it hinges on the love, care, and emotional and psychological support parents render to their children which give them the energy to study to bring about success to their studies. Conceptualized as the broad patterns of childrearing practices, values, and behaviors, parenting styles also relate to the way parents take care of their children which can have an impact on the children's personality development and the ways of interacting with social and close relations (Akhtar, 2012). Logically, the parenting styles adopted by parents in their general and day-to-day caring of their ward could have a paralyzing effect on their social adjustment and their academic achievement.

Parenting style as defined by Zahedani, et al., (2016) relates to a set of established behaviors that characterize the parent-child relationship in a wide range of conditions, ideally generating a practical and working interactional environment. Similarly, Akbar, et al., (2015) defined parenting style as a psychological arrangement that characterizes the strategies that parents commonly use to raise their children, which includes parental attitudes and behaviors. It should be noted that the concept of parenting is not a new societal or family phenomenon and the existence of the concept of parenting is traceable to Baumrind's (1966, 1967, 1971) typologies of parenting where a clear attempt was engineered to clear the ambiguity surrounding the concept to simply what parents do but to denote something that parents should do more frequently, especially in recent years. Hence, an understanding of today's nature of childhood necessitates knowledge of 21st-century parenting with parenting styles being the most significant conceptualization for studying the impact of family socialization on children's well-being and academic performance in schools (Bornstein, 2019; Burns & Gottschalk, 2019).

In line with this assertion and having recognized that parenting styles are one of the ways by which students can succeed in school, researchers have investigated the various categories of parenting styles and how they influence students' academic performance. Notable amongst the numerous inventories of parenting styles is that of Baumrind (1967) which was adopted as a theoretical model underlying this study. Baumrind conceptualized parenting styles as having two main dimensions: responsiveness and demandingness. Responsiveness otherwise perceived as compassion occurs when parents take an active role in their children's lives as a manifestation of upbringing and commitment, show genuine interest in, listen to, and always support the child's chosen task toward their life's aims and goals (Amponsah et al., 2018; Ampofo 2020). Contrarily, demandingness is perceived at the level of parental control over their children, with clear or indirect set guidelines for their behaviour and the levels at which they enforce (Jaiswal & Choudhuri, 2017).

Juxtaposing parenting styles on the basis of responsiveness and demandingness, Baumrind (1967) proposed authoritative, authoritarian, permissive and neglectful as being the dominant parenting styles adopted by parents and experienced by most students around the world. According to Baumrind (1991), the authoritative parenting style is often referred to as "*assertive democratic parenting style*" or "*balanced parenting style*" which is characterized by a child-centered approach that holds high expectations of maturity pigeon-holed by high responsiveness and demandingness. It is a parenting style where parents often enforce rules, and regulations as well as prescribe limits on certain behavioural characteristics such as consulting the opinions of children before arriving at a decision (Shahzadi & Malik, 2022).

In this style of parenting, children are allowed to make their decisions but these decisions are however to be done along with their parents' consent and guidelines, hence, parents can punish their wards either verbally or physically for deviating from procedures. Therefore, those who meet standards are rewarded whilst those whose performance is judged as undesirable are sanctioned. Children of authoritative parents

have happier dispositions, good emotional control and regulation, develop good social skills, and are self-confident in their abilities to learn new skills. Because children are taught to follow rules, ask questions, and have their own opinions, the authoritative parenting style, more than any other, aids in ensuring healthy development.

In the authoritative parenting style, parents exhibit a high level of demandingness and a low level of responsiveness. This style of parenting is marked by highly restrictive and demanding parental behaviours that demonstrate a high level of control and maturity, but a low level of nurturance and bi-directional communication between parents and children (McKinney et al., 2016; Nunes & Mota, 2017). Authoritarian parenting which is also described as “*strict parenting*”, is characterized by high expectations of conformity and compliance to parental rules and directions, while allowing little open dialogue between parent and child. Authoritarian parents constrain their children’s independence and they want their children to follow strict parental rules and orders without any question by threatening severe punishment if children violate these rules and orders. As postulated by Baumrind (1967, 1971), children with authoritarian parents tend to be anxious, socially withdrawn, and unhappy. Researchers (Imran, et al., 2020; McKinney et al., 2016) have observed that children of authoritarian parents tend to associate obedience and success with love, some children display more aggressive behavior outside the home, and others may act fearful or overly shy around others, often have lower self-esteem and have difficulty in social situations.

Parents with permissive parenting styles are less demanding but more responsive. Permissive parents demonstrate affection and exert indirect control over their children. As a result, they impose fewer rules and stricter limits on their children (Shahzadi & Malik, 2022). These scholars further noted that permissive parents are very polite and stoic, meet the needs of their children, demonstrate behavior toward children as individuals mature, and can direct their children's behavior. Such parents are uninterested in activities and allow their children to be self-sufficient, however, they tend to strengthen their children’s needs more. The permissive parenting style is known for providing too little advice and too much freedom with little control over the children, as these results in extremely low self-esteem in children. As a result, such children exhibit greater reliance on others, uncontrollable impulses, and an inability to show courage and challenge acceptance when necessary (Shahzadi & Malik, 2022).

A neglectful parenting style is distinguished by few demands, a lack of responsiveness, and a lack of communication. While these parents meet their child’s basic needs, they are largely absent from their child’s life. In extreme cases, these parents may even reject or neglect their children's needs (Baumrind, 1999). Rejecting-neglecting and non-directive parents are examples of parents who practice neglectful parenting styles. Neglectful parenting styles tend to display low levels of demandingness since they ask and expect very little of their children. For instance, they rarely assign their children chores. These parents also display low levels of responsiveness to their children. They tend to be relatively uninvolved in their children's lives. Unlike the children of authoritarian or tough love parents, their verbal skills and initiative tend to remain intact,

though not as good as children of authoritative parents. However, these children often display difficulties with self-discipline, in part for lack of practice. This discipline issue finally translates into the child's academic performance and, therefore, displays poor results as compared to children with authoritarian and authoritative parenting styles (Morawska, 2007).

Owing to the potent role of parenting styles on students' psychological and emotional wellbeing, the nature of parenting styles adopted by parents in socializing their wards has been studied by scholars and researchers over the years. For instance, Nwokocha, et al., (2017) investigated College students' perception of their parents' style of parenting in Enugu and Abakiliki, South-East Nigeria and discovered that the commonest parenting style noted by the students was the autocratic (authoritative) parenting style, followed by active and permissive styles with relative frequencies of 43.6%, 24.9% and 27.4% respectively. In another study, Kiran, Farooqi and Ahmed (2018) investigated the parenting style and anti-social behavior among students in secondary schools in Okara, Pakistan and unveiled that parents use authoritative parenting more than authoritarian and permissive parenting styles being the least parenting style in rearing their children.

Fakeye (2014) did an assessment of the nature of parenting styles experienced by Primary School pupils in South-Western Nigeria and discovered that Primary School pupils experienced Authoritative parenting styles more than uninvolved, permissive with the least being authoritarian parenting styles. In Ghana, Owusu-Gyan (2013) studied the impact of parenting styles on the personal and social development of children at Elmina, and it was revealed that the majority of parents in Elmina used authoritative parenting styles with the least being permissive and uninvolved parenting styles. It could be observed that even though the above studies were conducted in different contexts, both produced similar results. The findings have consistently proven that the authoritative parenting style was most dominant among the parents, followed by the authoritarian parenting style whilst the permissive and uninvolved styles were the least practiced parenting styles. Based on these results, it could be hypothesized that students are most likely to be experiencing the authoritative parenting style irrespective of the context. Hence, this current study hopes to ascertain the truism or otherwise of the findings from these studies in the Asokore-Mampong Municipality.

Besides, the nature of parenting styles practiced by parents and experienced by students, researchers have also explored personal factors of students that influenced their perception of the parenting styles they experience from their parents. For example, Gupta (2017) and Kausar (2008) found that there is a significant difference between students' age and their perception of the parenting styles they experience. Contrary, Aquilino (1994) found in her study that there are no statistically significant differences between students' age and their perception of parenting styles they experience. On sex and parenting styles, Gupta (2017) and Kausar (2008) found that there is a significant difference between students' sex and their perception of the parenting styles they experience. However, Nwokocha et al., (2017) and Abu-Hilal and Al-Malkey (2014) found

that sex did not significantly influence students' perception of the parenting styles they experience from their parents.

