

# The Role of Permissive and Neglectful Parenting Style in Determining the Academic Performance of Adolescents in the Senior High Schools in the Birim Municipality

Seth Odame-Mensah

M. Phil Student, Department of Education and Psychology, University of Cape Coast, Ghana  
West Africa

Emmanuel Kofi Gyimah

Dept. of Education, College of Distance, University of Cape Coast, Ghana, West Africa

## Abstract

The purpose of the study was to examine the impact of parenting styles on the academic performance of adolescents in the senior high school of Birim Central Municipality in Ghana. To accomplish this, a descriptive survey research design procedure using a quantitative approach was employed. A sample size of 317 respondents were used for the study. Questionnaire was used to obtain data from the respondents. The data was analysed using inferential statistics (multiple regression and Pearson Product Moment Correlation). The study revealed that generally, the academic performance of adolescents in the third year in the Senior High School of Birim Central Municipality in Ghana was greatly influenced by the type of parenting style the parents adopt. However, the findings from study suggest that differences in academic performances of students in the study area were as a result of the variations in parenting styles used by parents. Overall, authoritarian parenting style was found to have a more significant effect on students' academic performance than other parenting style. Additionally, students from authoritarian homes were found to perform better than the others from other parenting homes. It was therefore, recommended that there should be awareness of parenting styles and their dimensions of parenting by the Municipal Assembly, Ghana Education Service, the Parent Teacher Associations within the Senior High Schools, the Clergy and the Media within the Birim Central Municipality in Ghana. This will help parents to adopt the right parenting style and its dimensions.

**Keywords:** Parenting, Permissive, Neglectful, Parents, Adolescent

## 1.0 Introduction

A recent report on parenting in contemporary Europe (Daly, 2007) highlights the following key insights with regard to parenting. Firstly, a strong social component to parenting is emphasized, while at the same time acknowledging that parenting is a private affair, which occurs in a specific family context, imbued with the emotional ties that bind specific family members together. Secondly, parenting is an activity that needs support, with some families having additional needs, as, for example, parents bringing up children alone or in the context of coping with adversity. Thirdly, the importance of recognising that there is no standardised correct approach to parenting is highlighted, but rather a plural approach is advocated, given the increasing diversity in contemporary family experience. Finally, the value of recognising that parenting involves both parents and children is underscored by pointing out the mutually reinforcing nature of child-parent relationships, in which the benefits of positive parenting operate to the mutual advantage of both.

Barber, Stolz and Olsen (2005) have identified three dimensions of parenting that appear to characterize parental influence across multiple cultural samples, both in industrialised and non-industrialised countries. Parental support, which refers to varied behaviours with 'affective, nurturant or companionate' qualities, is especially relevant to the older child and adolescent's degree of social initiative. Psychological control refers to parents' actions that attempt to change the child's thoughts or feelings, ignores or dismisses the child's views and withdraws love or affection; such parental behaviour has been associated with the development of depressive symptoms later in a child's life. Finally, behavioural control refers to parents' monitoring and knowledge of children's activities and is relevant to the extent of the child's anti-social behaviour. Differing parental values and needs are associated with variations in child-rearing styles and the discipline responses of parents to their children (Goodnow & Collins, 1990; Pinderhughes, 2000). One of the overarching goals of effective parenting is to support children's development from dependency and external control to internalisation, the ability to take initiative and to be socially responsible (Smith, Gollop, Taylor & Marshall, 2005). Within family contexts, children gradually internalize social standards and expectations, a process that facilitates greater self-regulation skills and responsibility for their own behaviours.

Some studies conducted in Ethiopia have also shown that the most commonly practiced parenting style in Ethiopian families differs as a function of children's sex. For instance, studies with a sample of junior secondary school students demonstrated that parents were authoritative for their daughters, but authoritarian for their sons

(Seleshi & Sentayehu, 1998). Another study with a sample of high school students reported that an authoritative parenting style was the most commonly employed parenting style for daughters whereas neglectful parenting style was the most predominantly adopted parenting style for sons (Kassahun, 2005). On the other hand, this researcher, in the same study, with a sample of elementary school students revealed that irrespective of children's sex, an authoritative parenting style was the most commonly employed parenting style in the families of Ethiopia.

