UNIVERSITY OF CAPE COAST

INFLUENCE OF ADOLESCENTS' PERCEPTION OF PARENTAL

TREATMENT PRACTICES ON SCHOOL BELONGINGNESS AND

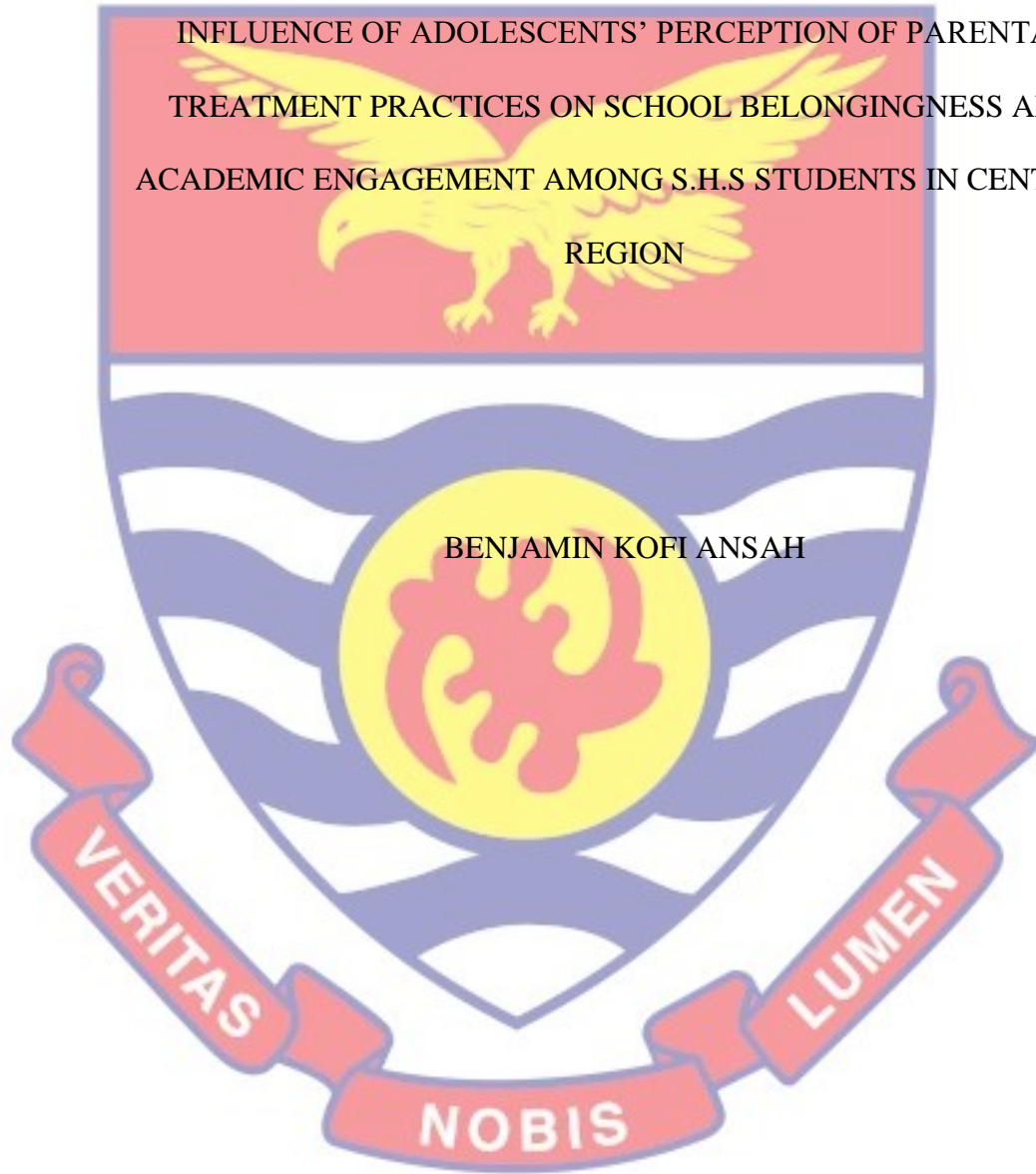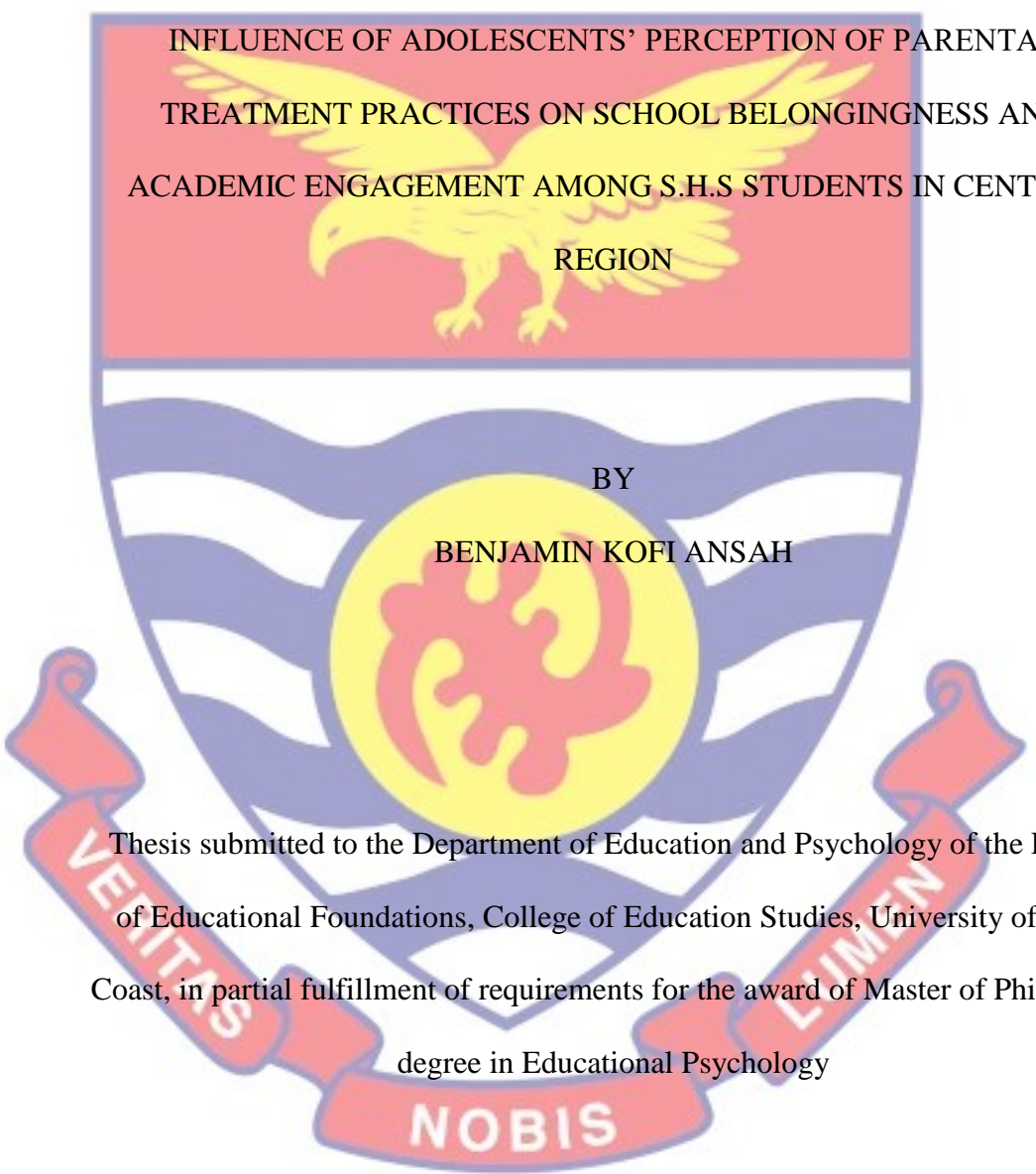ACADEMIC ENGAGEMENT AMONG S.H.S STUDENTS IN CENTRAL