Nwokocha et al., (2017) found no statistically significant relationship between students' class and their perception of parenting styles they experience which supports Hoff, Laursen and Tardif's (2002) finding that students' class has no relationship with their perception of parenting styles they experience from their parents. Nevertheless, Fuentes, Garcia-Ros and Sancerini (2019) established that there was a relationship between students' educational level and their perception of parenting styles they experience. Finally, whereas Chaturvedi's study (2009) discovered a statistically significant relationship between parental marital status of students and their perception of parenting styles they experience, Chonge, Barasa and Chonge's (2016) disclosed no statistically significant relationship between parental marital status of students and their perception of parenting styles they experience. The results of the aforementioned studies suggest that conflicting results exist on the influence of students' demographic factors on their perception of the parenting styles they experience. Due to the lack of agreement in the results among researchers, there is the need for further investigation on the extent to which these students' demographic variables factors affect their perception of the parenting styles they experience. Therefore, the influence of sex, age, class and parental marital status were explored in this study.

Research on the correlation between parenting styles and students' academic performance has long received attention from scholars and educational agencies. Indeed, numerous studies have catalogued the impact of parenting styles on academic performance (Starr, 2011; Ahmed, et al., 2019). Supporting the correlation between parenting style and academic performance, Ogunleye, Omirin and Balogun (2013) observed that students who receive apposite parenting are most likely the ones to have better academic achievement. These authors further stressed that parenting style influences children's academic performances, with the authoritative parenting style being the most influential parenting style which increases students' academic ability.

Even though there is a general consensus among researchers that parenting styles influence the academic performance of students, there are disparities in research findings in terms of the exact parenting style that bolster students' academic achievement thereby creating a dearth in literature. For instance, whereas the authoritative parenting style has been found to be positively associated with academic success for students (Ogunleye, et al., 2013; Simons & Conger, 2007), other researchers have also established that the authoritative parenting style impedes the academic performance of students negatively (Mohammed, et al., 2011; Roche, et al., 2007). Similarly, findings from other studies have demonstrated that students who perceived their parents as permissive had significantly negative relationships thereby resulting in lower academic achievement amongst students (Tilahun, 2012; Okoro, 2013). This meant that uninvolved parenting negatively affected children's academic performance.

The preceding discussion has demonstrated that parenting styles have a sway on students' academic performance. However, there is limited consensus regarding a

general theory of parenting styles. Other intellectuals (Gotta, 2012) have noted that investigations are unlikely to discover one “best” parenting style. In essence, there is no single parenting style that is universally accepted as most appropriate to engender good academic performance amongst students in all jurisdictions. Thus, scholars could not prescribe the precise parenting style that influences students’ academic performance in educational institutions which makes the field of parenting styles open for further investigation. Consequently, it is unclear the kind of parenting style is needed to enhance the academic performance of students in the Junior High Schools in Asokore Mampong Municipality. It is against this background that this study was carried out to investigate the relationship between the perceived parenting styles experienced by students and students’ academic performance in Junior High Schools in Asokore Mampong Municipality in the Ashanti Region of Ghana.

2. Statement of the Problem

In recent times, stakeholders in Asokore-Mampong municipality are worried about the decline in the learning outcomes of students in external examinations such as the Basic Education Certificate Examination (BECE). The average pass rate of students in the Basic Education Certificate Examination for the municipality from 2016 to 2019 was 70% (Asokore-Mampong Municipal Education Examination Unit, Ghana Education Service, 2020). In 2016, the municipality recorded 83% pass while the failure rate was 17%. Performance in 2017 took a nosedive as 57% of the students passed while 43% failed. There was a slight improvement in performance in 2018 over that of the previous year with 68% pass and 38% failure. The 2019 academic year noticed an improvement in performance with 76% passes and 24% failure. These results have proven that in recent times, the academic performance of the public Junior High School students has been inconsistent and that about 30% of the students in the municipality were unable to pass and enter second-cycle institutions.

Based on the evidence that there is a relationship between parenting styles and students’ academic performance (Ahmed, et al., 2019; Ibukunolue, 2013), one is likely to attribute the inconsistent and the seemingly inconsistent and undesirable academic performance of the students in the Asokore Mampong Municipality to inappropriate parenting styles experienced by the students. Also, with the municipality leading in terms of teenage pregnancy cases within the Ashanti Region of Ghana, there are questions about child-rearing practices of parents within the municipality. Even though recent studies (Appiah, 2022; Boateng, et al., 2021 & Darko & Gyasi, 2019) conducted in Ghana confirmed a relationship between parenting styles and student academic performance, these studies were conducted using a positivist paradigm other than the pragmatists’ paradigm employed for this study. Hence, it could be said that these previous studies had a distinctive focus and therefore were limited in scope.

Besides giving an impression that these variables have been explored from within the context of Ghana, they are limited in terms of content, context, research and analytical

approaches (mostly quantitative studies) study setting, as well as how students' demographic variables influence their perception of parenting styles they experience. Again, the aforementioned studies failed to explore the views of parents relative to the parenting styles they adopt in the rearing of their children. Further, it could be argued that the context-specific and multi-faceted nature of parenting could be best investigated using both quantitative and qualitative methodologies. As a result, using a mixed-method approach to fill the content, methodology, and geographical gaps identified in the literature is both empirically and methodologically justified to unveil and give the context-specific nature of parenting styles and students' academic performance.

With no study being conducted in the municipality, the researchers are inclined to believe that the prevailing parenting styles that the students experience is likely to affect their academic performance albeit no evidence is available to support this claim. Therefore, this study set out to gather information to either support or disconfirm this assertion.

The following research questions guided the study:

- 1) What is the nature of parenting styles experienced by public Junior High School students in the Asokore-Mampong Municipality?
- 2) What is the relationship between parenting styles and academic performance among public Junior High School students in the Asokore-Mampong Municipality?

The study also tested the following hypotheses:

H₀₁: There is no statistically significant difference between male and female students in their perception of parenting styles they experience in the public Junior High Schools in the Asokore-Mampong Municipality.

H₀₂: Age will not statistically significantly influence Public junior High School students' perception of parenting styles they experience in the Asokore-Mampong Municipality.

H₀₃: Class will not statistically significantly influence Public Junior High School students' perception of parenting styles they experience in the Asokore-Mampong Municipality.

H₀₄: Parental marital status will not statistically significantly influence Public Junior High School students' perception of parenting styles they experience in the Asokore-Mampong Municipality.

The results of this study would be beneficial to schools, parents, teachers, students, and researchers. The findings of the study would contribute to the discourse on parenting styles and students' academic performance in public Junior High Schools, and all basic school students in educational institutions in the Asokore Mampong Municipality. Besides, the findings of the study would discover the nature of parenting styles which would create awareness among the educational stakeholders to improve on the prevailing parenting styles of parents so as to boost students' academic performance. The results of the study would shed light on the precise parenting style dimensions that are required to enhance the academic performance of students. This would help stakeholders

especially, parents to be exact on the application of parenting style traits that predict academic performance among the students. Furthermore, the findings would highlight the extent to which existing models of parenting styles could be applied by parents in Ghana.

3. Methodology

In line with Guba and Lincoln's (2005) four key cardinal principles of research methodology, (ontology, epistemology, methodology and methods and techniques), this study employed relativism as an ontological basis, adopted post-positivism and social constructivism as epistemological stances, and utilized mixed methods approach as a research methodology. Specifically, this study was contingent on the pragmatist paradigm because it focuses on the research problem in social science researches, and uses pluralistic approaches to derive knowledge about the problem, hence, bridging the gap between the positivist and the interpretive paradigms, and seeing both as compatible in the same study (Bachman & Schutt, 2020; Klein, 2020). Besides, this study utilized the sequential explanatory mixed methods design as it combines both quantitative and qualitative approaches in the same study (Creswell & Plano-Clarke, 2018). The rationale for mixing both is that neither the quantitative nor qualitative approach is sufficient in getting a complete picture of a phenomenon like the parenting styles and students' academic performance (Roni, Merga & Morris, 2020; Bryman & Bell, 2019).

To ensure generalization of findings as well as fairness in the sample selection, the proportionate stratified random sampling technique was used to sample 632 public Junior High School students with their parents to participate in the study which is about 20% of the target students population in the Asokore-Mampong Municipality and, therefore, consisted with Braun and Clarke's (2013) suggestion of 5% of target population being representative in the survey. The rationale for the choice of the proportionate stratified random sampling technique was that the researchers wanted the exact proportion and features of the subgroups in the accessible population to be replicated in the sample so as to ensure representativeness.