Using Baumrind's dimensions of parenting styles, it is clear neglectful parenting style is low in four dimensions of disciplinary strategies, warmth and nurturance, communication styles and expectations of maturity and control. Due to the lack of care and discipline for the child, as the name of the style suggests, parents are usually uninvolved in the child's life in general. Maccoby and Martin (1983) were of the view that this style of parenting is low in both dimensions (i.e., the degree of responsiveness and demandingness) and also believed to be the most detrimental of the four types of parenting styles on children's and adolescents' development. The absence or low levels of show of the four dimensions of parenting by parents thereby making them neglectful tend to have various impacts on the child. When it comes to personality traits these children are known to develop, they are usually considered as: truant; delinquents; dependent on others; disrespectful; and insensitive. Psychologically, they are known to develop: anxious feelings; low self-esteem; psychological immaturity; depression; very pessimistic views about life. Socially, they: are highly predisposed to deviance; are socially incompetent; are highly influenced by peers' groups; lack ability to form close relationships; lack the ability to play their social roles as determined by their social positions. Finally, children from such homes are known to exhibit the following emotional outcomes. They: are very bitter in life; feel unloved and as a result find it difficult to love others; are usually hostile towards others; are easily angered and irritated; are less compassionate and affectionate towards others.

Baumrind (1989) considered the permissive parenting style as a careless style in which parents make few demands, encourage their children to express their feelings, and barely use power to gain control over their behaviour, but encourage their children's independence instead. Permissive parenting is characterized by low expectations of maturity and control, and disciplinary strategies over children, aiming for high levels of warmth. That is, the parents are non-restrictive and exhibit high levels of responsiveness. Unlike authoritarian parents, punishment is very rarely used in permissive homes and children are commonly given greater opportunity to make their own decisions in life (Kang & Moore, 2011). Being more responsive than demanding, parents of this style have relatively low expectations for their children, setting very few, if any, rules. Outcomes from permissive parenting styles includes; children becoming noncompliant; highly dependent and aggressive; domineering; disrespectful or disobedient; bullies in life. Psychologically, they are known to suffer from: from dependency syndrome where they over-rely on others for directions in everything they do; lack of intrinsic motivation to be creative; anxiety as they become overly anxious when they are not around their parents; high skepticism and doubtfulness in everything they do; an external locus of control. Socially, they are seen as: lacking the will to control their social behaviour; socially incompetent; not being able to play their social roles effectively; easily influenced by their peers; lacking the art of proper interaction with other members of society.

Various factors have been examined in relation to students' academic achievements. These factors ranged from family socioeconomic status, family structure, family functioning, peer association, to school and educational environment (Olige, 2008). These inherent problems which affect quality education are not the only problems, as studies have shown the impact parenting and parenting styles have on academic performances of students. This is because cognitive development is a feature of parenting style and depending on the type of parenting received, a child's or adolescent cognition may develop p

There are a number of factors that determines an individual's academic achievement especially at a tender age. At the very basic are the parents since they are the core unit of the society and the ones directly linked to an individual from the time of his/her basic development to maturity (Kang & Moore, 2011). The key determinants of young ones academic achievement are central to personal development. Worldwide, academic achievement has been associated largely with progressive communities (Hoang, 2007). Students who have higher academic achievement are at an advantage in terms of positive outcomes such as joy, pride, happiness and success in their endeavors (Elliot & Dweck, 2005). Similarly, having higher academic achievement has been associated with positive characteristics, including self-esteem, self-efficacy, and motivation (Elliot and Dweck, 2005). Conversely, lower academic achievement is linked to low levels of particular achievement goals (Boon, 2007). Academic success in terms of higher achievement has long been thought to be the path to a stable livelihood and a successful future (Boon, 2007).

Academic success relates to having high academic achievement in childhood (Kang, & Moore 2011). Although there are likely many factors that influence academic success such as peer relationships, school environments, parenting styles may be especially an important influence on academic success. A study by Kanere (2009) sought to find out the opinion of the poor performance from the teachers' point of view and found out that, according to teachers the blame was on students and their parents. Some teachers reported that students

were not serious about their education and that they do not respect their teachers including doing their assignments as instructed. Other teachers said that students perform poorly because their parents were not responsible enough. However, on their side, parents had different opinion on the cause of poor performance in schools. For example, some parents blamed the fact that classes were overcrowded and hence teachers were unable to monitor students individually and therefore teachers could not identify their students' weaknesses and address them specifically. Consequently, according to the parents, there are many teachers who were not qualified for the courses they are assigned to and hence they were unlikely to explain their lessons which leads to students failing their exams since they did not understand lessons in the first place.