REGION

BENJAMIN KOFI ANSAH

2022

UNIVERSITY OF CAPE COAST

INFLUENCE OF ADOLESCENTS' PERCEPTION OF PARENTAL

TREATMENT PRACTICES ON SCHOOL BELONGINGNESS AND

ACADEMIC ENGAGEMENT AMONG S.H.S STUDENTS IN CENTRAL

REGION

BY

BENJAMIN KOFI ANSAH

Thesis submitted to the Department of Education and Psychology of the Faculty

of Educational Foundations, College of Education Studies, University of Cape

Coast, in partial fulfillment of requirements for the award of Master of Philosophy

degree in Educational Psychology

DECEMBER 2022

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that

no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: ……………………   Date: …..…………

Name: …………………………………………………………………...
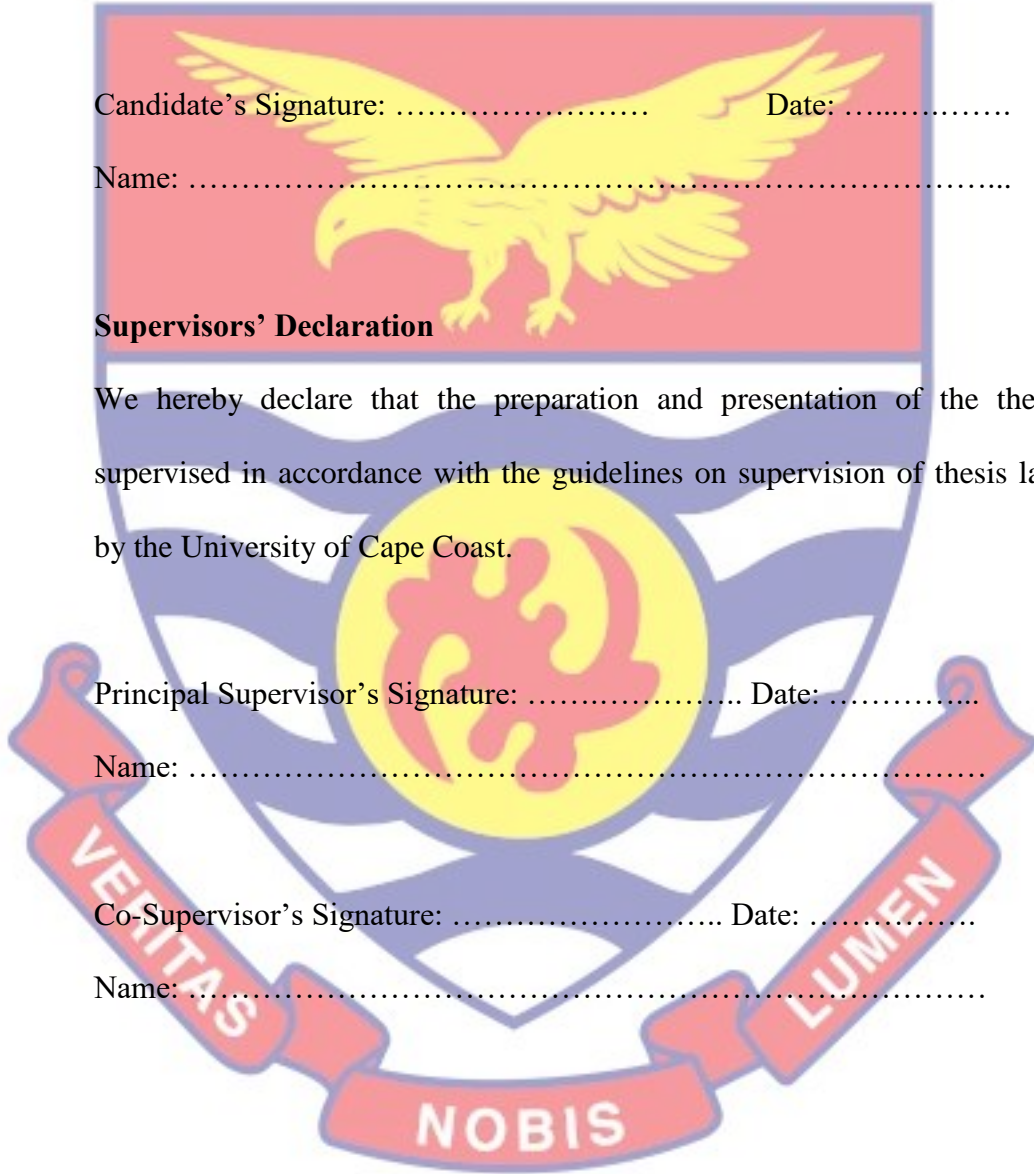
Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were

supervised in accordance with the guidelines on supervision of thesis laid down

by the University of Cape Coast.

Principal Supervisor's Signature: ….…………... Date: …………...

Name: …………………………………………………………………

Co-Supervisor's Signature: …………………….. Date: ……………

Name: …………………………………………………………………

ABSTRACT

Adolescents' perceptions of parental treatment practices and their influence on school belongingness and academic engagement were examined in this study. A cross-sectional survey design was used for the study. Data was collected from a sample of 361 stratified sampled participants using a questionnaire. Frequencies, percentages, Pearson Product Moment Correlation Coefficient, and multiple regression were used to analyse the data. Parents are regarded as indispensable actors in a student's education as they have a positive influence on the school belongingness and academic engagement of adolescents. Among other aspects of parental treatment practices, punishment was believed to be the most salient factor adolescents considered in their socialization with regards to their school belongingness and academic engagement. Again, a statistically significant relationship was found between parental treatment practices and adolescents' school belongingness. Additionally, there was a strong correlation between parental treatment practices and adolescents' academic engagements. This demonstrates that if parental treatment practices are implemented properly, adolescents' sense of school belongingness and academic engagement will eventually improve which will result in high academic performance. The study recommends it is imperative that, parents create and maintain good parental treatment practices which afford adolescents the conducive and supportive environment to thrive in. This will lay the foundation for a more positive and effective parent-child relationship in Ghana's educational system.

