

## A study on factors influencing parenting styles on the academic performance of students

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### ABSTRACT

This research utilised a quantitative methodology with a descriptive survey design to examine the influence of parenting styles on the academic achievement of junior high school students in the Aowin Municipality of Ghana. The population consisted of around 2,520 final-year public junior high school pupils in the area. A multistage probability selection strategy was employed to pick a representative sample of 252 pupils, constituting 10% of the population, utilising simple random and proportional sampling techniques to ensure equity and representativeness. Data were gathered through standardised questionnaires administered to students, evaluating their judgements of authoritative, authoritarian, permissive, and neglectful parenting styles, in conjunction with their end-of-term examination scores. The instruments' validity was affirmed by specialists, and reliability was determined by pilot testing, resulting in acceptable Cronbach's alpha coefficients. Data analysis utilised SPSS version 25, employing descriptive statistics to encapsulate demographic and academic information, and multiple regression analysis to investigate the correlation between parenting approaches and academic success. The results demonstrated that authoritative parenting favourably affects student achievement, whereas authoritarian, permissive, and neglectful methods correlate with inferior outcomes. The study suggests that parenting profoundly influences academic achievement among Ghanaian junior high students and underscores the necessity of supportive, communicative, and disciplinary parenting methods. The conclusions indicate that policymakers and educators ought to advocate for parenting programs that emphasise authoritative tactics and urge the incorporation of parenting education into school counselling services. The study promotes culturally customised treatments to improve academic performance, calling for additional research on the impact of cultural values on parenting and student success within Ghanaian settings.

**Keywords:** Academic, Parents, Performance, Students, Styles

### 1. INTRODUCTION

Parenting has a significant influence on children's developmental outcomes, particularly their academic achievement. Research worldwide has consistently shown that different parenting styles—authoritative, authoritarian, permissive, and neglectful—substantially affect children's academic achievement. Research from Western nations suggests that authoritative parenting, characterised by warmth and firm control, fosters favourable academic performance, whereas negligent and permissive styles are often associated with inferior results (Choe, 2020; Darko, 2018). The impact of different parenting approaches varies across cultural contexts due to differences in social conventions, values, and parental practices. The impact of parenting practices on academic attainment in Africa, namely in Ghana, is inadequately examined. The current study indicates that traditional African parenting prioritises parental control, respect for elders, and community engagement, which may influence academic achievement differently compared to Western paradigms (Isufi et al., 2024; Checa et al., 2019). Rapid social changes, urbanisation, and exposure to Western educational systems have begun to transform familial dynamics, prompting enquiries into the effects of contemporary parenting practices on pupils' academic performance in Ghanaian contexts.

Notwithstanding the significance of this topic, a considerable research gap persists regarding the impact of distinct parenting styles on the academic performance of Ghanaian junior high school pupils. Most previous research has concentrated on Western people or general African environments, lacking a detailed analysis of Ghanaian cultural

specifics. Furthermore, there is scant empirical data connecting parenting behaviours to pupils' academic achievement within the Ghanaian educational framework, especially in the Aowin Municipality. This gap hinders the development of contextually relevant parenting interventions designed to enhance educational outcomes.

This study aims to examine the impact of authoritative, authoritarian, permissive, and neglectful parenting styles on the academic performance of Junior High School children in the Aowin Municipality, Ghana. The study employs a quantitative methodology based on regression analysis to assess the extent to which specific parenting styles predict academic achievement. This would yield contextually pertinent information that can guide educational policy, parental education initiatives, and community activities aligned with Ghanaian socio-cultural realities.

### **1.1. Statement of the problem and justification**

Although many studies highlight the importance of parents in student accomplishment worldwide, there is a paucity of research in Ghana aimed at developing culturally appropriate frameworks. The distinctive social and cultural fabric of Ghanaian society, marked by family-oriented values and communal child-rearing traditions, indicates that the impact of parenting techniques may diverge from Western norms. Consequently, understanding these processes within Ghanaian communities is essential for formulating effective educational solutions. This study aims to address this gap by empirically investigating the relationship between parenting styles and academic success in Ghana, thereby contributing to both academic discourse and the development of practical policies.