A study found that the positive parenting produces a healthy and successful student (Hoghughi & Long, 2004). A firm and positive sense of self and self – esteem can be enhanced through parenting. The student, who is well cared, would be emotionally strong, resilient and socially competent. These students have the capacity to explore new opportunities. Research shows the association of adolescents' achievement strategies with parenting styles in the family. Findings revealed a significant effect of parenting styles on academic performance (Kaisa et al., 2000). Baumrind, as cited in Mckay, (2006) showed that children of authoritative parents excel in personality aspects such as creativity, independence, persistence, self-control and other skills such as social skills, academic competence, leadership skills, social perspective taking (Mckay, 2006). A higher self-esteem and social competence was found in children reared by authoritative parents (Baumrind, as cited in Cramer, 2002). Self-reliance and respect for their parents was observed (Baumrind, 1991). Authoritarian Parenting is mostly found to influence academic performance negatively.

Moreover, in different cultures for example different countries and environments, there may be some diversity in children's academic achievement because of parenting style differences between countries (Kang & Moore, 2011). Thus, parenting styles in different cultures may differentially impact children's academic achievement (Nyarko, 2011). The government of Ghana has been employing much energies through and channeling financial resources in the expansion of educational institutions and building their capacities to increase the rate of enrollment and to produce well trained and qualified citizens who can be partners in national development.

Ghana has over the years been described as a beacon of democracy, political stability and peace in the West African sub-region and Africa as a whole. It also enjoys rapid economic growth and human development (Sulaiman, 2012). It is the first country south of the Sahara to gain independence from European power, specifically the British. It is a country which abounds in a wealth of natural resources and recently became a lower-middle income country (UN-Ghana, 2013). In spite of all these positives about Ghana, it is faced by multifaceted social and economic problems like poverty, unemployment, poor quality of education among others. As much as the onus on alleviating these multidimensional problems presently mainly depends on the government, the future responsibility falls on the youth. This would be possible if the youth are properly developed cognitively as children and receive quality and high standards of education. However, provision of quality education has not been well achieved within the country given the difficulties that are inherent in the educational system, observed in the sporadic changes in academic performance of students in national examinations. These inherent problems which affect quality education are not the only problems, as studies have shown the impact parenting and parenting styles have on academic performances of students. This is because cognitive development is a feature of parenting style and depending on the type of parenting received, a child's cognition may develop positively or negatively and affect educational attainment. Parenting and high standard quality education are crucial to developing the right human resources who can take part in the development endeavors in order to help alleviate the problems that plague the nation.

In Ghana, however, few studies on parenting styles and academic performance have been conducted and these studies also found good performance to be associated with authoritative parenting style among students within the two distinct areas they conducted their studies (Addai, 2010; Nyarko, 2011; Ofofu-Asiamah, 2013).

## **2.0 Statement of the Problem**

The type of parenting style used in single-parenting homes and both biological parenting or intact homes with a common, complementary or conflicting styles and dimensions perceived by students based on their demographic characteristics, and the consistency or inconsistency in enforcing the dimensions of parenting by parents creates a thriving or growth inhibiting relationship and environment which affects children in all spheres of their lives, especially academic competence and success. That is, it leads to instability and confusion in the children (Frazier, 2013), which consequently affect their developmental outcomes and academic performances. A person's upbringing has a profound influence on how they see the world and how they process information (Bowman, 2008).

There are other research works done on parent-child relationship and children's school achievements and behaviours that are required for a successful adaptation to the society and the family (Ladd & Pettit, 2002). However, few scholars have focused on the parenting style as an influence on the academic performance of high

school students, more so, most of the studies have focused on developed countries which have different characteristics and experiences. It appears that literature provides little information on the topic in the study area.

Bowman (2008) and Stevenson (1998) also fail to relate the parenting styles and academic performance of students. This therefore creates a gap that this study aims to fill. It is in the light of the above problems that this study sought to examine the impact of parenting styles on the academic performances of adolescents in the senior high school of Birim Central Municipality in Ghana.

### 3.0 Research Questions

1. What is the relationship between permissive parenting style and academic performance of students in the senior high school of Birim Central Municipality?
2. What is the relationship between neglectful parenting style and academic performance of students in the senior high school of Birim Central Municipality?