KEYWORDS

Academic engagement

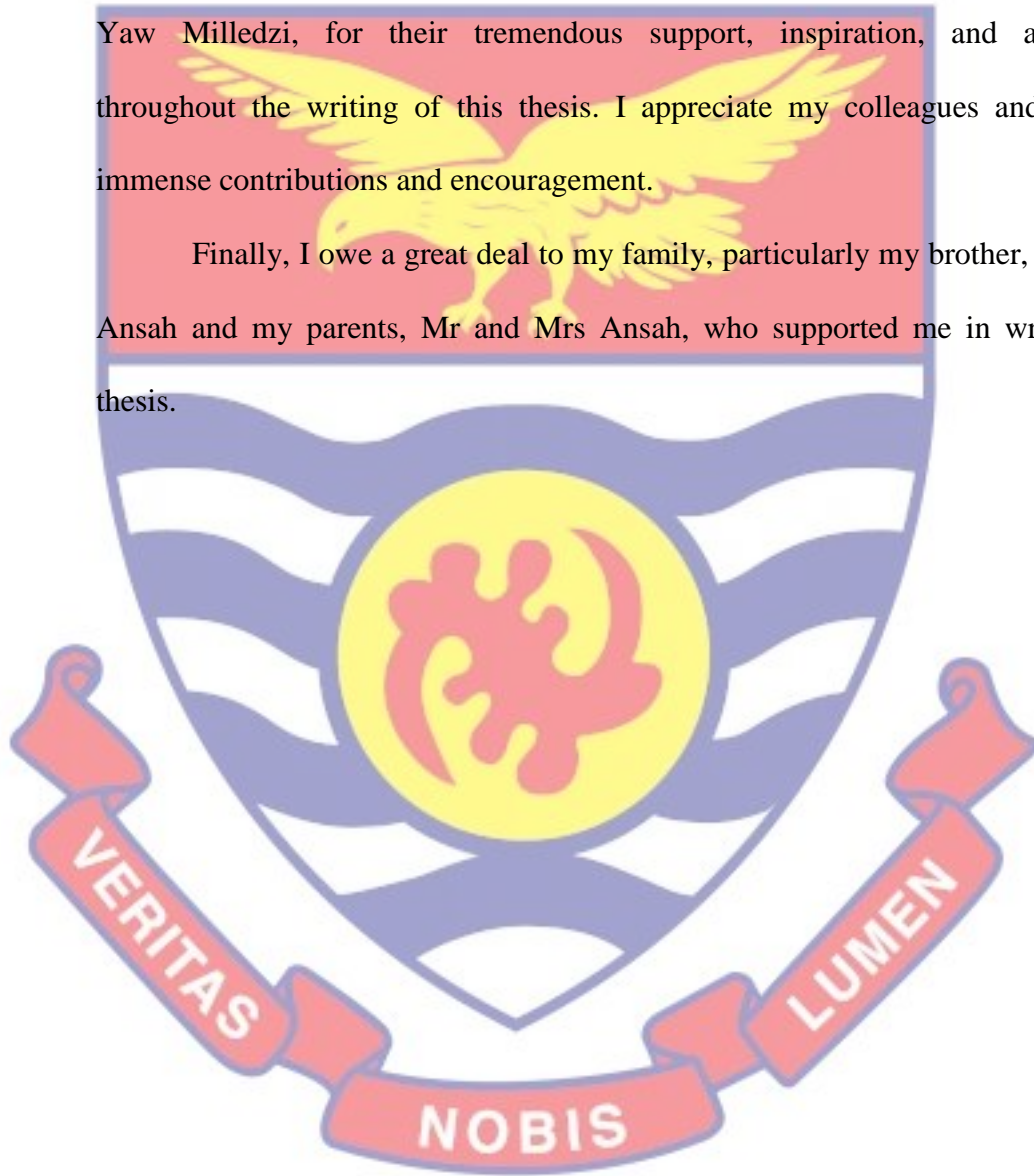Adolescent perception

Parental treatment practice

School belongingness

ACKNOWLEDGEMENTS

I would want to offer my heartfelt appreciation to those who, through my studies, have inspired me. My greatest appreciation goes to my supervisors at the Department of Education and Psychology, Mr Palmas Anyagre and Dr Eugene Yaw Milledzi, for their tremendous support, inspiration, and assistance throughout the writing of this thesis. I appreciate my colleagues and friends' immense contributions and encouragement.

Finally, I owe a great deal to my family, particularly my brother, Mr Felix Ansah and my parents, Mr and Mrs Ansah, who supported me in writing my thesis.

DEDICATION

To my family

TABLE OF CONTENTS

CHAPTER THREE: RESEARCH METHODS

CHAPTER FOUR: RESULTS AND DISCUSSION

LIST OF TABLES

LIST OF FIGURE

CHAPTER ONE

INTRODUCTION

This chapter offers a comprehensive background on adolescence. The background information sheds light explicitly on Parental treatment practices as critical socialization agent for adolescents in relation to their sense of school belongingness and academic engagements. The background comprises a description of the research problem, purpose of the study, study objectives, significance of the study, delimitation and limitations, and study organization.

Background to the Study

Adolescence has been defined as period of rapid physical, social-emotional, moral, mental, and cognitive development (Caskey & Anfara, 2007). It is characterized by events of uncertainties which are embedded in their attitudes (Hogg & Adelman, 2013). The universal nature of adolescence suggests that regardless of wherever one finds oneself, the changes in the behavioural, cognitive, psychological and social components of adolescents are similar (Lerner, 2009). Young adolescents are yet to determine the focus of their priorities; hence their priorities are not clear. They are, however, already at school, which means they should be focused on academic engagement and school belongingness to perform well.

As a transition period, adolescence is a critical stage of life during which critical career, social role, and interpersonal decisions can be made. Adolescents' choices may direct them toward a productive or unproductive life. Adolescents thrive in an environment that fosters their autonomy and enables them to make

1

sense of their learning and of themselves as learners (Zimmer-Gembeck et. al, 2006). In Ghana, adolescents in junior high school students select their preferred senior high schools. The issue arises when adolescents feel unsupported, especially by their parents in their search for or commitment to a particular school. While there may be legitimate reasons to object to their preference due to adolescents' poor decision-making, adolescent-focused dialogues that demonstrate regard for the adolescent's perspective and foster mutual understanding, instead of exerting one's authority, may be more likely to promote appropriate behavioural outcomes in children at school.

Among other agents, the family is the primary socializing agent that shapes and determines an adolescent's life (Darling & Steinberg, 1993). This means that the family environment, particularly the parents, exists to instil in children with the foundations for their behaviour, emotion, and cognition, all of which influence their school belongingness and academic engagement. While adolescents yearn for more independent, proportioned relationships with their parents, they frequently require a higher level of closeness and open communication with their parents (Nicklas & Schneider, 2017). Carlo et.al (2007) believe that parental treatment practices are a more reliable predictor of adolescents' behavioural outcomes. For instance, when parents are shaping their children to thrive in school, they may engage in practices such as assisting their children with homework, providing time for reading, and going for their children's school functions. Parental treatment practices can have an influence on adolescents' behavioural outcomes. Negative parental practices such as

inconsistent discipline, harsh discipline, inadequate monitoring, and supervision are most likely to elicit adolescent problem behaviours. Discipline that is too harsh can result in avoidance behaviours and isolation, which can eventually stabilize and manifest as long-term emotional distress (O'Leary & Vidair, 2005). On the contrary, positive parenting practices such as positive reinforcement and involvement most likely assist adolescents in achieving positive and desirable outcomes (Hawkins & Weis, 2017). Shaffer et.al (2001) regard these as effective strategies for adolescent problem behaviour management and reduction. Parents have a ultimate responsibility to their wards as guardians, which is critical for comprehending attachment relationships or bonds. In other parts of the world, research has shown that parental treatment practices facilitate students' belongingness with their schools, and that such students better report a school belongingness and support from the school setting (Law, Cuskelly, & Carroll, 2013), thereby enhancing their academic engagement and school belongingness.

Recently, increased weight has been placed on the meaning of addressing adolescents' need to belong and be engaged in educational settings. This is exemplified by recent research findings that highlight the relevance of a considerate school community that fosters school belongingness and community among adolescents (Allen et al., 2018; Osterman, 2000). The aspiration for belongingness entails the desire to feel secure in one's setting and to perceive oneself as deserving love and respect. Students must feel important to the school community, just as the school must feel important to them, and the role of parents is essential in achieving this. Indeed, it is critical for adolescents to have a purpose

3

at school and to have school belongingness. This aids in their academic outcome, and parents play a valuable role in facilitating this.