### **1.2. Purpose of the study**

This study aims to investigate the impact of several parenting styles—authoritative, authoritarian, permissive, and neglectful—on the academic performance of junior high school pupils in the Aowin Municipality of Ghana. The study aims to assess the impact of various parenting styles on adolescents' academic performance and identify which style has the most substantial positive or negative influence on their academic performance. The findings aim to guide educators, policymakers, and parents in implementing parenting techniques that promote academic success within the Ghanaian cultural context.

### **1.3. Research question**

The study aims to address the research question: What is the impact of parenting styles on the academic performance of JHS students in the Aowin Municipality?

## **2. LITERATURE REVIEW**

### **2.1. Theoretical Framework**

This study is fundamentally based on Baumrind's Parenting Style Theory, which provides a comprehensive framework for understanding how various parenting behaviours affect children's developmental outcomes, including academic achievement. Formulated by Diana Baumrind in the 1960s, the idea classifies parenting into four distinct styles: authoritative, authoritarian, permissive, and neglectful. Each style is defined by differing degrees of responsiveness (warmth, support, communication) and demandingness (control, discipline, expectations) that parents demonstrate towards their children (Baumrind, 1966: 1971).

### **2.2. Background of the Theory**

Baumrind's foundational research focused on observing preschool children and their parental management approaches. She recognised that authoritative parents, who exhibit high responsiveness alongside moderate demandingness, typically promote children's autonomy and self-regulation, resulting in favourable developmental results. In contrast, authoritarian parents, characterised by excessive demandingness and low responsiveness, typically impose stringent discipline and compliance, potentially hindering children's social and emotional growth. Permissive parents, marked by strong responsiveness and low demandingness, frequently forgo strict discipline, which may lead to behavioural problems and inadequate academic performance. The neglectful parenting style, characterised by low responsiveness and demandingness, has been linked to the most detrimental results, such as diminished academic desire and subpar performance (Baumrind, 1966: 1971).

### **2.3. Application of the Theory in Education**

Baumrind's hypothesis has been widely utilised in educational contexts to analyse the influence of parental behaviours on students' attitudes, motivation, and performance. Research repeatedly indicates that authoritative parenting is favourably associated with academic achievement, as it cultivates a supportive and structured environment that promotes learning and discipline. Students with authoritative parents typically exhibit increased intrinsic desire, enhanced school engagement, and superior academic performance (Choe, 2020; Reitman et al., 2002). In contrast, students from authoritarian or neglectful households often exhibit reduced motivation, inadequate self-regulation, and inferior academic achievement as a result of insufficient emotional support or excessive severity.

#### **2.4. Relevance of the Theory on Parental Style and Academic Performance**

Baumrind's paradigm is pertinent for comprehending the impact of parental styles on academic outcomes across various cultural contexts, including Ghanaian society. The fundamental ideas of warmth and control are universal; however, their presentation and implications may vary across cultures. In Ghana, where familial ties and reverence for authority are deeply ingrained, the authoritarian approach may sometimes be perceived as the norm, complicating its relationship with academic achievement. Nonetheless, the overarching claim of the theory that a balance of demandingness and responsiveness yields superior developmental outcomes remains a relevant assertion. The theory's distinction between parenting styles provides a refined understanding of how specific behaviours, such as exhibiting warmth, implementing discipline, or neglecting children, can either facilitate or hinder academic success. An authoritative parent's praise and support can enhance pupils' confidence and enthusiasm for academic achievement. In contrast, neglectful or indulgent parenting approaches may lack the requisite structure or oversight, resulting in subpar academic achievement. Baumrind's theory provides a significant framework for examining the influence of parental practices on educational results in Ghanaian adolescents, facilitating the development of interventions that promote optimal parenting behaviours in line with cultural norms.