### 4.0 Significance of the Study

Findings from this study would have educational implications as they would help contribute to policy making in terms of creating awareness among parents about the impact of their parenting styles on their children's performances and the need to garner the right support from parents towards their children's education in order to improve the educational fortunes of students and the improve the standard of education in the country. Again, few studies of this nature do exist in Ghana and as such the findings of study would go a long way to help contribute to, and fill gaps in the literature on parenting styles and academic performance in general and the results of this study would ascertain directions for future researchers in this area.

- a) Permissive parenting styles and academic performance
- b) Authoritative parenting styles and academic performance

### 5.0 Literature Review

#### 5.1 Theoretical underpinning

##### 5.1.1 Merton's Social Structure and Anomie Theory

To further understand the impact that parenting has on children, the Social Structure and Anomie theory by Merton (1968) which attempts to explain the effects a lack of relationship between structures and culture or environment can have on members within a group or society was used in this study. This theory is regarded as one of the best-known contributions to structural functionalism, indeed to all of sociology (Adler & Laufer, 1995; Menard, 1995; Merton, 1995). Merton's analysis of the relationship between culture, structure, and anomie. Merton defines culture as organized set of normative values governing behavior which is common to members of a designated society or group and social structure as organized set of social relationships in which members of the society or group are variously implicated. Anomie occurs when there is an acute disjunction between the cultural norms and goals and the socially structured capacities of members of the group to act in accord with them (Merton, 1968; Ritzer, 2009). That is, because of their position in the social structure of society, some people are unable to act in accord with normative values. In relation to parenting, failure on the part of parents to establish a good relationship with their children, failure to communicate with them and also to set expectations, punish inappropriate behaviour as well as reward them could all have an impact on the outcome of the child. To him, if the culture calls for some type of behavior, the social structure can prevent it from occurring. For instance, in a society where emphasis is placed on success, the presence of certain conditions like low expectations and socio-economic status of the parents could prevent the children from achieving success. Under such circumstances, anomie can be said to exist, and as a result, there is a tendency toward failure in all aspects of life. In this context, anomie expressed in deviance often takes the form of alternative, unacceptable, and sometimes illegal means of achieving economic success. Thus, becoming a drug dealer or a prostitute in order to achieve economic success, instead of using the socially approved means such as education or hard work is an example of deviance generated by the disjunction between family cultural values and social-structural means of attaining those values.

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

##### 5.1.2 Social Learning Theory

The Social Learning theory (SLT) is attributed to the seminal works of Albert Bandura (1977). The theory is

prominent in understanding the importance of observing and modeling of behaviors, attitudes as well as emotional stimuli among people within their environment (Yun & Kim, 2014). Its main intent is to show that learning can be attained through observing and modeling (Bandura, 1977 cited in Yun & Kim, 2014). The theory is premised that behavior is influenced by both the person and the situation and not from one sided element, all of which reflects a model of cognitive and operant learning (Hanna, Crittenden & Crittenden, 2013). Social Learning theory doesn't only model behavior through observational learning but also imitation of others (Ibid, 2013). "In the four-step pattern as noted by Bandura (1977), an individual notice something in the environment, the individual remembers what was noticed, the individual produces a behavior, and then the environment delivers a consequence (e.g., reward or punishment) that changes the probability that the behavior will appear again (Hanna et al., 2013, p. 19). These patterns portray the modeling process that involves; 'attention', 'retention', 'reproduction' and motivation', all of which are basically laid on reinforcements that accrue from performance of a given behaviour under environmental and personal stimuli.

Bandura (1977) further suggested concepts that could explain a change in behaviour through observational learning that is; live model- the immediate person performing behavior, verbal instruction model- that included description of a desirable behavior and symbolic model-that could either be real or fictional depicting behavior through movies, books, television, and online media. Learning is also based on interactions that occur between people through which definitions of acceptable or unacceptable behavior is constructed (Miller and Morris, 2014).