In carrying out the stratified random sampling technique, the target population was first categorized into gender, and the selection of the students from each of the sexes was done proportionately to their composition in the population. The proportion of each gender in the population of the school was calculated to determine the number of male and female students to be selected in the Municipality. For instance, the number of boys in the total population was 1644 which represented about 52% of the total population and 1520 girls in the total population represented 48%. This means that these proportions by way of sex should reflect in the sample. Therefore 52% of 632 represented 328 boys and 48% of 632 is 304 girls constituted the sample of the population was 632 students made up of 328 boys and 304 girls who were selected through a simple random sampling technique.

To have fair and very objective information on the parenting styles the students experience, the same questionnaire given to the students was also given to their parents. This was done during Parents Teachers Association (PTA) meetings and also to ensure that parents who could not read and write were assisted in filling the questionnaire. Hence, 1,264 questionnaires (632) each from both students and parents were collected. For the qualitative aspect of the study, based on the general acceptance of not less than six and not more than 15 participants being sufficient in conducting qualitative studies (Saunders, Lewis & Thornhill, 2018), the qualitative aspect of the study composed of 12 students and 12 parents through interview. The interview sessions were guided by the principle of saturation where the interview sessions run until a clear pattern emerges and subsequently no new information (Saunders et al., 2018).

The parenting styles questionnaire developed by Robibson et al., (2001) and adapted for the study was rooted in Baumrind's (1971) typologies of parenting style which was used in assessing the parenting styles employed by parents and experienced by the students. This questionnaire which was closed-ended in nature, consisted of two sections. Section A gathered demographic information of the respondents such as sex, age, level and parental level of education. Section B contained items on the parenting styles which was measured on a 5-point Likert-type scale such that 1= Strongly Disagree, 2= Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree. The respondents were required to choose only one option that reflected their view whereas semi-structured interview guide was used to collect data through interviews for the qualitative aspect of the study

A rating scale was used to collect data on students' academic performance where students' scores in end of term examination in English Language, Integrated Science, Mathematics, and Social Studies for 2019/2020 academic year were gathered. The rationale behind the selection of these subjects lies in the fact that these are core subjects which are taken by all students and are critical in determining students' grades at the BECE. The Asokore-Mampong Municipal Directorate of Education administered the end of term examination, which was deemed to be standardized. As a result, a comparison could be made based on the results of the municipality examination. In checking for the reliability of the instruments, the internal consistency assessment of the various items yielded 0.79 for authoritative, 0.80 for authoritarian, 0.77 for permissive, 0.75 for uninvolved, as well as 0.89 for the overall parenting styles respectively. The questionnaire was, therefore, adjudged reliable based on the suggestions by scholars such as (Collier, 2020; Verma & Abdel-Salam, 2019) who indicted that Cronbach coefficients of ≥ 0.7 is indicative of acceptable reliability. Additionally, test-retest was used in checking for the reliability of students' academic performance whereas trustworthiness criteria such as informed consent, transferability, dependability, credibility and confirmability as means for checking rigor in the qualitative aspect of the study.

To check validity, face and content validation principles were ensured in making the instruments valid for data collection. Besides, assumptions such as normality and homogeneity of variance which is critical to the use of inferential statistical tools like independent samples t-test and One-Way between groups ANOVA was followed in data

analysis. Hence, the Levene's Test for Equality of Variances was used to check homogeneity of variance, where its statistic was greater than the alpha value of 0.05 was realized as a way of meeting the assumptions. Descriptive statistics such as mean, standard deviation and Pearson Moment Correlation were used in answering research questions 1 and 2 whereas inferential statistical tools such as independent samples t-test and One-Way between groups ANOVA was employed in analyzing the study's hypothesis whereas thematic analysis was followed in the analysis of the qualitative data where verbatim statements made by the respondents were used in relation to the themes. The researchers self-administered the instruments to the respondents after meeting the ethical consideration and requirements.

4. Results and Discussion

This section discusses the results from the research questions and hypothesis outlined in the study. It starts with the discussion of response rate and advance with analysis and discussion of results. On response rate, from the one thousand two hundred and sixty-four (1,264) questionnaires (632 each for both students and parents) distributed, one thousand and ninety (1,090), five hundred and forty-five (545) each from both parents and students respectively were filled and returned. This constituted a response rate of 86%. The researchers could not achieve 100% response rate because some of the respondents did not return the questionnaire after several attempts were made to retrieve them. Besides, some of the questionnaires returned were not answered while others had incomplete answers that were eliminated before the analysis. However, the 86% response rate attained was suitable for the study based on the suggestion of Mugenda and Mugenda (2012) that a 50% response rate is adequate, 60% is good, and above 70% is rated very good. Based on these cut-off points, it could be concluded that the response rate obtained in this study was very good.

4.1 Analysis and Discussions of Research Questions

Research Question One: What is the nature of parenting styles experienced by public Junior High School students in the Asokore-Mampong Municipality?

The first research question investigated the perception of the participants on the nature of parenting styles they experience from their parents. Four kinds of parenting styles were identified in the study. These were authoritative, authoritarian, permissive, and uninvolved parenting styles. The data collected in answer to this research question have been presented in Table 1.

Table 1: Descriptive Statistics on the Nature of Parenting Styles

	N	Min.	Max.	Mean	Std. Dev.
Students Perception on the Nature of Parenting Styles					
Authoritative Parenting Style	545	1	5	3.94	0.67
Authoritarian Parenting Style	545	1	5	3.41	0.76
Permissive Parenting Style	545	1	5	2.83	0.75

Uninvolved Parenting Style	545	1	5	2.61	0.95
Overall Parenting Style	545	1	5	3.21	0.51
Parents Perception on the Nature of Parenting Styles					
Authoritative Parenting Style	545	1	5	3.88	0.77
Authoritarian Parenting Style	545	1	5	3.52	0.85
Permissive Parenting Style	545	1	5	2.98	0.79
Uninvolved Parenting Style	545	1	5	2.78	0.97
Overall Parenting Style	545	1	5	3.29	0.49

The results in Table 1 revealed that the respondents rated the authoritative parenting style highest (M=3.94, SD=0.67) for students and (M=3.88, SD=0.77) for parents, followed by authoritarian (M=3.41, SD=0.76) for students and (M=3.52, SD=0.77), permissive parenting style (M=2.83, SD=0.75) for students and (M=2.98, SD=0.79) for parents, and uninvolved parenting style (M=2.61, SD=0.95) for students and (M=2.78, SD=0.97) while the overall parenting styles yielding (M=3.21, SD=0.51) for students and (M=3.29, SD=0.49) for the parents. The findings imply that the parenting styles experienced by the Junior High School students in the municipality are diverse. However, the information from the account of both students and their parents disclosed that authoritative parenting style was most prevalent while the uninvolved parenting style was less pervasive and experienced by the students. Besides, with the mean score from the overall parenting style (M=3.21, SD=0.51) in mind and based on the 5-point Likert scale used in the questionnaire where the mean score is 3.0 (1+2+3+4+5/5), it could be said that except for uninvolved and permissive parenting styles, the other parenting styles such as authoritative, authoritarian as well as the overall parenting styles outlined in the study were rated above average. This implies that all the parenting styles were commonly experienced by the Junior High School students in the Asokore-Mampong Municipality.