Children who had a feeling of belonging were more motivated, had higher expectations for achievement, and believed in the significance of their academic work, according to Goodenow (1993). However, Kunc (1992) lamented that the school as an institution has become so polarized and clouded by certain practices and stringent policies that impede the development of belongingness for students who feel marginalized at school, thereby impairing their ability to perform well. Thus, if a student performs well in school, he or she should have a feeling of belonging and significance to the organisation. Kunc (1992) concluded that part of the reason schools operate in the way they do is that, they believe emotional needs affecting a student's school belongingness should be achieved at home or through societal interactions outside the classroom. As contentious as this may be, it demonstrates the critical role of parental practices at home in assisting the child in developing a feeling of belonging at school. To demonstrate the critical part parents play in their children's education, Chowa, Masa & Tucker (2013) established that it is critical for parents to show a great significance on education by participating in their children's schooling, as this is one of the most likely ways for children to express their own contributions and efforts, as evidenced by a sense of belonging in school and academic engagement.

Students who are positively engaged in their academic lives are those who attend school frequently, focus on learning, obey school rules, and avoid disruptive behaviors (Fredricks, Blumenfeld, Friedel & Paris, 2005). On the other

4

hand, it is anticipated that disengaged students will do poorly and display problematic behaviours, including quitting school (Finn & Rock, 1997). Such students frequently become alienated and maligned within the school community and are unable to capitalize on their educational opportunities. Because of this, many educators see student disengagement as one of the important and prevalent issues that they must address (Finn & Rock, 1997).

Academic engagement is a significant academic outcome in and of itself. It enhances performance and bolsters confidence in academic outcomes (Skinner et.al., 1998). Additionally, engagement appears to function as a critical social indicator, eliciting reassuring reciprocal responses. In simple terms, when children are engaged, they readily receive all necessary assistance and support throughout their academic careers. Teachers become more committed in their students' development and are able to mould them until they reach their full potential (Skinner & Belmont, 1993). Academic engagement, it has been argued, is a strong indicator of adolescents' long-term academic success (Skinner et al., 1998). Connell, Spencer, and Aber (1994) argue that academic engagement contributes to adolescents' eventual school completion.

Engagement has been defined as a three-dimensional construct which comprises three domains: behaviours, cognitions, and emotions (Fredricks et.al, 2004; Jimerson et.al, 2003). According to Finn, Pannozzo, and Voelkl (1995), behavioural engagement is defined by students' attitudes toward school and learning, regardless of extracurricular activities participation. A student's affective reactions and identification with school are referred to as their emotional

5

engagement (Skinner & Belmont, 1993). Cognitive engagement is a term that defines a student's proactive and self-regulated method to learning (Fredricks et al., 2004).

Generally, academic engagement and school belongingness have been attributed to a variety of factors within the school setting, such as teachers and peers, who may have an effect on adolescent academic performance (Van Ryzin, Gravely & Roseth, 2009). However, it has become increasingly clear from related research that parental treatment practices ultimately play a significant role in psychologically preparing adolescents to withstand any type of academic difficulty (Kiefer, Alley, & Ellerbrock, 2015). Barry et al. (2008) asserted that assessing an adolescent's perception of parental treatment practices has proven to be beneficial and that assessments of parental treatment practices should incorporate the child's perspective, which is significant in this study.

Statement of the Problem

At school, majority of students partake in academic and extracurricular activities and have a sense of belongingness. In a study by Sánchez, Colón, and Esparza (2005), it was found that a student's motivation, effort, and low absenteeism were significantly influenced by their sense of belonging at school. Furthermore, Gonzalez-DeHass et al. (2005) contend that parents' involvement in their children's education inspires students to work harder in class.

Parents are viewed as essential participants in a student's education because of their favourable effects on adolescents' school involvement and sense of belonging. This backs up the findings of Uslu & Gizir (2017), who discovered

6

that parental participation in both school and the home had an impact on a student's sense of school belonging. In addition, Gonzalez-DeHass, Willems & Holbein (2005) posited that parental practices can have a favourable influence on students' engagement. As a result, when parents were more active in their children's education, those adolescents performed better academically and showed greater school engagement.

However, research indicates that parental involvement in adolescence appears to be declining as adolescents develop an increasing desire to express their autonomy, which affects their parents' behaviour toward them (Spera, 2005). In an attempt to exercise their autonomy and independence, adolescents tend to exhibit behaviours which are inconsistent with their parents' beliefs and as such do not approve of them (Wang & Holcombe, 2010). As a result, adolescence is regarded as a problematic age, with several educators identifying a severe problem of disengagement and a lack of school belongingness, particularly during the high school years (Wigfield et.al, 2006).

It has been established that, some Ghanaian high school students do not appear to take academic work seriously, resulting in poor academic performance Asare-Donkoh (2018). While some researchers attribute poor performance to a low supervision by teachers, class size, a limited teaching learning materials, and teachers' lack of commitment to their work, others point to heavy household chores and a lack of parental support as contributing factors (Butakor & Dziwornu, 2018; Abdallah et.al 2014; Baidoo-Anu, 2017; Etsey, 2005). According to Serna & Martinez (2019), with larger school belongingness, greater

7

school happiness, as well as prosocial inclination, adolescents who perceive that their parents are more interested in their education have better school adjustment than students who perceive less parental participation.

Although prior research indicates that student engagement increases in settings where students feel included and actively engaged in the teaching and learning process, Elarousy and Shaqiqi (2017) assert that when the school environment is encouraging but the home environment is undesirable, the student may experience emotional distress, which may affect their academic work. This demonstrates that if parental treatment practices are implemented properly, adolescents' sense of belonging and academic engagement will eventually improve which will result in high academic performance.

While research exists regarding parental practices and academic outcomes of adolescents in schools, few studies sought the views of students on the aspects of parental practices that influenced their school belongingness and academic engagement. Given this issue, it is pertinent to investigate the actual parental treatment practices that adolescents in Ghana believe are pivotal in their efforts to develop school belongingness and academic engagement which has been rarely studied together.