### **3 RESEARCH METHOD**

#### **3.1. Research approach**

The present study was grounded in a positivist philosophy of social science research, which posits that knowledge is objective and seeks to uncover causal linkages through empirical examination (Gibson et al., 2014). This paradigm posits that causes affect effects, rendering it suitable for analysing the influence of parenting approaches on pupils' academic success. The study employed a quantitative research methodology, focusing on measurement and numerical data collection to facilitate statistical analysis, thereby examining correlations between variables within a large population (Amoah & Eshun, 2015; Mensah et al., 2017). The justification for using this methodology was to acquire quantifiable information regarding the impact of various parenting styles on academic performance among junior high school students, facilitating the generalisation of results.

#### **3.2. Research design**

The study employed a descriptive survey approach, suitable for assessing the current condition of variables and understanding "what exists" about parenting behaviours and academic performance (Crabtree et al., 2023; Mensah et al., 2017). This design facilitated the collection of extensive data, thereby improving representativeness and generalizability, despite its limitations in determining causality.

#### **3.3. Population of the study**

The study population comprised all final-year public Junior High School students in the Aowin Municipality of the Western North Region, Ghana, totalling roughly 2,520 individuals. The available population consisted of JHS 3 students who had completed JHS 1 and 2, allowing the researcher to evaluate their academic achievement using end-of-term examination scores. This selection criterion guaranteed pertinence in analysing the correlation between parenting approaches and present academic performance.

#### **3.4. Sampling techniques**

A multistage probability sampling technique was employed to select a representative sample of 252 pupils, comprising 10% of the accessible population, by Krecji and Morgan's (1970) guidelines for proportional sampling. The initial phase employed simple random sampling, using the lottery method, to select five public schools in the town. All schools had an equal chance of being selected, with schools chosen if they drew 'YES' during the lottery process. After selecting the schools, proportional sampling was applied to choose students from each institution, ensuring that the sample accurately reflected the distribution of students among the selected schools.

#### **3.5. Instrumentation and data analysis**

The data collection instruments consisted of questionnaires for students and checklists for parental engagement, designed to gather information on parenting methods and academic performance. The questionnaires included items assessing authoritative, authoritarian, permissive, and negligent parenting styles, as well as students' end-of-term examination scores. The instruments' validity was confirmed through expert evaluation, and reliability was determined through a pilot test, resulting in satisfactory Cronbach's alpha coefficients. The data analysis was performed using SPSS version 25. Descriptive statistics encapsulated students' demographic data, parental methodologies, and academic performance metrics. Inferential statistics, encompassing multiple regression analysis, investigated the correlation between parenting styles (independent variables) and academic success (dependent variable). The regression model assessed the degree to which parenting styles forecasted academic performance, with significance evaluated at the 0.05 level. Ethical considerations were meticulously adhered to during the research process. Authorisation was secured from pertinent

educational authorities and school administrations. Informed consent was obtained from participants, and their confidentiality and anonymity were ensured to mitigate any potential harm or bias. Participants were informed of their ability to withdraw at any point without consequence, and the data were used exclusively for research purposes. These measures guaranteed adherence to ethical research standards while promoting trust and integrity in the investigation.

#### 4. FINDINGS AND DISCUSSION

##### 4.1. Influence of parenting styles on the academic performance of JHS students in the Aowin Municipality

This section presents results on the Research question: *What is the influence of parenting styles on the academic performance of JHS students in the Aowin Municipality?*

The research question aimed to investigate the impact of parenting styles (authoritative, authoritarian, permissive, and neglectful) on the academic performance of JHS students in the Aowin Municipality. To gather information on students' performance for the study, the researcher employed a documentary analysis. In this study, the document analysed was the final year JHS students' end-of-term examination scores. The scores were categorised into three sections: Good, Average, and Poor. This was based on the grading system outlined by the Ghanaian Social Studies Syllabus (CRDD, 2012). A summary of the results is presented in Table 1.

**Table 1:** Academic Performance of Students

| Academic performance | Frequency | Percentage |
|----------------------|-----------|------------|
| Good (70-100%)       | 89        | 35.5       |
| Average (40-69%)     | 96        | 38.1       |
| Poor (0-39%)         | 57        | 26.6       |

Source: Field data (2021)

The results in Table 1 reveal that the majority, 96 respondents (38.1%), fell within the average academic performance category. 89 (35.5%) of the students fell within the good academic performance category. Finally, 67 (26.6%) of the respondents fell within the poor academic performance category.