Qualitative data was also gathered to shed more light on the nature of the parenting styles. As such, some of the parents shared their views through interviews on the parenting styles they adopt with the students also sharing their views on the parenting styles they experience as reflected in the following remarks:

“As a parent, I am responsive to the feelings and needs of my children. When giving them any task to do, I take into consideration their strength and weaknesses. I am reminded of their needs and always try as much as possible to meet their demands. Remember, if you are not responsive to their needs and demands, they are likely to seek assistance and support to get their needs satisfied and if care is not taken, it can result in they having bad friends which is dangerous.” [Parent #1]

Another parent maintained:

“I think the best time to show your true nature as a parent is when your child is upset. It is the time to show affection, encourage and not beat them. By doing this, it will make them be open to you share their challenges, address their challenges thereby making them

cooperative, emotionally stable to succumb to negative peer pressure which help in shaping their moral character.” [Parent #2]

Sharing a similar view, another parent had this to say:

“As a father I always make sure there is enough food for my children. I also ensure to take care of their health, education and among others. My children don’t have to look elsewhere for help or assistance because I am the one who brought them to this world and I owe it as a responsibility to them. So, I have to always listen to their voices as in their demands and satisfy them always.” [Parent #3]

On the basis of the above expositions from the parents, it could be concluded that these parents exhibited authoritative parenting style towards their children where deep sense of obligations, warmth and high responsiveness were emphasized by the parents towards their wards. These parents were seen as deeply involved in their wards’ needs, supporting children independence and expressing love and affection to their children. Whilst some parents exhibited authoritative parenting styles, responses from other parents and students indicated the opposite of authoritative parenting which is likened to authoritarian leadership styles as contained in the following comment:

“My parents are always insistent on what they think is right for me. They demand that I immediately do whatever they ask me to do without asking questions so I don’t have the right to question anything even if I am in favour of their demands.” [Students #4]

Another student remarked:

“My parents always tell me what they want me to do & how they expect me to do it. Whenever I don’t meet their expectations, they punish me, they use force to make me behave in a certain way and if I disobey them, they will always punish me. So, I don’t have any chance to misbehave.” [Students #5]

A similar view was expressed by another student in the excerpt below:

“My parents always insist and decide for me when I have to decide on anything. They tell me I don’t know the dangers with issues and so when it comes to decision making, they do everything for me. For instance, when we have to choose our schools for senior high school and the course to pursue, they told me the school they want me to go and even the course I should select. They are my parents so what can I say? I leave everything to them.” [Student #6]

Confirming the views expressed by the students, some parents had this say:

“As a parent, I have a strong believe that my children should do as I command even though I sometimes give them a chance to air out some of their demands but not let them decide for me, I decide for them.” [Parent #6]

Another parent added that:

“As a parent, I demand strict adherence to the rules and regulations I give in my house. You see children should be reared and if you don’t rear them well, they will grow and be wayward and become a problem for you and even society.” [Parent #7]

The responses from the parents and students in the preceding paragraphs suggest that parents perceive authoritarian parenting style as the most suitable and preferred parenting style. Hence, it was revealing that parents are very demanding but less responsive to their children, exhibiting high levels of control, showing lower level of warmth, support and emotional commitment towards their children. The analysis of the qualitative data gathered through interviews further reveal that parents exhibited some other parenting styles that are quite different from the ones already discussed, a point stressed in the ensuing comment:

“My parents are usually busy with their problems, they don’t have time for me concerning homework and so they pretend to be concerned just to boost my spirit in the things I do especially in school. They are so busy and engrossed with their work that they have less time to help me in my studies.” [Student #8]

“My parents are not ready to abandon their own interest and think about my needs especially my school needs. Over the years, they have failed to give me the due care and attention in my education. They don’t have time to attend meetings in my school and so they always ask our house help to do that. So, they are unaware of my school activities.” [Student #9]

Responses from the parents gave credence to the views espoused by their children some of which are expressed in the excerpts below:

“My view on parenting is that children should be allowed to do have their decisions on issues and not impose on them your beliefs. I don’t give them specific guidelines on their interest and behavior.” [Parent #8]

“I don’t expect my children to do as I say, they should be allowed to express their views on issues that affect them. I permit my children to share their strengths and weaknesses with me in their studies so as find possible means to solve those challenges. By so doing, children become creative and innovative in devising ways of dealing with issues.” [Parent #9]

The aforementioned reports suggest adoption of permissive parenting style where child freedom and autonomy appeared as the key characteristics and highly valued of permissive parenting style. An astonishing finding from a student however, suggest an experience of uninvolved parenting as indicated below:

"I am given any specific expectation and guidelines on the behaviours to exhibit so it is difficult for them (my parents) to discipline me whenever I go wrong. I think it not the responsibility of my parents to guide me so I do whatever I want to do so long as I don't break any law." [Student #10]

It is clear from the excerpt above that the student does not expect anything from the parent. It is also clear that emotional and psychological support the student need is absent forcing the student to have little or no communication with the parents. Nevertheless, the responses from both the parents and the students attest to the fact that parents practice all the parenting styles outlined in the study, even though in varied magnitudes as discovered in the quantitative analysis.

Research Question Two: What is the relationship between parenting styles and academic performance among public Junior High School students in the Asokore-Mampong Municipality?

This research question sought to investigate the link between parenting styles and students' academic performance. To provide answers to this research question, the Pearson correlation coefficients for the variables were computed, and the results are presented in Table 2. The interpretation of the strength of the relationship was guided by Kothari's (2004) suggestion that if the correlation coefficient is greater than 0.3 but less than 0.5, then the relationship is moderate; the relationship is weak if the correlation coefficient is less than 0.3; and the relationship is strong if the correlation coefficient is 0.5 or greater.

The Pearson correlation results in Table 2 reveal a moderate but statistically significant positive relationship between authoritative parenting style and students' academic performance ($r=0.42$, $p<0.05$, 2-tailed). It was also established that there is a moderate but statistically significant positive relationship between authoritarian parenting style and students' academic performance ($r=0.43$, $p<0.05$, 2-tailed). Also, the study disclosed that there is a moderate and statistically non-significant negative relationship between permissive parenting style and students' academic performance ($r=0.22$, $p>0.05$, 2-tailed). The relationship between uninvolved parenting style and students' academic performance was found to be negative but moderate and non-statistically significant ($r=-0.08$, $p>0.05$, 2-tailed), and overall parenting styles attained a moderate but statistically significant positive relationship with overall students' academic performance ($r=0.41$, $p<0.05$, 2-tailed). The implication of these results is that parenting styles contained in this study especially authoritative and authoritarian parenting styles are crucial in enhancing the academic performance of the students.

Therefore, authoritative and authoritarian parenting styles are probable to boost the academic performance of the Junior High students in the Asokore-Mampong Municipality.

Table 2: Pearson Correlation Matrix for Parenting Styles and Academic Performance

		1	2	3	4	5	6	7	8	9	10
	Mean	3.94	3.41	2.83	2.61	3.21	2.18	2.07	2.29	2.28	2.20
	Std. Dev.	0.67	0.76	0.75	0.95	0.51	1.40	1.35	1.26	1.33	1.23
1	APS	1									
2	ATPS	0.31*	1								
		(0.00)									
3	PPS	0.13*	0.30*	1							
		(0.00)	(0.00)								
4	UPS	-0.06	0.20*	0.54*	1						
		(0.14)	(0.00)	(0.00)							
5	OVPS	0.47*	0.66*	0.77*	0.69*	1					
		(0.00)	(0.00)	(0.00)	(0.00)						
6	English	0.19*	0.09*	-0.07	-0.09*	0.02	1				
		(0.00)	(0.02)	(0.07)	(0.02)	(0.50)					
7	Mathematics	0.19*	0.09*	-0.06	-0.06	0.04	0.84*	1			
		(0.00)	(0.03)	(0.11)	(0.13)	(0.27)	(0.00)				
8	Science	0.20*	0.13*	-0.02	-0.04	0.09*	0.76*	0.84*	1		
		(0.00)	(0.00)	(0.62)	(0.34)	(0.03)	(0.00)	(0.00)			
9	Social Studies	0.20*	0.12*	-0.06	-0.10*	0.03	0.74*	0.77*	0.80*	1	
		(0.00)	(0.00)	(0.10)	(0.01)	(0.36)	(0.00)	(0.00)	(0.00)		
10	OVAP	0.42*	0.43*	-0.22	-0.08*	0.40	0.91*	0.94*	0.92*	0.90*	1
		(0.00)	(0.00)	(0.13)	(0.05)	(0.00)	(0.00)	(0.00)	(0.00)	(0.00)	

n=545 *Correlation is significant at $p < 0.05$ (2-tailed)

Note: APS: Authoritative Parenting Style; ATPS: Authoritarian Parenting Styles; PPS: Permissive Parenting Style; UPS: Uninvolved Parenting Style; OVPS: Overall Parenting Style; OVAP: Overall Academic Performance.

Data from the interviews supported the findings of the quantitative data that parenting styles has some relationship with students' academic performance. One of the students had this to say:

"Because my parents have interest in my interest especially concerning my needs in school, I mostly do well. I feel free to express the challenges I face in my studies and this makes me to perform well in my studies." [Student #11]

Similar point was made by another student thus:

"Sir there is one boy in my class who does very well. His parents have provided him several textbooks and other learning materials and this makes learning very easy for him. He is always ahead of everyone in class. He says his parents are not harsh on him, and always

allow him to have his freedom. Because of this he is always first in examinations.” [Student #12].