This proposition juxtaposes the notion of reciprocal processes that involve both the learner and the elements that reinforce behaviour. In this paper, the theory supports the idea that children are likely to learn distinctive behavior not only from their parents but also from the surrounding environment. During the process of socialization, parents and the entire society are involved in shaping behavior of children in different ways. For instance, the children by use of their cognitive developments and abilities, they observe, learn and imitate what the adults teach them or how they do things. The children may tend to take on what is considered right and reject the wrong in so doing to have rewards like recognition for respecting adult advice or even punishments in case of failure to meet the behavioral requirements. Punishments may be in terms of denial of material stuff like playing gadgets such as toys, and video games or sometimes it may be grounding them from certain activities that they prefer most such as playing football. Reinforcement of behavior is either positive or negative as described but may also be either external or internal. External reinforcement may be from the family members, peers or friends who commend/disapprove behavior performed and internal reinforcement may be within the person like feeling gratified or satisfied with the behavior exhibited.

### **6.0 Permissive Style and Academic Performance of Children**

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

At adolescence levels, "these adolescents are the most disadvantaged with respect to measures of social competence, academic achievement, and psychological adjustment" (Glasgow et al., 1997). This may be attributed to the lack of control parents have over their children. Also, the fact that parents do not set any expectations for their children when it comes to their education but allow them to do as they please does not create the enabling environment for the children to develop an intrinsic motivation, thus lacking persistence in approaching learning tasks to become high academic achievers (Kang & Moore, 2011). They rather spend their time as bullies. However, a study by Barnhart et al. (2013) among American and Indian students revealed that when it comes to cultural differences, American students considered authoritative parenting as more effective, helpful and caring, while Indian students found permissive parenting as more effective and helpful in their academic pursuits.

### **7.0 Neglectful parenting style and academic performance**

Neglectful parenting style is characterized by few demands, low responsiveness and little communication. While these parents fulfill the child's basic needs, they are generally detached from their child's life. In extreme cases, these parents may even reject or neglect the needs of their children (Baumrind, 1999). Parents in who practice neglectful parenting styles are exemplified in rejecting-neglecting and non-directive parents. By contrast, non-directive parents are low demanding and medium responsive (Baumrind, 1999) while rejecting-neglecting parents are low relative to both demandingness and responsiveness and are unlikely to take part in their

children’s activities. Interestingly, Ehnval and Parker (2008) found that female depressed patients who underwent rejected or neglected parenting in their childhood had a higher chance of attempting suicide at least once during their lifetime. In contrast, males who had rejected or neglected experiences in their childhood were not as at risk of suicide attempts.

A study by Kassahun (2010) found out that the predominance of neglectful parenting style for high school aged males, since when males enter high school the parents believe that their sons can manage themselves, and thus they reduce their control as well as their close relationships. Neglectful parenting style 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. As a result, these parents tend to grant their children a very high degree of freedom to do as they wish. In addition, these parents tend not to be very communicative with their children. The child outcomes associated with the neglectful style of parenting are somewhat predictable. In general, these children tend to display poor social skills (Constanzo, 1985).

The relative lack of social interactions with adults at home does little to prepare them for social interactions outside the home. On the other hand, they tend to come across as emotionally needy. That is, these children appear to seek emotional guidance and reassurance from others, especially in their close relationships. This is consistent with a tendency of these children to display moderately low levels of self-esteem. This makes them somewhat vulnerable to others who may try to take advantage of them. 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 issues finally translates in the child’s academic performance and therefore display poor results as compared to children in authoritarian and authoritative parenting styles (Morawska, 2007).

## 8.0 Methodology

The study used cross-sectional descriptive and correlation studies with a quantitative approach. A Cross-sectional design is one that justifies the process of collecting data on specific social phenomena at a single point in time to verify the relationships among stated variables (Bryman, 2012). It is desirable to institute this design because the researcher wants to capture the narratives of parenting from sections of parents. Purposive sampling was used to select the location and the participants. Purposive sampling was used to select Birim central and all the five senior high schools in the Municipality. Proportional sampling technique was used to select the sample size of form three students based on the population in each senior high school. To simplify the process of determining the sample size for a finite population, researchers recommend Krejcie and Morgan (1970) table since it is adequate for the descriptive study. Therefore, using the Krejcie and Morgan table the sample size of the total population of 1717 was about 317 students. The structured questionnaire was administered to the students. The data were analysed and discussed quantitatively using inferential statistics (Pearson correlation).

## 9.0 Results and Discussion

### 9.1 Research Question One: What is the relationship between permissive parenting style and academic performance of students in the senior high school of Birim Central Municipality?

Furthermore, I explored the relationship between permissive parenting style and academic performance of students in the senior high schools of Birim Central Municipality. The findings are presented in Table 1.