A cross-tabulation of students' academic performance and their parenting styles was conducted to identify patterns and relationships between the parenting styles and their academic performance. A summary of the results from the cross-tabulation is shown in Table 2 below.

**Table 2:** Cross Tabulation of Parenting Styles and Academic Performances of Students

| Variables        | Academic performance |                  |              | Total      |
|------------------|----------------------|------------------|--------------|------------|
|                  | Good (70-100%)       | Average (40-69%) | Poor (0-39%) |            |
| Parenting styles |                      |                  |              |            |
| Authoritative    | 51 (20.2%)           | 30 (11.9%)       | 9 (3.5%)     | 90 (35.7%) |
| Authoritarian    | 20 (7.9%)            | 36 (14.3%)       | 7 (2.8%)     | 53 (25.0%) |
| Permissive       | 10 (4.0%)            | 15 (6.0%)        | 25 (9.9%)    | 50 (19.9%) |
| Neglectful       | 3 (3.2%)             | 15 (6.0%)        | 26 (10.3%)   | 49 (19.4%) |

Source: Field data (2021)

According to the Table 2 above, out of a total of 252 respondents, 51 (20.2%) with good performance came from authoritative homes. With 20 (7.9%) students from authoritarian homes. Only 10 (4.0%) of the respondents emanated from the permissive homes. Students from neglectful homes had the poorest academic performance, with a percentage of eight (3.2). Concerning the average performance, students from authoritarian parental homes had the highest average performance, at 36 (14.3%). This was followed by students from authoritative parental homes (30, 11.9%). Students from homes with permissive or neglectful parental influences had the lowest average performance, at 15% (6.0%). When it came to students with poor academic performance, those from neglectful homes had the highest rate, at 26 students (10.3%); furthermore, students from permissive homes followed with 25 students. Students from authoritative and authoritarian homes were the least represented, with 9 (3.5%) and 7 (2.8%) students, respectively. It can be inferred from the table above that good performance is associated with an authoritative parenting style. The average performance of the table is related to an authoritarian parenting style. Additionally, poor student performance is often correlated with neglectful and permissive parenting styles.

To determine the magnitude of influence of parenting style on academic performance and identify the level of significance, six items in the form of statements were used to elicit responses. Since academic performance is the intersection of contributing constructs, to identify the independent variable that was the most significant predictor of academic performance, considering all other variables, a standard multiple regression analysis was performed. Academic performance was the dependent variable, and authoritative, authoritarian, permissive, and neglectful parenting styles were the independent variables. This could help educators and parents understand which parenting style has the most significant influence on their academic performance. Also, the various assumptions underlying multiple regression were examined. The analysis was conducted with SPSS software version 25. A summary of the results is presented in Tables 3 and 4.

**Table 3: A Model Summary for the Multiple Regression**

| Model | R    | R square | Adjusted R-squared | Std. Error of the Estimate | F      | Sig  |
|-------|------|----------|--------------------|----------------------------|--------|------|
| 1     | .427 | .183     | .179               | 704                        | 55.820 | .000 |

**Predictors:** (Constant), Authoritative, authoritarian, permissive, neglectful.

The summary of the multiple regression analysis, as depicted in Table 3 above, indicates that parenting styles statistically significantly predict the academic performance of the adolescents,  $F(4, 252) = 55.820, p < .05, R^2 = .183$ . These findings suggest that the degree to which parenting styles (authoritative, authoritarian, permissive, and neglectful) contribute to academic performance is 18%. Therefore, the remaining percentage can be attributed to other variables not considered in the current study. Although the study revealed a small effect size for parenting style, a significant effect still existed that accounted for differences in the academic performance of students. This is supported by Darko (2018), who argues that the parenting styles adopted by parents have a significant impact on the child's educational development. To further determine the major predictor of academic performance and to confirm the outcome of the multiple regression analysis, a statistical (stepwise) regression was performed on the variables.