A contrary view was expressed in the excerpt below:

“I don’t get the emotional and psychological support from my parents and this affects my performance in school. My parents hardly find time to ask me the difficulties I encounter in my studies. Even the last time, I was sacked from school because I had no exercise books to do my assignment and this affects my performance.” [Student #10]

From the above comments, it is implied that good parenting is linked directly with good academic performance, and ineffective inappropriate parenting styles result in poor academic performance.

4.2 Test of Study’s Hypothesis

H₀₁: There is no statistically significant difference between male and female students on their perception of parenting styles they experience in the public Junior High Schools in the Asokore-Mampong Municipality.

In providing answer to this hypothesis, independent samples t-test was employed, and the results are presented in Table 3.

Table 3: T-test Results for Male and Female Students on their Perception of Parenting Styles Experienced

Parenting Styles	Sex	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Authoritative Parenting Style	Male	3.91	0.65	-1.124	543	0.262
	Female	3.97	0.68			
Authoritarian Parenting Style	Male	3.43	0.76	0.553	543	0.581
	Female	3.39	0.75			
Permissive Parenting Style	Male	2.88	0.74	1.766	543	0.078
	Female	2.77	0.76			
Uninvolved Parenting Style	Male	2.70	0.97	2.064	543	0.039
	Female	2.53	0.93			
Overall Parenting Style	Male	3.24	0.52	1.384	543	0.167
	Female	3.18	0.50			

The t-test results in Table 3 show that except for permissive parenting style [t (543) = 1.766, p=0.078, 2-tailed] and uninvolved [t (543) = 2.064, p=0.039, 2-tailed] where there were statistically significant differences in the mean scores for male and female students, there were no statistically significant difference between male and female students in relation to authoritative parenting styles [t (543) = -1.124, p=0.262, 2-tailed], authoritarian [t (543) = 0.553, p=0.581, 2-tailed], as well as the overall parenting styles [t (543) = 1.384, p=0.167, 2-tailed]. Therefore, it could be concluded that the sex of the students did not affect their perception of parenting styles they experience in the Asokore-Mampong Municipality of

Ghana. Hence, the null hypothesis that “There is no statistically significant difference between male and female students on their perception of parenting styles they experience in the public Junior High Schools in the Asokore-Mampong Municipality” is accepted while the alternative hypothesis was rejected.

H₀₂: Age will not statistically significantly influence Public junior High School students’ perception of parenting styles they experience in the Asokore- Mampong Municipality.

The ANOVA was used to provide answers to this hypothesis, and the results are presented in Table 4.

Table 4: ANOVA Results for Students’ Age and their Perception of Parenting Styles

Parenting Styles	Age	Mean	Std. Dev.	Sum of Squares	df	Mean Square	F	Sig.
Authoritative Parenting Style	Less than 12	3.97	0.61	2.055	2	1.028	2.325	0.099
	12-14	3.99	0.61	239.542	542	0.442		
	Above 14	3.86	0.75	241.597	544			
	Total	3.94	0.67					
Authoritarian Parenting Style	Less than 12	3.45	0.78	0.603	2	0.301	0.526	0.591
	12-14	3.38	0.76	310.776	542	0.573		
	Above 14	3.45	0.74	311.379	544			
	Total	3.41	0.76					
Permissive Parenting Style	Less than 12	2.96	0.81	0.953	2	0.477	0.843	0.431
	12-14	2.80	0.75	306.285	542	0.565		
	Above 14	2.84	0.75	307.238	544			
	Total	2.83	0.75					
Uninvolved Parenting Style	Less than 12	2.51	1.16	5.286	2	2.643	2.935	0.054
	12-14	2.55	0.96	488.083	542	0.901		
	Above 14	2.75	0.88	493.368	544			
	Total	2.61	0.95					
Overall Parenting Style	Less than 12	3.24	0.56	.217	2	0.109	0.413	0.662
	12-14	3.19	0.50	142.605	542	0.263		
	Above 14	3.23	0.52	142.823	544			
	Total	3.21	0.51					

The one-way between groups ANOVA results in Table 4 show that there were no statistically significant differences in the perception of the respondents for authoritative parenting style [F(2, 542)=2.325, p=0.099], authoritarian parenting style [F(2, 542)=0.526, p=0.591], permissive leadership style [F(2, 542)=0.843, p=0.431], uninvolved parenting style [F(2, 542)=2.935, p=0.054] as well as the overall parenting style [F(2, 542)=0.413, p=0.662] at 0.05 alpha level due to age. Based on these results, it is concluded that age does not affect students’ perception of the parenting styles they experience. Hence, the null hypothesis that “age will not statistically significantly influence Public junior High School students’ perception of parenting styles they experience in the Asokore-Mampong Municipality” is accepted while the alternate hypothesis is rejected.

H₀₃: Class will not statistically significantly influence Public junior High School students' perception of parenting styles they experience in the Asokore-Mampong Municipality.

To test this hypothesis, ANOVA was used to provide answers to this hypothesis, and the results are presented in Table 5.

The ANOVA results in Table 5 show that except the permissive parenting style [$F(2, 542) = 0.078, p = 0.925$], and the overall parenting styles [$F(2, 542) = 0.747, p = 0.474$], where there were no statistically significant differences, the results revealed that there were statistically significant differences in the perception of respondents for authoritative parenting style [$F(2, 542) = 3.403, p = 0.034$], authoritarian parenting style [$F(2, 542) = 3.590, p = 0.0028$], at 0.05 alpha level across class/form. Thus, there is evidence to conclude that whilst class/form does not matter in their experiences of permissive parenting style and the overall parenting styles, it is crucial in their perception of experiences of authoritative, authoritarian and uninvolved parenting styles in the Asokore-Mampong Municipality. Therefore, the null hypothesis that "Class will not statistically significantly influence Public junior High School students' perception of parenting styles they experience in the Asokore-Mampong Municipality" is accepted while the alternate hypothesis is rejected.

Table 5: ANOVA Results for Students' Class and their Perception of Parenting Styles Experienced

Parenting Styles	Class	Mean	Std. Dev.	Sum of Squares	df	Mean Square	F	Sig.
Authoritative Parenting Style	JHS1	3.99	0.64	2.996	2	1.498	3.403	0.034
	JHS2	3.85	0.65	238.601	542	0.440		
	JHS3	4.00	0.69	241.597	544			
	Total	3.94	0.67					
Authoritarian Parenting Style	JHS1	3.52	0.79	4.797	2	2.399	4.240	0.015
	JHS2	3.30	0.73	306.582	542	0.566		
	JHS3	3.46	0.76	311.379	544			
	Total	3.41	0.76					
Permissive Parenting Style	JHS1	2.85	0.80	0.089	2	0.044	0.078	0.925
	JHS2	2.82	0.73	307.149	542	0.567		
	JHS3	2.83	0.75	307.238	544			
	Total	2.83	0.75					
Uninvolved Parenting Style	JHS1	2.42	1.13	6.451	2	3.225	3.590	0.028
	JHS2	2.71	0.85	486.917	542	0.898		
	JHS3	2.62	0.93	493.368	544			
	Total	2.61	0.95					
Overall Parenting Style	JHS1	3.21	0.56	0.393	2	0.196	0.747	0.474
	JHS2	3.18	0.49	142.430	542	0.263		
	JHS3	3.24	0.51	142.823	544			
	Total	3.21	0.51					

A further multiple comparison using Tukey HSD test was carried out to ascertain the differences and the results are shown in Table 6.

The Post hoc test using Tukey HSD test results in Table 6 reveal that for authoritative parenting style, those within JHS3 (M=4.00, SD=0.69) were significantly higher than those in JHS1 (M=3.99, SD=0.64) and JHS2 (M=3.85, SD=0.65). For authoritarian parenting style, students in JHS1 (M=3.52, SD=0.79), was significantly higher than those in JHS3 (M=3.46, SD=0.75) and JHS2 (M=3.30, SD=0.73). For uninvolved parenting style students in JHS2 had significantly higher mean (M=2.71, SD=0.85) than those in JHS3 (M=2.62, SD=0.93) and JHS1 (M=2.42, SD=1.13). From these results, it could be concluded that the level of the students accounted for differences in their perception of the nature of parenting styles they experienced in public Junior High Schools in Asokore-Mampong Municipality.