8
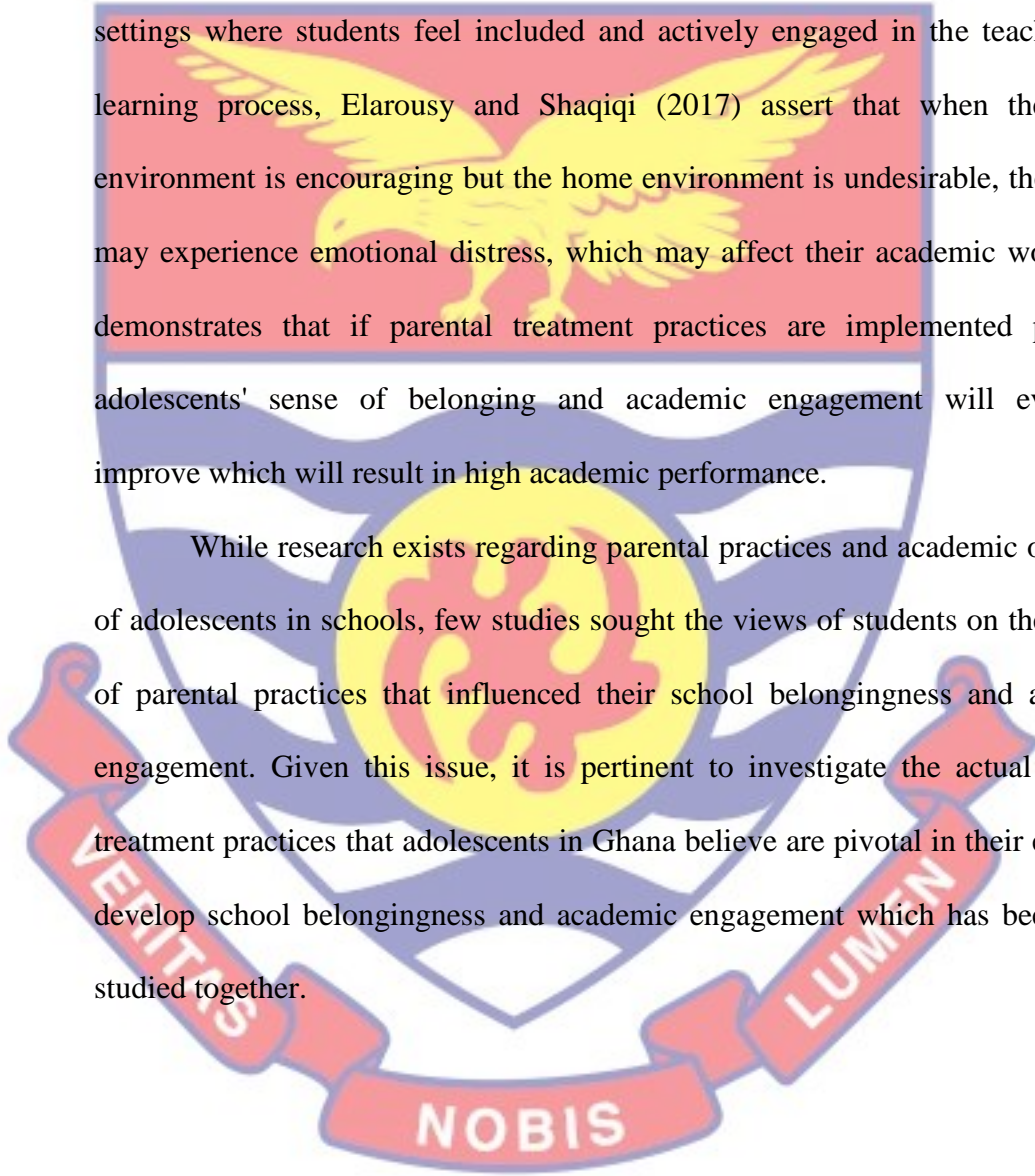
Purpose of the Study

The core purpose was to examine adolescents' perception of parental treatment practices and how they influence their sense of school belongingness and academic engagement. Precisely, the study sought to:

1. investigate the parental treatment practices which are believed to be important to adolescents.

2. investigate adolescents' perception of their school belongingness.

3. examine adolescents' perception of their academic engagements.

4. ascertain the relationship between parental treatment practices and adolescents' school belongingness.

5. ascertain the relationship between parental treatment practices and adolescents' academic engagement.

6. determine which parental treatment practices were perceived by adolescents as enhancing their school belongingness.

7. determine which parental treatment practices were perceived by adolescents as enhancing their academic engagements.

Research Questions

1. Which parental treatment practices are believed to be important to adolescents?

2. What perception do adolescents have of their school belongingness?

3. What perception do adolescents have of their academic engagement?

4. What is the relationship between parental treatment practices and adolescents' school belongingness?

5. What is the relationship between parental treatment practices and adolescents' academic engagement?

6. Which parental treatment practices are perceived by adolescents as enhancing their school belongingness?

7. Which parental treatment practices are perceived by adolescents as enhancing their academic engagement?

Significance of the Study

The study aimed at identifying parental treatment practices that foster school belongingness and academic engagement of adolescents in senior high schools in Ghana, precisely, Central Region. As there appears to be a decline of parental practices during the period adolescence, it is critical to embark on this study to unearth the potential implications of these declines.

The results of this study would present a blueprint to parents on the need to create conducive environment for the adolescents to thrive in with regards to their school belongingness and academic engagement. The study would have a substantial effect on how educational and public support may lead to holistic school belongingness and academic engagement of adolescents.

Findings gained from the study can give direction to education professionals and the Ministry of Education in general on the need to create awareness through education to parents on the influence of parental treatment practices and their influence on school belongingness and academic engagement of adolescents.

10

Delimitations

Given that this study will benefit all Ghana's public senior high schools, the researcher would have been required to conduct a nationwide study. Despite this, the study was delimited to adolescents schooling in the Central region. Additionally, the research was restricted to four randomly selected senior high schools within the Central region. The study concentrated exclusively on adolescents' perceptions of parental treatment practices and their impact on their sense of school belongingness and academic engagement. Additionally, it was restricted to students in forms two (green track) and three at public senior high schools and not to private senior high school in the country.

Limitations

The study did have some shortcomings that are worth noting. The primary impediment was the data collection period, which coincided with the bleak COVID-19 pandemic; as a result, just a small sum of participants could participate in the research. At the time of data collection, only students from the green track batch of form two and all form three students were available to participate in the study. As a result, the generalizability of the study's findings is constrained.

School belongingness and academic engagement are sensitive issues that enhance students' academic excellence. As such, the study must be conducted nationwide. However, the data for this study came from a single region in Ghana. Notwithstanding, this study would serve a useful purpose for future researchers, while it also provides a verifiable analysis of the influence of parental treatment

practices on the school belongingness and academic engagement of adolescents in Ghana.

Definition of Terms

Adolescence: This is the stage of physical and psychological development that occurs between childhood and adulthood, roughly between the ages of ten and nineteen years.

Parental treatment Practices: These are the specific behaviours that are exhibited by parents to socialize their children. Examples include, assisting their wards with their homework, attending school functions, and shaping their wards in exhibiting desired behaviours.

School belongingness: This refers to defined as students' sense of attachment to their school, which fuels their desire to attend school on a consistent basis.

Academic engagement: This is defined as active, purposeful, adaptable, constructive, persistent, and focused interactions with the social and physical school environments.

Organization of the Study

This thesis contains five chapters. The study background, statement of problem, purpose of the study, significance of the study, and study organization are all included in the introduction of the first chapter.

The work related to the theoretical, conceptual, and empirical literature is covered in Chapter two. The study's methodology is covered in Chapter three of the study. The demographic, sample size, sampling techniques, research tools, and data collection techniques are all included in Chapter three. Also included are the

12

research concept and methodology. The discussion and analysis of the findings are the main topics of Chapter four. The summary, findings, and recommendations are all included in the final chapter of this work.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The literature on parental treatment practices and how it influences the school belongingness and academic engagement of adolescents are reviewed in this chapter. A theoretical framework, conceptual review, an empirical review, and a conceptual framework were used to organize the review of the literature.

Theoretical Framework

Two theories informed this study: Maslow theory of needs and Stage-environment fit theory.

Maslow's Theory of Needs

Abraham Maslow was a well-known psychologist who made a substantial contribution to the advancement of human psychology, as replicated by the investigation of human needs and motivation in modern society. Indeed, Abraham Maslow is widely regarded as a founder of human psychology and motivation in relation to the human environment. Abraham Maslow developed the theory of human needs, dubbed Maslow's hierarchy of needs. The ultimate theme of Abraham Maslow's hierarchy of needs is the examination of how a person's wish to meet specific individual needs influences their attitudes in various communities throughout society. Abraham Maslow's theory of needs, according to Mulwa (2008), is preceded by the idea that human action is genuinely driven by the urge to satisfy particular human wants in the society.

Abraham Maslow's hierarchy of needs method emphasizes the critical nature of meeting certain basic needs before considering other community needs. As a result, when using Abraham Maslow's hierarchy of needs, a few basic requirements for human existence must often be satisfied before looking at further requirements for human existence in the context of society. Fundamental human needs, in principle, serve as a solid foundation for all other human needs in society. The hierarchy of needs theory was put forth in 1943 by Abraham Maslow, a renowned expert on human motivation and needs at Brandeis University. According to Onah (2015), people are motivated by five different levels of needs: physiological needs, safety needs, belonging needs, esteem needs, and self-actualization needs. The study focuses on the third need which emphasizes the importance of belonging and feeling loved.