**Table 4: ANOVA**

| Model      | Sum of squares | df  | Mean square | F      | Sig               |
|------------|----------------|-----|-------------|--------|-------------------|
| Regression | 27.692         | 4   | 27.692      | 55.820 | .000 <sup>b</sup> |
| Residual   | 124.023        | 247 | 496         |        |                   |
| Total      | 151.714        | 251 |             |        |                   |

**Dependent variable:** Academic performance.

**Predictors:** (Constant), Authoritative, authoritarian, permissive, neglectful.

ANOVA was used to test whether the model could significantly predict the outcome (Table 4). Results from the ANOVA table indicate a statistically significant relationship between parenting style and students' academic performance ( $P < 0.005$ ). Table 5 gives an individual contribution of each predictor to the model.

**Table 5: Multiple Regression Analysis for Academic Performance**

| Model         | Unstandardized coefficient |            | Standardized coefficient<br>Beta | Sig. | 95% confidence interval for B |             |
|---------------|----------------------------|------------|----------------------------------|------|-------------------------------|-------------|
|               | B                          | Std. Error |                                  |      | Lower Bound                   | Upper Bound |
| Constant      | 1.070                      | 1.135      |                                  | .033 | 1.271                         | 4.580       |
| Authoritative | .742                       | .164       | .323                             | .017 | .271                          | .494        |
| Authoritarian | -.612                      | .159       | -.753                            | .011 | -.240                         | .413        |
| Permissive    | -.484                      | .177       | -.614                            | .026 | -.362                         | .413        |
| Neglectful    | -.772                      | .189       | -.456                            | .031 | -.488                         | .565        |

**Dependent variable:** Academic performance

From the significance column in Table 5, it can be concluded that all predictor variables (Authoritative, authoritarian, permissive, and neglectful) are significant, as they are less than the typical alpha of 0.05 ( $P < .005$ ). This means that the various parenting styles influence the academic performance of students.

#### 4.2. Discussion on parenting styles and their impact on the academic performance of JHS students in the Aowin municipality.

The study revealed that good performance is linked to an authoritative parenting style. This finding is supported by a plethora of existing empirical evidence (Isufi et al., 2024; Checa et al., 2019), which has consistently concluded that an authoritative parenting style is associated with better academic performance. For example, the study's results confirmed the findings of Darko (2018), who found that an authoritative parenting style is associated with positive academic outcomes in students. The outcome of the study is also in line with a study conducted by Ofosu-Asiamah (Ofosu-Asiamah, 2013). The study revealed that the authoritative parenting style has the most significant influence on students' academic performance. A plausible explanation for this result is that the authoritative parenting style is characterised by high levels of warmth and affection between parents and their children (Lari, 2023; Abesha, 2012). Moreover, children raised in authoritative parenting environments tend to experience little internal distress and behavioural problems, which enables them to have the right frame of mind to study and perform better academically (Lari, 2023). The study is also in line with a study conducted by Nyarko (Nyarko, 2011), who posited that both father and mother authoritative parenting had a significantly positive impact on the school grades the children achieved. A possible explanation is that students or children who are nurtured in authoritative homes or by authoritative parents tend to experience better academic performance compared to those raised by either permissive, authoritarian, or neglectful parents. The positive relationship between an authoritative parenting style and good academic performance is supported by Rahimpour et al.'s (Rahimpour et al., 2015) study, which revealed a significant correlation between an authoritative parenting style and students' academic

performance among Iranian high school girls. Their study revealed that mothers with authoritative parenting styles have children with high educational performance. The authors argue that authoritative mothers have more positive interactions with their children, which enables the children to develop a high sense of self-respect, thereby translating into better educational performance. This result corroborates that of previous studies, such as Sadigh (2013), that have shown the effects of authoritative parenting style to be positive.

Similarly, other studies, such as McCaffrey, Reitman and Black (2017), have found that the authoritative parenting style is the most effective in influencing students' academic performance. This is against the background that this parenting style highlights and reinforces the importance of balancing demandingness and responsiveness, which is necessary for enabling students to develop intrinsic motivation to learn for themselves while meeting the demands of their parents (Simanjuntak et al., 2020). Additionally, parents who adopt the authoritative parenting style tend to control their children's activities rationally and reasonably (Inam, Nomaan & Abiodullah, 2016). As such, the child does not feel that they are being forced to achieve something they are not interested in. Instead, the parents make it a matter of urgency to discuss openly with their children the reasons behind their demands, so that the children can understand their parents' position and act accordingly to achieve both self-fulfilment and family fulfilment.