Table 1- *Relationship Between Permissive Parenting Styles and Academic Performance of Senior High School Students*

		Permissive	Academic Performance
Permissive	Pearson Correlation	1	.931*
	Sig. (2-tailed)		.000
	N	317	317
Academic Performance	Pearson Correlation	.931*	1
	Sig. (2-tailed)	.000	
	N	317	317

Source: Field Survey, (2017)

\*\**. P < 0.05 level (2-tailed), N=317*

From Table 1, the results from the analysis revealed that permissive correlate high with academic performance and the results demonstrates a statistically significant relationship between the variables. This was evident after the two variables produced a results of  $r(317) = .931, p=.000$  (2-tailed) which is less than p value of .05. This therefore, suggests that permissive parenting style influences students’ academic performance.

The study is congruent with that of Glasgow et al. (1997), who concluded that adolescents are the most disadvantaged with respect to measures of social competence, academic achievement, and psychological adjustment. This may be attributed to the lack of control parents have over their children. In the permissive parenting style, parents do not set any expectations for their children when it comes to their education but allow

them to do as they please. They fail to create the enabling environment for the children to develop an intrinsic motivation, thus lack persistence in approaching learning tasks to become high academic achievers (Kang & Moore, 2011). They rather spend their time as bullies.

### 9.2 Research Question Two: What is the relationship between neglectful parenting style and academic performance of students in the senior high school of Birim Central Municipality?

To establish more findings, I examined the relationship between neglectful parenting style and academic performance of students in the senior high schools of Birim Central Municipality. Table 2 presents the findings.

Table 2- *Relationship Between Neglectful Parenting Styles and Academic Performance of Senior High School Students*

		Neglectful	Academic Performance
Neglectful	Pearson Correlation	1	.964*
	Sig. (2-tailed)		.000
	N	317	317
Academic Performance	Pearson Correlation	.964*	1
	Sig. (2-tailed)	.000	
	N	317	317

Source: Field Survey, (2017)

\*\*  $P < 0.05$  level (2-tailed),  $N=317$

From Table 2, the results from the analysis revealed that neglectful parenting style correlates high with academic performance and the results show a statistically significant relationship between the variables. This was evident after the two variables produced a result of  $r(317) = .964, p=.000$  (2-tailed) which is less than  $p$  value of .05. This therefore, suggests that parenting style neglectful influence students' academic performance.

The present finding lends evidence to the work of Kassahun (2010) who also found that the predominance of neglectful parenting style for high school aged males. When males enter high school the parents believe that their sons can manage themselves, and thus they reduce their control as well as their close relationships. Parents who use the neglectful parenting style 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. As a result, the children have a very high degree of freedom to do as they wish. In addition, these parents tend not to be very communicative with their children.

### 10.0 Conclusions

Based on the findings of the study, it can be concluded that academic performance of adolescents in the senior high schools of Birim Central Municipality in Ghana is greatly influenced by the type of parenting style the parents adopt. However, among the parenting styles, authoritative parenting seems to have more influence on the students' performance. However, the findings from study suggest that differences in academic performances of students in the study area were as a result of the variations in parenting styles used by parents. Overall, authoritarian parenting style was found to have the most significant effect on students' academic performance and students from authoritarian homes were found to perform better than the others from other parenting homes.

### 11.0 Recommendations

It is recommended that teachers should go beyond teaching and offer counselling, inspire and sharing personal experiences with students that will motivate them to excel. As teachers are closer to the students, they should be able to identify students whose academic performances are low due to parenting style experienced and motivate them to improve upon their academic performances. Teachers should also invite parents and communicate areas in their parenting that affect their wards. This will help students to deal to a certain extent the problems they may have at home due to the nature of their parent's style of parenting which affect their academic behaviour and competence. On the part of the students, I recommend students must also develop the right mental attitude and self-efficacy in pursuit of their education, and strive to rise above their circumstances irrespective of the environment they grew up in. Lastly, the government, through its, ministries agencies, departments and assemblies must ensure parents are responsible for their kids and work with school authorities, Parent-Teacher Associations, Civil Society Organisations and other NGOs to come up with policies that would ensure parents are more involved in the education of their children. The Ministries of Education, Gender, Children and Social Protection, as well as Department of Social Welfare must work diligently to promote the right environment both at home and in schools for children to excel.

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