According to Moneva and Gonzaga (2020), a student needs to be cared for and cherished in order to feel a sense of love and belonging. They claim that since children tend to want this from their parents, parents should seize every chance to encourage their children to behave well and show an interest in learning. They came to the conclusion that any efforts made to meet these needs will significantly increase a learner's capacity and motivation to study.

People from various backgrounds frequently feel driven to connect themselves and belong to a social organization like a family, community, or community-based organization when they feel safe and secure in their surroundings. Without a doubt, this makes it possible for individuals to make a respectable contribution to the growth of different communities throughout

15

society. According to Mulwa (2008), when people lack a sense of security, they become concerned with belonging to a social group in which they can love and be loved. When people experience love and a sense of belonging, they feel better equipped to contribute rationally to the decision-making processes that enable communal growth in society's various communities.

The essential demands for love, affection, belonging, identification, and relationship are continually brought to the attention of every human being. Naturally, no one exists in society as an island unto himself. Individuals cannot exist in isolation from their social environment, as Mulwa (2008) correctly observes. He continues by stating that the presence of other people in society and recognition by others are strong affirmations of human existence. This means that, only when individuals feel loved and a sense of belonging to a family as a microsocial unit, a community as a social group, a society as a social group, can they gather the courage and poise to contribute rationally to community development in society.

Moneva & Gonzaga (2020) recognizes the need for emotional relationship between parents and adolescents which affects the students' behaviour at this level. Students may be more interested in their studies when good parent-child relationship is existent. They currently have enough affection and belonging to satisfy their needs. It suggests that the majority of students either have or experience intrinsic parental motivation. Students may have strong academic performance at school and positive behaviour toward learning if parents effectively reward their children (Niu, 2016).

16

It goes without saying that since the school is seen as a community, it is imperative to talk about as well as look at ideas of belonging inside the school. A student's school belongingness is essential to this motivation, much to how one's belongingness to social organizations and society influences one's desire to defend and enhance this framework. As a result, the success of the curriculum at the school depends on the sociological and psychological concept of belonging, which is important to Maslow's hierarchy of needs.

Stage-Environment Fit Theory

Eccles & Midgley (1993) developed this theory at the latter part of 1980 and early 1990s. The theory asserts that children perform better when their environment is developmentally appropriate, and that inappropriate environments have negative consequences. Extending Caplan's (1987) person-environment fit theory, that when individuals' environment is well-suited to them, they perform better at work and school. How parents approach their adolescent's transitional time can have a big impact on whether the child succeeds or engages in undesirable behaviour (Wang, Dishion, Stormshak & Willett, 2011). They also suggested that how parents and adolescents handle these changes and uphold the quality of their relationships may have a long-lasting effect on the behavioural development of the adolescents. The hypothesis of stage-environment fit ensures environmental suitability to progressive phases (Eccles et al., 1997). The stage-environment fit theory offers a thorough theoretical blueprint for thinking about the combined effects of adolescence, educational institutions, and parent-child relationships on both healthy and unhealthy adolescent development (Wang,

Dishion, Stormshak & Willett, 2011). The parent-child relationship is characterized in this study as, the activities of the parent and the adolescent that come from academic outcomes. When instructional techniques are attentive to the progressive needs of adolescents, an improved favourable stage-environment fit occurs, increasing the potential to learn which has a bearing on their school belongingness and academic engagement (Sahil & Hashim, 2011). With the assistance of their parents, a child can develop improved academic performance, a positive outlook on education, and motivation in both their personality and profession (Chohan & Khan 2010). Children's confidence in several educational pursuits is developed by their parents' motivation (Grolnick, 2015). In order to help their children develop an academic motivation, parents typically speak with their children about the value of school and educational matters (Ghazi, Ali, Shahzad, Khan & Hukamdad, 2010). Additionally, it would improve the students' willingness to learn if their parents gave them awards for their good academic work at school (Niu, 2016). However, the students' drive to study is sparked by how they see education, according to which their commitment to learning is driven by their desire for rewards and their concern for punishment from their teachers and parents (Gbollie & Keamu, 2017). Therefore, students are more motivated to learn in situation where parents are more invested in their children's education (Ubale, Abdullah & Abdurrahman, 2015). Students learn better and are more motivated to learn when parents support and help schools in their efforts (Ghilay Haita & Ghilay, 2015). More parental participation will encourage children to pursue their dreams and will aid in their ability to focus more on

18

academic performance (Omar, Ahmaid, Hasson & Roslan, 2017). Adolescents perform better in school thanks to their parents' drive and influence (Atta & Jamil, 2012). Parent-child relationships are one source of inspiration for students that is essential for their academic achievement (Mata, Pedro & Piexoto, 2018).

According to Shiner & Caspi (2003) adolescents desire independence, regard themselves as adults, develop a new type of personality, and develop relationships with others during this period of transition from childhood to adulthood. The developmental needs are marked by a strong need for autonomy which results in behavioural changes; frequently accompanied by mood instability, hostility, adventurousness, and drug and sexual activity experimentation, among other characteristics. Additionally, adolescents have an exaggerated sense of independence and invulnerability, believing they can handle difficult situations on their own (Pappalia, Olds, & Feldman, 2001).

As adolescents progress through high school, the gap between their desires for increased autonomy and their ability to exercise autonomy narrows (L'Esperance et al., 2013). According to L'Esperance et al. (2013), the high school environment frequently prioritizes content and performance over settling the needs of the student. Research on the significance of the relationship between teacher and student in relation to student learning outcomes in Ghana's public senior high schools has been undertaken by (Baafi, 2020). Torto (2020) argues, however, that this teacher-student relationship is typically characterized by the degree to which students are able to open up to their teachers. This means that students who are threatened and unable to open up to teachers would be denied

19

necessary assistance. Again, teachers who are supposed to act as substitute parents, fall short of their responsibilities due to this significant disconnect in their interactions with adolescents.

This reflects the researchers' contention that high schools are frequently guided by a more secondary mode of content delivery rather than a focus on the needs of students (Phillips, 2017; Shoshani & Slone, 2013). As a result, parental treatment practices are critical in bridging this divide and fostering an environment conducive to adolescent development. By allowing them to use their childhood as a launching pad, positive parental interactions can aid adolescents in exploring their own identities.

Another way to consider this mismatch between stage and environment is through the lens of opportunity to learn (Gee, 2008). If the instructional environment is not designed and maintained with the progressive needs of the learner in mind, the prospect to learn is diminished. On the other hand, increasing the alignment of instructional practices with student needs improves students' learning opportunities. Regardless of one's position, the critical role of parental treatment in enhancing adolescents' emotional needs cannot be overstated.

Effective parental treatment practices are defined as parenting that prioritizes the child's well-being, is adaptable in its pursuit, takes the child's perspective into account, and is benign in its explanations for children's behaviour. It is associated with an increased sense of parental efficacy, a lack of powerlessness toward children, and an absence of parental control overestimation.

There is evidence that these characteristics are mutually supportive and interdependent (Kahu, Nelson & Picton, 2017).

Conceptual Review

Harter (2012) argues that in order to comprehend the development of adolescents' self-image, we must first understand the significant relationships that adolescents have within their ecological contexts, followed by an understanding of how adolescents interpret those relationships, which may have an effect on their perception.

Adolescence

Adolescence is a transitional stage that is signalled by identifiable physical, cognitive, emotional and social changes. Adolescence is a transitional period that almost every individual goes through during their lifetime. Adolescents relate with facilitators including parents, instructors, and peers to get a deeper grasp of who they are and the world around them (Bornstein et al., 2013; Haugen et al., 2013).