In addition, the recognition of the authoritative parenting style as the most effective parenting style in predicting or influencing the academic performance of students can be associated with the steadiness in parental care emanating primarily from the warmth that exists in the family and parental expectations that characterize this style of parenting (Ofosu-Asiamah, 2013). This is achieved by maintaining open communication and encouraging the child to speak up about any issues bothering them or any disagreements they may have concerning parental demands (Darko, 2018). It stands to reason that the child feels comfortable discussing any academic challenges they are facing with their parents, so that they can provide the necessary and timely assistance, enabling the student to perform better in their academic work.

Moreover, because the student is aware of their parents' expectations, they are motivated to refrain from trouble and excel academically (Ofosu-Asiamah, 2013). However, this finding was not in line with previous studies, such as a study conducted by Habibah and Tan (Habibah & Tan, 2009). Their study found no significant relationship between authoritative parenting style and academic performance. Norlizah, Hassan and Sen (2017) also reported contradictory findings to those of the current study, indicating no relationship between an authoritative parenting style and high academic performance.

The current study also found that an authoritarian parenting style was associated with average academic performance. This type of parenting style has been identified to have a significant relationship or influence on the academic performance of students, except that this relationship or influence often tends to be negative (Areepattamannil, 2010; Fox et al., 2021). This assertion is consistent with the findings of Imran, Kakar and Yousaf (2020), who found in their study that adolescents with authoritarian parents have a lower likelihood of achieving better academic performance compared to those with authoritative parents. Thus, the authoritarian parenting style is highly associated with lower academic performance of students. It also corroborates the findings of Stuttard, Beresford, et al. (2014), which revealed a negative correlation between authoritarian parenting and students' educational performance. On the other hand, these findings contradict those of Hoeve et al. (2008), who concluded that authoritarian parenting style has consistently been associated with adverse child developmental outcomes, including issues of anxiety, delinquency, somatic complaints, depersonalization, and aggression. Consequently, the child is unable to learn as they should because they want to rebel against their parents in order to experience the freedom they have longed for. Hence, children raised in authoritarian homes tend to have poorer, not average, academic performance compared to children raised in authoritative homes (Ofosu-Asiamah, 2013). The study also disagrees with the findings by Fishman (2020), who posited that authoritarian parenting style in Chinese communities was positively associated with the academic performance of students. This finding by Blair and Qian (1998) and other scholars has identified a positive association between the authoritarian parenting style and academic performance. The difference in results may be due to variations in geographical locations and the types of values held by these locations. These differences can also be attributed to the fact that the Chinese authoritarian parenting style differs somewhat from the Western authoritarian parenting style, as parents continue to maintain warmth and close relationships with their children, thereby influencing the educational outcomes of these students (Chao, 2001).

Additionally, the current study revealed that poor academic performance is associated with a permissive parenting style. The evidence presented in this study replicates the findings of Mmina et al. (2022), which suggest that a permissive parenting style is characterised by low levels of demandingness on the part of the parents, thereby corroborating poor performance. Again, the findings of Osorio and González-Cámara (2016) have found permissive parenting style to be negatively associated with the academic performance of students. This is mainly attributable to the fact that parents who adopt this style assume the role of friends rather than parents and therefore do not stand firm in shaping their children's educational development and other dimensions of development (Mmina et al., 2022). However, Tilahun (2012) found that students who perceived their parents as permissive had significantly lower academic achievement. Thus, students with permissive parents have lower academic performance compared to those with authoritative parents. Likewise, in Nigeria, Okoro (2020) found a significantly negative relationship between permissive parenting style and students' academic performance. This implies that the more permissive parents are in their parenting style, the less likely their

children are to exhibit better or higher academic performance. A plausible explanation for this finding may be that, due to the absence of disciplinary measures from permissive parents towards their children, coupled with that sense of freedom, the children tend to lack self-control over their behaviours and are easily influenced by their peers (Ofosu-Asiamah, 2013). Therefore, such children spend more time with their friends than on their academic work. This is why a permissive parenting style is linked with poor academic performance.