Table 6: Tukey HSD Test Results for Class and Parenting Styles

Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		Mean	Std. Dev.
						Lower Bound	Upper Bound		
Authoritative Parenting Style	JHS1	JHS2	0.143	0.077	0.155	-0.04	0.32	3.99	0.64
		JHS3	-0.013	0.077	0.985	-0.19	0.17		
	JHS2	JHS1	-0.143	0.077	0.155	-0.32	0.04	3.85	0.65
		JHS3	-0.156*	0.064	0.039	-0.31	-0.01		
	JHS3	JHS1	0.013	0.077	0.985	-0.17	0.19	4.00	0.69
		JHS2	0.156*	0.064	0.039	0.01	0.31		
Authoritarian Parenting Style	JHS1	JHS2	0.227*	0.088	0.027	0.02	0.43	3.52	0.79
		JHS3	0.061	0.087	0.765	-0.14	0.27		
	JHS2	JHS1	-0.227*	0.088	0.027	-0.43	-0.02	3.30	0.73
		JHS3	-0.166	0.072	0.058	-0.34	0.00		
	JHS3	JHS1	-0.061	0.087	0.765	-0.27	0.14	3.46	0.75
		JHS2	0.166	0.072	0.058	0.00	0.34		
Uninvolved Parenting Style	JHS1	JHS2	-0.296*	0.110	0.021	-0.56	-0.04	2.42	1.13
		JHS3	-0.199	0.110	0.169	-0.46	0.06		
	JHS2	JHS1	0.296*	0.110	0.021	0.04	0.56	2.71	0.85
		JHS3	0.097	0.091	0.537	-0.12	0.31		
	JHS3	JHS1	0.199	0.110	0.169	-0.06	0.46	2.62	0.93
		JHS2	-0.097	0.091	0.537	-0.31	0.12		

H₀₄: Parental marital status will not statistically significantly influence Public Junior High School students' perception of parenting styles they experience in the Asokore-Mampong Municipality.

The independent samples t-test was carried out to provide answers to this hypothesis, and the results are presented in Table 7.

Table 7: T-test Results for Students Parental Marital Status and their Parenting Styles

Parenting Styles	Parental Marital Status	Mean	Std. Dev.	t	df	Sig. (2-tailed)
Authoritative Parenting Style	Living together	3.97	0.66	2.224	543	0.027
	Separated	3.82	0.70			
Authoritarian Parenting Style	Living together	3.40	0.75	-0.308	543	0.758
	Separated	3.43	0.80			
Permissive Parenting Style	Living together	2.82	0.75	-0.872	543	0.384
	Separated	2.88	0.77			
Uninvolved Parenting Style	Living together	2.61	0.95	-0.087	543	0.931
	Separated	2.62	0.95			
Overall Parenting Style	Living together	3.21	0.52	0.283	543	0.777
	Separated	3.20	0.50			

The t-test results in Table 7 show that except for authoritative parenting style [$t(543) = 2.224, p=0.027, 2\text{-tailed}$] where there is a statistically significant difference in the mean scores for students' in terms of their parent marital status, there were there are no statistically significant differences for authoritarian parenting style [$t(543) = -0.308, p=0.0758, 2\text{-tailed}$], permissive parenting style [$t(543) = -0.087, p=0.0384, 2\text{-tailed}$], uninvolved parenting style [$t(543) = -0.087, p=0.931, 2\text{-tailed}$], and the overall parenting style [$t(543) = 0.283, p=0.777, 2\text{-tailed}$]. Therefore, it can be concluded that the parental marital status of the students does not affect their perception of the parenting styles they experience in Public Junior High School in the Asokore-Mampong Municipality. Hence, the null hypothesis that "Parental marital status will not statistically significantly influence Public Junior High School students' perception of parenting styles they experience in the Asokore-Mampong Municipality" is accepted while the alternative hypothesis is rejected.

5. Discussion of the Results

The results on research question one disclosed that Junior High School students experience multiple parenting styles from their parents. Indeed, all the parenting styles outlined in this study such as authoritative, authoritarian, permissive and uninvolved parenting styles are experienced by the students. The finding of this study revealed that participants experienced a combination of all the four parenting styles is consistent with Baumrind's (1971) theory which suggests that parents typically use all four parenting styles in rearing their children, but with varied preferences. This implies that parenting require different approaches and styles. Therefore, the adoption of only one parenting style in rearing up a child could be problematic. However, the study established that the authoritative parenting style is most experienced among the students, followed by authoritarian, and then permissive, while uninvolved parenting styles was least experienced.

Previous studies have also noted that there is a dominant parenting style experienced by students. For instance, Nwokocha et al., (2017) discovered that even though students experience different parenting styles with varied degrees. The finding

of this study which disclosed authoritative parenting style being the most experienced parenting styles among the students resonates with Nwokocha et al., (2017) and Kiran, Farooqi and Ahmed's (2018) results which revealed that the most commonest and dominant parenting styles experienced by students was authoritative parenting style than authoritarian, permissive and uninvolved parenting styles. Contrarily, the findings of this study from research question one disagrees with Fakeye's (2014) study which indicated that the authoritarian parenting style was the most dominant parenting style experienced by students.

In relation to research question two, it was observed that there were moderate and statistically significant positive relationships between authoritative, authoritarian as well as the overall parenting styles and students' academic performance which is consistent with previous studies (Henton et al., 2000; Hoffman & Weiss, 2001; Rice, Cole, & Lapsley, 2005) which yielded similar results. However, the results from research question two are not consistent with results of some previous studies (Birhanu, 1996; Markos, 1996) which discovered no statistically significant relationship between parenting styles and students' academic performance. This implies that effective parenting styles are crucial to the improvement of students' academic performance. Therefore, parents are required to identify and apply parenting styles to ensure amiable relationships with their children, thereby helping to improve on their academic performance.

Finally, findings from the study's hypotheses which investigated the influence of students' personal characteristics like sex, age, class and parental marital status did not statistically significantly influence their perception of the parenting styles they experience. The result disagrees with Gupta (2017) and Kausar (2008) who found that there is a significant difference between students' age and their perception of parenting styles they experience. Contrary, Aquilino (1994) found in her study that there is no statistically significant differences between student age and their perception of parenting styles they experience. The finding from this study on sex and parenting styles contradicts that of Gupta (2017) and Kausar (2008) which found that there is a significant difference between students' sex and their perception of parenting styles they experience. However, the finding from this study agrees with Onukwuli, et al., (2017) and Abu-Hilal and Al-Malkey (2014) found that sex did not significantly influence students' perception of the parenting styles they experience from their parents.

The finding from this study agrees with Nwokocha et al., (2017) who found out that there was no statistically significant relationship between students' class and their perception of parenting styles they experience which also supports Hoff, Laursen and Tardif (2002) finding that students' class has no relationship with their perception of parenting styles they experience from their parents. Nevertheless, Fuentes, Garcia-Ros and Sancerini (2019) established that there was a relationship between students' educational level and their perception of parenting styles they experience. Finally, the finding from this study does not support that of Chaturvedi's study in (2009) which discovered a statistically significant relationship between parental marital status of students and their perception of parenting styles they experience. The finding from this

study however, affirms Chonge, Barasa and Chonge's (2016) study which disclosed no statistically significant relationship between parental marital status of students and their perception of parenting styles they experience.

6. Conclusions and Recommendations

The study has gathered empirical evidence to confirm and validate Baumrind's (1971) theory of parenting as the findings in this study has proven that parenting styles experienced by students in public Junior High Schools are vital in enhancing students' academic performance in the Asokore-Mampong Municipality. With this revelation, it is essential that parents adopt the suitable parenting styles that are most likely to boost students' academic performance. In this direction, it was established that authoritative, authoritarian, permissive, and uninvolved parenting styles are key in stimulating students' academic performance. This implies that parents are expected to adopt parenting styles that have the potential to enhance the academic performance of their wards. It is, therefore, recommended that the Ghana Education Service through the Asokore-Mampong Education Directorate and Parents Teachers Association (PTA) should constantly educate parents to and reorient them to adopt appropriate parenting styles that are needed in specific situations so as to enhance the academic performance of students. Based on the finding that parenting styles correlated significantly with students' academic performance, it is recommended that parents should be made aware of the social and psychological implications of parenting styles for the child. This could be done through practical workshops where parents are provided with the opportunity to redefine and recognize the method in which they can communicate with their children appropriately and fulfill their developmental needs since it has implications for their wards' academic performance. Finally, school authorities should also augment the work of parents since students engage and interact with them in school. Teachers, guidance and counseling coordinators and circuit supervisors should be equipped with current theories in parenting so that they can offer necessary assistance to students on how to improve on students' developmental needs.