Teachers, parents, and classmates have an impact on how adolescents feel about school and, to a lesser extent, how socially and intellectually capable they are in a classroom (Wentzel et al., 2010). Parental care and support, according to Fletcher, Steinberg, and Williams-Wheeler (2004), are critical when attempting to increase adolescents' school belongingness and academic engagement. According to earlier study, there is a connection between parental behaviours reported by children and externalizing behaviours, especially throughout adolescence (Frick et al., 1999). Adolescence is a time when teenagers may be counted on to give

21

accurate and meaningful evaluations about their parents and their own behavioural functioning, according to Barry, Frick, and Grafeman (2008).

Parental Treatment Practices

Parental treatment practices assist children in comprehending difficult behaviours and attitudes related with their outcomes (Rodriguez et al., 2009). Thus, parents can develop an interest in their children's relationships and activities and derive considerable and continuing pleasure from them (Moyer et. al, 2018). It is widely accepted that parental treatment practices influence school belongingness and academic engagement, both of which are related to academic performance (Brown & Iyengar, 2008). Parents and children must cooperate and approach one another in order to advance children's achievement. Adolescents' academic enthusiasm and behaviour are also unswervingly impacted by family activities and parental treatment, which are viewed as external influences. For instance, children benefit greatly when their parents engage them in caring and fun activities while they are working on their homework (Morawska & Sanders 2007).

According to research, the family-school connection is critical for eliciting desired behaviour in school-aged children. Parents can socialize their children in a plethora of ways. One way is through daily interaction and participation in their children's lives. Parental practices such as going for parent–teacher consultations, assisting children with assignment, monitoring after-school activities, and being involved in children's extracurricular activities all contribute to children maintaining their academic focus (Darling & Steinberg, 2017). The research on

22

parental treatment practices and adolescent academic achievement has largely focused on a few key parenting constructs namely, parental involvement, parental goals, values, and aspirations, and parental academic socialization (Zhu & Chang, 2019).

Parental Involvement

Parental involvement in education is a categorical word that refers to a variety of activities. Parental involvement can manifest as a myriad of acts made by parents to assist their children's success at home as well as at school, or it might take the form of subliminal educational expectations and beliefs (Hill et al. 2004; Seginer, 2006). But as people age, the home environment remains significant, and few studies have examined the home learning environment for high school children (Lam & Ducreux 2013). Parental involvement is critical to the success of the home learning environment. As a result, it alludes to the actions parents do to be involved in their kids' education. The home learning environment and the educational environment converge as a result of parental participation. Through their involvement in school and at home, parents have a significant impact on their adolescents' education (Jeynes, 2016). At the school level, parent involvement entails direct communication with teachers and other school personnel, as well as participation in school decision-making through parent-teacher meetings. On the other side, parental participation at home means helping children with their homework, having high prospects for their education, and emphasizing the significance of learning to children (Hill & Tyson, 2009; Lopez, 2001).

Chrispeels and Rivero (2001) discussed two established modes of parental involvement in adolescents' school curriculum. They believe that traditional procedures of parental involvement, such as attendance at school events and communication with school personnel, particularly teachers, are critical because they demonstrate parents' interest in and commitment to their children's education. This effectively strengthens the social bond between parents and teachers and demonstrates a genuine interest in and support for the child's education. As a result, achieving this goal benefits the child's school belongingness and academic engagement. In comparison, subjecting the child to adversity, such as manual labour, in order to supplement family support is referred to as non-traditional forms of parental involvement (Lopez, 2001). The social bonds that exist between parents, instructors, and students may not be much affected by this type of activity, even if it may serve to reinforce messages about the value of education (Chrispeels & Rivero, 2001; Lopez, 2001). Although we encourage unconventional parental participation strategies, this study focuses on more conventional strategies like participation at home and at school According to Yamamoto and Holloway (2010), parents who have high expectations for their children often see an increase in their children' drive and success. Parental expectations have been highlighted as a crucial element of parent participation that contributes to enhanced academic outcomes in studies looking at the impact of parental practices on children's academic outcomes (Jeynes, 2005; Agrahari & Kinra, 2017; Mhaidat & Mo'een, 2021).

24

The Role of Parental Goals, Values, and Aspirations in Adolescents Education

Outlining the goals, aspirations, and values they want their children to imbibe is a major part of how parents socialize their children. Parental goals and aspirations are best understood as internal representations of what parents desire for their children in terms of circumstances or outcomes. These in turn assist parents in interacting with their children more skillfully (Austin & Vancouver, 1996; Wentzel, 1998). Parental educational values reflect the value placed on academic success by parents (Eccles & Wigfield, 1995; Ford, 1992).

Parents may establish for their children particular academic objectives, including performing well in English class, passing out from high school, and going to the tertiary. Similar to this, parents may impart their opinions about school to their children, emphasizing the value of education, in an effort to instil similar values and beliefs in them. Parents' ambitions, goals, and values have all been connected to children's academic aspirations, school persistence, course enrolment, intellectual accomplishments, and college attendance (Astone & McLanahan, 1991). Researchers also discovered a relationship between parents' educational priorities and their children' academic success, tenacity, performance, and successful completion of school (Hoover-Dempsey et al., 2005).

Parental Academic Socialization

Parents' messages to their children with respect to academics and the relevance of education for their futures are referred to as academic socialization (Hill & Tyson, 2009). Parents communicate with their children in a numerous ways, comprising the importance of academic effort, the burden to execute, and

25

shame for failing to meet established standards (Mirowsky & Ross, 2017; Suizzo & Soon, 2006). Parents instil high academic expectations in their children to motivate them to improve their academic performance. They hope to do so in order to motivate them to excel academically. Parents praise adolescents for their accomplishments and rebuke them for their shortcomings.

Bempechat et al. conducted a literature review of the strategies employed by parents of fifth-graders who are African American, Indo-Chinese, Caucasian and Latino (1999). Their findings suggested that Latino and Indo-Chinese children felt greater guilt for their poor academic performance than their African American or Caucasian peers, indicating that these adolescents either felt embarrassed or that their parents encouraged them to feel shame (Fung, 1999). Additionally, adolescents' self-reported classroom participation and their level of shame were found to be negatively correlated by Mirowsky and Ross (2017), demonstrating that parental shame signals have a negative effect on adolescents.

Parents often send their children messages about academic pressure that encourage them to meet or exceed their standards and expectations (Mirowsky & Ross, 2017). The GPA, general math and reading proficiency, and reading and math self-concept of the child are all negatively correlated with parental deployment of academic pressure, orders, castigation, or forceful interactions, according to earlier studies (Rogers et al., 2009). According to the vast bulk of studies on parental pressure and shame, adolescents' academic performance is negatively impacted (Rogers et al., 2009). Despite evidence that these messages impair other than encourage progressive academic results, a small number of

26

research found no evidence that parental academic socialization messages of pressure and guilt negatively correlated with their adolescents' academic motivation and achievement (Suizzo & Soon, 2006; Holodynski & Kronast, 2009; Turner et al., 2002). The current study focuses on how perceived parental actions affect adolescents' sense of school belonging and academic engagement, but these inconsistencies shed light on the need for more research in this area.

By pushing their children to work harder than necessary to succeed in school, a process termed as effort socialization, parents can also aid their children in developing their academic abilities (Bempechat et al., 1999). Socialization messages regarding effort comprise discussions between parents and their children about the value of being diligent and making an effort in their academics (Suizzo et al., 2012). Parents' messages of effort have been found to be associated with successful academic performance, as opposed to signals that shame or pressure children. Bempechat et al. (1999) proposed the theory that parents' efforts could foster in their kids a drive for academic achievement. Suizzo et al. (2012) found that Latino adolescents who said their parents having emphasized the value of working hard also had higher levels of academic interest.