Lastly, children from homes with neglectful parents had the lowest academic performance. This study aligns with Yang and Zhao (2020), who assert that there is low demandingness in the neglectful parenting style. This presupposes that parents who adopt this parenting style do not expect any sort of excellence from their children, and they also do not respond to the affective and educational needs of the child. Owing to this characteristic of this parenting style, several studies have found it to be either negatively correlated or non-significantly correlated with children's educational/academic performance (Kaufmann et al., 2000; Pinquart, 2016; Pinquart & Kauser, 2018). For instance, Mihret, Dilgasa and Mamo (2019) found a strong, negative relationship between neglectful parenting style and academic performance in their study.

The results of Pinquart's (2016) meta-analysis are also in consonance with the current study. The results of the analysis showed that the neglectful parenting style was associated with lower academic achievement. This finding may be plausibly explained by the fact that this parenting style, like the authoritarian parenting style, encourages limited communication between parents and their children (Mumina et al., 2022). Subsequently, the children are unable to communicate their academic challenges and needs to their parents, thereby denying the children the opportunity for their parents to have a significant impact on their child's academic performance at any level of education. The child seeks guidance, counselling, and reassurance from external sources, such as friends or peers, to succeed academically, which can be detrimental to their academic performance. This assertion is again supported by Brettell et al. (2022), who state that the lack of disciplinary action from neglectful parents translates into poorer academic performance in children, resulting in less favourable academic outcomes compared to other parenting styles, particularly the authoritative parenting style.

To investigate the influence of parents' parenting style on students' academic performance, multiple regression analysis was employed. Results show that the various parenting styles can account for 18% of the variance in academic performance. The results concur with Zhang et al. (2019) that, with the numerous studies on the influence of parenting styles on students' academic performance, relatively few studies in the past have focused on exploring how parenting styles (authoritative, authoritarian, permissive, and neglectful) affect students' academic performance at the basic levels. This aligns with Awiszus et al. (2022), who suggest that parenting style is crucial for students' success in school, as both parental practices and parenting styles significantly influence children's school achievement. Cherry (2013) in South Africa concluded that the performance of school children is led by the type of parenting styles adopted by their respective parents at home. Therefore, parents should adopt parenting styles that have a positive influence on children's academic success. Alhassan et al. (2025) posit that parenting style is a significant determinant of the academic success of many children. The regression analysis results showed that the predicted parameters of the independent factors were all significant. In other words, authoritative, authoritarian, permissive, and neglectful parenting styles influence the academic performance, with all having p-values less than 0.005. Concerning the authoritative parenting style ( $P < 0.01$ ), it aligns with Rogers, Theule, Ryan, Adams and Keaing (2009) in Canada, who found that parents who adopt strong authoritarian parenting styles contribute to students' lower academic performance. This finding supports Warren et al. (2021), who reported a positive association between authoritative parenting style and academic achievement among Caucasians. These findings are similar with Choe (2020) who observed that authoritative parenting is one of several means via which parents can have positive effects on their adolescents' academic achievement through their direct involvement and support in school activities, such as helping with homework and assignments or course selection or attending parent-teacher meetings, and through the encouragement of school success, both directly and indirectly, by establishing and implementing high performance standards (paraphrase).

The results reveal a significant contribution of authoritarian parenting style to students' academic performance ( $P < 0.001$ ). The result is similar to that of Tsela et al. (2023), who demonstrated that an authoritarian parenting style was negatively associated with children's academic achievement in Iranian families. Areepattamannil (2010) asserts that parental monitoring with strict adherence to rules negatively affects children's academic performance. Buttressing and explaining this point further, Ofosu-Asiamah (2013) posits that, due to the despotic nature of this parenting style, students are unable to discuss their challenges with their parents, and the adoption of this style makes children timid in expressing their grievances and difficulties in school to their teachers.