6.1 Limitations of the Study

The perception of the respondents in relation to the parenting styles they practice and experienced by students represents their personal views at the time of data collection. Even though the researchers attempted to reduce the degree of subjectivity of the responses through reliability and validity of the instruments, the findings reflected the opinions of the respondents through self-reports. Besides, the study was carried out in 2019/2020 academic year. Therefore, the dynamics with respect to the variables under study changes with time. Furthermore, the study was carried out in Asokore-Mampong municipality, therefore, the findings of the study cannot be generalized beyond the scope of the study.

6.2 Research Implications and Suggestions for Further Studies

This study on using Baumrind's (1971) typologies of parenting styles to understand its influence on students' academic performance has provided contextual knowledge in the field of parenting styles and students' academic performance within the basic schools in Asokore-Mampong municipality of Ghana. This study delved into the parenting styles that students in the public Junior High schools' experience from their parents in the Asokore-Mampong Municipality of Ghana. These included authoritative, authoritarian, permissive and uninvolved parenting styles. It is, therefore, suggested that subsequent studies should include factors (family size, parental level of education and socio-economic background) that account for parents to exhibit these parenting styles. Besides, future studies should try to uncover students' behaviours that cause them to experience the parenting styles. This would help to obtain a comprehensive understanding of the nature of parenting styles. Rigorous and empirically proven interventions on which specific aspects to enhance parenting styles is, therefore, crucial in improving parenting styles so as to realize educational goals and objectives.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Authors

Hagar Ayisi-Boateng is a Tutor in the Department of Social Sciences at St. Louis College of Education, Kumasi, Ghana. She holds both Bachelor of Education (B.ed) and Master of Philosophy (Mphil) degree in Basic Education with specialization in Social Studies Education. Besides, she also holds a Master of Education degree from the University of Cape Coast, Cape Coast, Ghana. Her research interest includes parenting styles, study habits, students' academic achievement and general education.

Joseph Bentil, Mphil, is a PhD student at the Department of Social Studies Education, University of Education, Winneba. He is a Lecturer in the Department of Basic Education, Faculty of Education at the University of Education, Winneba, Ghana. His research interest includes Parenting, Study Habits and Learning Styles of students, Assessment in Social Studies, Teacher Self Efficacy and Teacher Job Performance related issues.

Diana Adjei-Fianko, Mphil, is a PhD student at the Department of Arts Education, University of Cape Coast. She is a Religious and Moral educator in the Department of Basic Education, Faculty of Education at the University of Education, Winneba, Ghana. She has taught at all levels of education from Basic through to the Tertiary. Her research interest includes Parenting, Religious and Moral Education, Biblical Hermeneutics and New Testament.

References

- Abu-Hilal M, Al-Malkey H. (2014). Frame of reference and achievement across gender among Omani middle school students. *International Journal of Educational Psychology* 16(1), 82-101.
- Ahmed, G., Muhammad, A., Zia, A. Q., & Muhammad, A. (2019). Effects of parent attitude on secondary school students' academic performance in Pakistan. *Ind. J. Sci. Technol*, 12(6), 1-9.
- Akbar T., Asrar, M., Younes, M. & Chishti, A. F. (2015). *Parental involvement and students' academic achievement: A quantitative study*. City University of Science and Information Technology, Peshawar. SSRN Electronic Journal. <https://bunker2.zlibcdn.com/dtoken/a23a234b5c7a06a9667faa92b5ced036>
- Akhtar, Z. (2012). The effect of peer and parent pressure on the academic achievement of university students. *Language in India, Strength for Today and Bright Hope for Tomorrow*, 11(6), 1930-2940.
- Ampofo, A. J. (2019). *Performance management and appraisal in improving teachers quality*: Lambert Academic Publishing.
- Ampofo, J. A. (2020). Teachers' feedback and its impact on students' academic performance in Ghana: A case study of New Edubiase Senior High School. *International Journal of Applied Research in Social Sciences*, 2(6), 116-186.
- Amponsah M. O., Milledzi E. Y., Ampofo, E. T. & Gyambrah, M. (2018). Relationship between parental involvement and academic performance of Senior High School Students: The case of Ashanti Mampong Municipality of Ghana. *American Journal of Educational Research*, 6(1), 1-8.
- Amponsah M. O., Milledzi E. Y., Eric Twum Ampofo E.T and Gyambrah M., (2018). Relationship between parental involvement and academic performance of Senior High School Students: The case of Ashanti Mampong Municipality of Ghana. *American Journal of Educational Research*, 6(1), 1-8.
- Appiah, J. M. (2022). Dominant Parenting Style of Parents in Aowin Municipality in the Western North Region of Ghana. *Open Journal of Educational Research*, 2(1), 70-81
- Aquilino, J. R. (1994). Culturally sensitive social work practice with Arab clients in mental health settings. *Health & Social Work*, 25(1), 9-22.
- Bachman, R., & Schutt, R. K. (2020). *The practice of research in criminology and criminal justice* (7th ed.). SAGE.
- Baumrind, D (1967). Child-care practices antecedings: Three patterns of preschool behavior', *Genetic Psychology, Monograph*, 75, 43-88.
- Baumrind, D. (1966). Effects of authoritative on child behavior', *Child Development*, 37, 887-907.
- Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology*, 24, 225-239.
- Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11, 56-95.

- Baumrind, D. (1999). The development of instrumental competence through socialization. *Paper presented at the Minnesota symposium on child psychology*.
- Birhanu, A. (1996). *The relationship of parenting styles with academic achievement among senior secondary school students: With particular reference to the Kaffecho Zone*. Unpublished Master's Thesis, Addis Ababa University, Addis Ababa, Ethiopia.
- Boateng, S., Ampofo, E. T., Sefah, E. A., Baah, A. & Azewara, M. A. (2021). Pontificating the relationship between parenting styles and academic performance of senior high school students in the Kumasi Metropolis, Ghana. *Educational Research for Policy and Practice*. Retrieved June 2022 at <https://doi.org/10.1007/s10671-020-09278-2>
- Bornstein, R. F. (2019). From Structure to Process: On the Integration of AMPD and HiTOP. *Journal of Personality Assessment*, 101, 360 - 366.
- Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London: Sage.
- Bryman, A. & Bell, E. (2019). *Business research methods* (8th ed.). Oxford University Press.
- Burns, T. & F. Gottschalk (eds.) (2019). *Educating 21st Century Children: Emotional Well-being in the Digital Age, Educational Research and Innovation*, OECD Publishing, Paris, <https://doi.org/10.1787/b7f33425-en>.
- Chaturvedi, M. (2009). School environment, achievement motivation and academic achievement. *Indian Journal of Social Science Researches*, 6(2), 29-37.
- Chonge, H. M., Barasa, P. N. & Chonge, B. M. (2016). Influence of parenting styles and self-concept on students' achievement in Mathematics: A case study of Kaplamaidivison, Transzoia County in Kenya. *International Journal of Scientific Research and Innovative Technology*, 3(3), 74-85.
- Collier, J. E. (2020). *Applied structural equation modeling using AMOS: Basic to advanced techniques*. New York, NY: Routledge.
- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and Conducting Mixed Methods Research* (3rd ed.). Sage Publications.
- Dampson, D. G., Kwaku, D. & Mensah, D. (2010). *Parental involvement in home work for children's academic success: a study in the cape coast municipality*. Cape Town.
- Darko, R. & Gyasi, F. (2019). The Influence of Parenting Styles and Gender on Academic Performance of Senior High School Students in Effutu Municipality of Ghana. 2(1), 96-108. Retrieved on June 2022 at <http://publications.uew.edu.gh/2015/sites/default/files/96-108>.
- Fakeye, D. O. (2014). Parenting style and primary school pupils' reading achievement in south-western Nigeria, *An International Multidisciplinary Journal, Ethiopia*, 8(2), 280-293.
- Fuentes, M. C.; Alarcón, A.; Gracia-Ross, E.; Sancerini, F. (2019). School Adjustment among Spanish Adolescents: Influence of Parental Socialization. *Cultural Education*, 27, 1-32.
- Gelmez-Burakgazi, S. G. (2020). Curriculum adaptation and fidelity: A qualitative study on elementary teachers' classroom practices. *Issues in Educational Research*, 30, 920-942.