Regarding the permissive parenting style, the results showed a negative relationship with children's academic performance ( $P < 0.001$ ). The study aligns with Parsasirat et al. (2013), who suggested that a permissive parenting style hurts students' academic performance. Osorio and González-Cámara, 2016 conclude that a permissive parenting style is one of the variables that negatively affect students' academic progress in school. They explained that, since children are left alone without any form of checks, they take advantage and misbehave without being punished or disciplined. Lastly, a neglectful parenting style was correlated with poor academic performance. This study aligns with Nyarko's (2011)

findings. He explained that a neglectful parenting style negatively affects the academic achievement of students in school. This is because parents who adopt this type of parenting style often fail to recognise the needs of their children. They fail to provide academic materials for their wards, which affects their performance. Tope (2012) concludes that neglectful parenting should not be encouraged because it hurts the overall well-being of children. One of the areas mentioned was the child's academic achievements. He believes that parental negligence regarding a child's affairs is a serious variable in a child's development.

## **5. CONTRIBUTION OF THE STUDY**

This study significantly enhances the comprehension of the impact of parenting styles on the academic achievement of Junior High School pupils in the Aowin Municipality. It presents empirical evidence that authoritative parenting has a favourable influence on students' academic performance, whereas authoritarian, permissive, and neglectful styles are associated with inferior outcomes. Multiple regression analysis provides a detailed comprehension of the relative influence of various parenting styles, emphasising the significance of warmth, discipline, and communication in promoting academic achievement. The results underscore the importance of parents and educators advocating for authoritative parenting methods to improve student performance. The study enhances existing literature by situating parental influence within the Ghanaian educational framework, providing critical insights for policymakers, educators, and parents to formulate interventions that promote effective parenting strategies and improve academic performance in analogous cultural environments.

## **6. IMPLICATIONS OF THE STUDY**

The study's results have significant implications for parents, educators, and policymakers. It underscores the necessity of advocating for authoritative parenting techniques that cultivate a supportive and disciplined atmosphere to improve students' academic achievement. Educators can incorporate parenting education into student guidance programs to promote healthy and constructive parenting habits. Policymakers should formulate efforts that provide resources and training for parents to implement effective parenting practices. The study promotes the cultivation of supportive settings at home and school to enhance pupils' educational achievements.

## **7. LIMITATIONS OF THE STUDY**

The findings of the study are confined to the Aowin Municipality and may not extend to other regions in Ghana owing to variations in cultural and socio-economic contexts. A descriptive survey design limits the ability to draw causal inferences regarding the relationship between parenting styles and academic performance. The sample size, while representative, is comparatively small and may not encompass all variations within the broader population of Ghanaian junior high students. Furthermore, dependence on self-reported data may introduce bias, thereby impacting the accuracy of the findings. Therefore, caution is advised when generalising these findings beyond the specific context examined.

## **8. CONCLUSION**

This study's findings unequivocally indicate that parenting styles substantially affect the academic performance of Junior High School pupils in the Aowin Municipality, consequently validating the research question and corroborating the hypotheses. The analysis demonstrates that an authoritative parenting style has a significant positive impact on students' academic performance. This approach, marked by warmth, transparent communication, and judicious parental oversight, cultivates an environment that enhances academic performance. Conversely, authoritarian, permissive, and neglectful approaches exhibited a negative correlation with pupils' performance, consistent with prior research that associates these types with inferior academic outcomes.

The multiple regression study indicated that parenting approaches explain almost 18% of the variance in students' academic performance, suggesting that although other factors contribute, parenting is a significant predictor. The considerable impact of authoritative parenting substantiates the premise that this approach promotes student motivation, discipline, and engagement, ultimately leading to improved academic performance. The detrimental impacts of negligent and permissive parenting styles underscore the significance of appropriate parental engagement and responsiveness for academic achievement.

The study emphasises the necessity of adopting and advocating for authoritative parenting techniques to enhance students' academic achievement. It underscores the necessity for educational policy and parental guidance initiatives that prioritise good parenting techniques. Subsequent research should investigate additional aspects that influence academic accomplishment, including socioeconomic status and peer influence, to foster a more comprehensive understanding. Enhancing positive parental engagement through authoritative methods can significantly elevate pupils' educational experiences and accomplishments in the Aowin Municipality and beyond.

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