- Gelmez-Burakgazi, S., Can, I. & Coskun, M. (2020). Exploring Pre-Service Teachers' Perceptions about Professional Ethics in Teaching: Do Gender, Major, and Academic Achievement Matter. *International Journal of Progressive Education*, 16(4), 213-228.
- Gota, A. A. (2012). *Effects of parenting styles, academic self-efficacy, and achievement motivation on the academic achievement of university students in Ethiopia* (Ph.D. Thesis, Edith Cowan University, Western Australia). Retrieved from: <http://ro.ecu.edu.au/theses/461>
- Guba, E. G. & Lincoln, Y. (2005). Paradigmatic controversies, contradictions & emerging confluences' in *The Sage Handbook of Qualitative Research*, (3rd ed.). California: Sage
- Gupta, L. (2017). *A comparison of parenting behavior between European American and Asian Indian parents*. University of Arkansas.
- Henton, J., Lamke, L., Murphy, C., & Haynes, L. (2000). Crisis reaction of college freshman as a function of family support systems. *Personal and Guidance Journal*, 58, 508-510
- Hoff, E., Laursen, B., Tardif, T., (2002). *Biology and ecology of parenting*. In: Bornstein M, ed. *Handbook of parenting: 2nd ed.* Mahwah, NJ: Lawrence Erlbaum Association, 231-252.
- Hoffman, J. A., & Weiss, B. (2001). Family dynamics and presenting problems in college students. *Journal of Counselling Psychology*, 34, 157-163.
- Ibukunole, C. (2013). Payer and service to specific estimates. *Health affairs'' Journal*, 28, 31-72
- Imran, M. J., Kakar, K. & Yousaf, M. (2020). Effect of parenting styles on academic performance of disable students in Quetta, Pakistan. *World Journal of Advanced Research and Reviews*, 07(03), 062-069.
- International Labour Organization, ILO, (2016). *World Employment Social Outlook: Trends for Youth 2016*, available: http://www.ilo.org/global/research/global-reports/youth/2016/WCMS_513739/lang--en/index.htm (accessed 1 February 2017).
- Jaiswal, S. Choudhuri. R. (2017). A review of the relationship between parental involvement and students' academic performance. *International Journal of Indian Psychology*, 4(3), 2348-5396
- Kadingi, S. (2004). *Policy Initiative for Change and Innovation in basic Education*. Retrieved from www.educatejournal/indexphp/educate/article/download.org on March 03, 2021.
- Kausar, R. (2008). Gender difference in perceived parenting styles and socio emotional adjustments of adolescents. *Pakistan Journal of Psychological Research*, 23, 93-105.
- Kiran, P., Farooqi, A. & Ahmed, N. (2018). Academic self-efficacy as a predictor of college outcomes: Two incremental validity studies. *Journal of Career Assessment*, 14(1), 92-115.
- Klein, A. (2020). *This won't be the last pandemic: Where will the next one come from?*, viewed 20 June 2020, from <https://www.newscientist.com/article/2246259-this-wont-be-the-last-pandemic-where-will-the-next-one-come-from/>.

- Kothari, C. R. (2004). *Research methodology, methods and techniques*. New Delhi: New Age International Publishers.
- Markos, T. (1996). *The relationship between parenting style and school performance among high school students in Makalle*. Unpublished Masters' Thesis, Addis Ababa University, Addis Ababa, Ethiopia.
- McKinney, C., Morse, M., & Pastuszak, J. (2016). Effective and ineffective parenting: Associations with psychological adjustment in emerging adults. *Journal of Family Issues*, 37(9), 1203–1225.
- MoE. (2021). *2021 school performance plus inspection aggregate report on 1000 inspected GALOP schools*. Accra.
- Mohammed, A. B., Koorosh, A. & Poursahrifi, H. (2011). The relationship between parenting styles and children's academic achievement in a sample of Iranian families. *Procedia Social and Behavioral Sciences* 15 1280-1283
- Morawska, A. (2007). Concurrent predictors of dysfunctional parenting and maternal confidence: implicational for parenting interventions. *Childcare, health and development*, 33(6), 1-13.
- Mugenda, O. & Mugenda, A. (2012). *Research methods dictionary*. Nairobi: Applied Research & Training Services (Arts Press)
- Mushtaq, I. & Khan, S. N. (2012). Factors affecting students' academic performance. *Global Journal of Management and Business Research*, 12(9), 11-26.
- Nunes, F. & Mota, C. P. (2017). Parenting styles and suicidal ideation in adolescents: mediating effect of attachment. *Journal of child and family studies*, 26(3),734-747.
- Nwokocha, A. R. C. Onukwuli, V. Chinawa, J. M., Ubesie, A., Manyike, P. C. Aniwada, E. & Chinawa, A. T. (2017). College students' perception of their parents' style of parenting in Enugu and Abakiliki, South-East Nigeria. *International Journal of Tropical Disease & Health*, 22(1),1-8.
- Ogunleye, A. J., Omirin, M. S., & Balogun, S. K. (2013). Males, females, parenting styles, and academic performance of secondary school students in Ekiti state Nigeria: An empirical investigation. *Human Resource Management*, 56, 13626-13629.
- Okoro, G. N. (2013). Influence of parenting styles on adolescents' delinquency in Delta Central senatorial Sub County. *Edo Journal of Counseling*, 3(1), 39 -42.
- Owusu-Gyan, M. (2013). *The impact of parenting styles on the personal and social development of children at Elmina-Central Region*. Masters' Thesis, University of Cape Coast, Ghana.
- Rice, K. G., Cole, D. A. & Lapsley, D. K. (2005). Separation-individuation, family cohesion, and adjustment to college: Measurement validation and test of a theoretical model. *Journal of Counseling Psychology*, 37(2), 195.
- Robinson, C. C., Mandlco, B., Olsen, S. F., & Hart, C. H. (2001). The parenting styles and dimensions questionnaire (PSDQ). In b. F. Perlmutter, J. Touliatos, & G. W. Holden (Eds.), *Handbook of family measurement techniques: Vol. 3. Instruments & Index* (pp. 319-321). Thousand Oaks: Sage.

- Roche, K. M., Ensminger, M. E. & Cherlin, A. J. (2007). Parenting style and adolescent outcomes among African and Latino families living in low income. *Journal of Family Issues*, 11(23), 882-909.
- Roni, S. M., Merga, M. K. & Morris, J. (2020). Getting Started: What, where, why in book: Conducting quantitative research in education
- Saunders, M., Lewis, P., & Thornhill, A. (2018). *Research Methods for Business Students*. England: Pearson Education Limited.
- Shahzadi, U. & Malik, M. (2022). Effect of parenting styles on students' academic achievement at elementary level. *Journal of Development and Social Sciences*, 2(1), 95-110.
- Simons, L. G. & Conger, R. D. (2007). Linking mother-father differences in parenting to a typology of family parenting styles and adolescent outcomes. *Journal of Family Issues*, 28(2), 212-241.
- Starr, M. L. (2011). *The relationship between parenting styles, learning autonomy and scholarship achievement in undergraduate college students*. <http://digitalcommons.bucknell.edu/masterstheses>. Retrieved on 10th October, 2012.
- Tilahun, C. (2012). *Interrelationships between Permissive parenting style, Psychosocial adjustment and academic achievement in Secondary schools in Nigeria*. Published PhD Thesis, University of Lagos, Nigeria.
- Townsend, T. (2019). *Instructional leadership and leadership for learning in schools: Understanding theories of leading* (Tony Townsend, Ed.). London: Palgrave Macmillan.
- Verma, J. P., & Abdel-Salam, A. G. (2019). *Testing statistical assumptions in research*. John Wiley & Sons, Inc.
- Wang, J. (2021). Poverty caused by education: Educational issues in China in the new era. *Science Insights Education Frontiers*, 8(1), 943-958.
- Zahedani, Z. Z., Rezaee, R., Yazdani, Z., Bagheri, S., & Nabeiei, P. (2016). The influence of parenting style on academic achievement and career path. *Journal of advances in medical education & professionalism*, 4(3), 130.

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).