Sense of School Belongingness

According to Juvonen (2006), school belongingness as a concept refers to the need or motivation for behavioural change, or to the outcome of a social situation. Current psychological research proves that school belongingness is critical for understanding student behaviour and performance. The need for belongingness entails the desire to feel strongly connected to others and to view

27

oneself as deserving of love and respect. The assumption that students must experience a feeling of community within the school environment in order for belongingness to grow must usually be the starting point of the discussion of school belongingness (Gay, 2010; Hastie et al., 2006). Additionally, adolescents need to realize being valued as individuals. When adolescents experience hostility from both peers and instructors, they lose their sense of belonging to the greater school community (Burchinal et al., 2008; Wallace et al., 2012). Deci et al. (1991) predicted that unmet needs of children in educational environments would lead to decreased motivation, stunted growth, alienation, and subpar performance.

The process of becoming independent and self-sufficient during the early stages of adolescence is essential. In the following three ways, belongingness is related to autonomy. First off, when adolescents believe that others, especially instructors and peers, trust in their competency and aptitude, the prevalence of independent and self-governing conduct is raised (Anderman, 2002; Cokley et al., 2011). Second, students develop an opinion of themselves as trustworthy, exceptional, and autonomous people capable of doing required coursework when they receive praise and affirmation from others (Carter, Hawkins, & Natesan, 2008). Third, each of the other two fundamental psychological processes completes and highlights the others by being present. To behave independently and perform at a high level of competence, students need to have a feeling of connection with others in their setting. Even though belonging has been researched in a number of circumstances (Walton & Cohen, 2007); greater

advantages have recently been shown in studies on a sense of belonging in educational settings.

Despite this, according to Kaplan and Johnson (1992), adolescents who don't feel like they belong at school try to find other forms of belonging, which result in development of antisocial behaviour outlines. As a result, adolescents who don't feel like they belong at school may turn to gangs to express their feelings of self-expression and belonging. In this way, they attempt to identify with groups with which they feel a sense of belonging. Such groups foster an environment in which individuals can express themselves freely and also assists them in doing so. Members believe that the group is significant to them and that the group is significant to them. People who identify as members of a community trust it to take care of their needs and be there for them. The community has an emotional connection as well. This corroborates the research of Akar-Vural et al. (2013), who found that a decline in school belonging leads to an increase in school gang issues.

According to Meloro, a student might have a feeling of belonging by developing relationships with people in the school's social environment, particularly with teachers, classmates, and parents (2005). Academics in education have studied the effects of students' feelings of belonging in their classes and schools (Anderman et. al, 1999; Goodenow, 1993; Wentzel & Battle, 2001). Indicators of the school environment, such as self-efficacy, success expectancies, accomplishment values, positive feeling, effort, and engagement, as well as curiosity in learning, task goal objective, and academic performance, have

29

been connected to significant academic outcomes. Additionally, multiple studies have demonstrated a connection between being a part of a school community and participation in extracurricular activities, getting ready for class, finishing assignments, and attendance (Goodenow & Grady, 1993; Voelkl, 1995). Furthermore, it's likely that students' relationships with teachers in particular have an impact on how close to their parents they feel. Children with loving, secure parent-child relationships may develop stronger links with teachers, whereas children with disturbed parent-child relationships may deem it challenging to do so. Parent-child relationship may mediate a special part in academic motivation by conveying to adolescents proving they are worthwhile, capable, and deserving of being listened to, according to research on the crucial role of parents in adolescents' school performance.

Academic Engagement

This concept is crucial in motivational models since it is believed that motivational processes largely contribute to learning and growth through engagement (Waters, Cross, & Shaw, 2010). It is possible to notice behaviours, emotions, or cognitive characteristics linked to academic activity (Jimerson et al., 2003; Fredricks et al., 2004).

The behavioural component of academic engagement includes effort, attendance, focus in class, and participation in academic and extracurricular activities. Additionally, studying time and asking teachers for help are both examples of behavioural involvement. The three main types of behavioural engagement are engaging in positive behaviour, participating in learning, and engaging in

extracurricular activities (Fredericks et al. 2004). Following classroom rules is one example of positive behaviour. Students must engage in learning and academic work by paying attention, putting forth effort, persevering, probing questions, and playing a part in class discussions.

Student emotional engagement in relation to positive or negative relationships with instructors, staff, students, academics, and the institution is characterized by their attitudes, interests, and values (Fredericks et al., 2004). Students who are emotionally involved are more motivated to work and have greater ties to their schools. Students' reactive character, emotional reactions, and school identification are three essential components of emotional engagement. In the classroom, affective reactions might take the form of participation, boredom, worry, sadness, and happiness. Emotional responses can include positive or negative views toward the school and its teachers. School identity is concerned with students' feelings of importance and belonging within the institutional framework. The emotions that children have toward their peers, teachers, and school make up the emotional component of participation. This category includes both favourable and unfavourable responses to peers, teachers, and the classroom.

The cognitive dimension includes the students' perceptions and beliefs about themselves and their education, notably their self-efficacy, motivation, and aspirations. Another word for students' assessment of and readiness to learn challenging skills is cognitive engagement (Fredericks, et al., 2004). Cognitive engagement has both psychological and cognitive components, according to Fredericks et al (2004). The psychological component consists of motivating

31

goals and self-regulated learning in terms of dedication, care, and a readiness to make the sacrifices necessary to grasp challenging ideas and acquire new skills. In the psychological component, students' commitment to and motivation for studying are highly valued. The drive to succeed is a driving force behind this involvement. When studying and pondering, "thinking strategically" is a necessary skill. The cognitive component also involves self-regulated learning, metacognition, applying learning strategies, and cognitive flexibility. There is a universal consensus that context and surroundings play a critical part in many aspects of school participation, comprising school climate, classroom settings, and social interactions with peers and teachers (Fredricks et al., 2004; Sirin & Rogers-Sirin, 2004).

The disengagement of students demonstrates that the social systems in the community, school, and family all play a significant role in determining students' participation in school (Brewster & Bowen, 2004). Additionally, students who had the opportunity to serve in their communities had a lower likelihood of dropping out (Christenson & Thurlow, 2004). Students were less engaged in school when they perceived less support from these social systems. Conversely, a student's perception of additional support resulted in increased participation (Brewster & Bowen, 2004). For students to acquire attitudes toward their peers, teachers, and institutions that promote a sense of connectedness, affiliation, and belonging while simultaneously offering a wealth of learning and growth possibilities, the constructive engagement process is essential (Ting, Tan & Voon, 2020). The most significant determinant of students' learning and professional

32

development is how much time and effort they invest in academic pursuits. The amount of student effort put into academic and social activities has the biggest influence on student gains, according to Davis and Murrell (1993).

The Dynamics of Parental Treatment Practices in Enhancing the School Belongingness and Academic Engagement of Adolescents

It has been demonstrated that fostering adolescents' school belongingness, which can happen because of encouraging student participation in school events, meetings, and interactions with adults, improves both psychological and academic achievements (Kortering & Braziel, 2008).

According to Kortering & Braziel (2008), parental relationships do more than serve as a model for developing new relationships with the teacher and classmates. Apart from its role in shaping interpersonal relationships, the unique effects of parental attachment suggest that it acts as a motivating factor. One indication that parents may influence children's motivation in the classroom is the fact that a child's relationship with their parents appears to be an exceptionally strong predictor of their behavioural involvement. Children with a high level of parental relatedness may attend the school eager to socialize, that is, with a positive outlook and a readiness to take part in class activities, according to Carr & Springer (2010). On the other hand, adolescents who have a low level of parental relatedness could arrive to school unprepared or reluctant to satisfy the classroom's motivational requirements.

Adolescence is characterized by mood swings and attitudes that develop as a result of the comparison and competition they may face at school. Teachers and

33

peers play a significant role in this instance, and their knock-on repercussions may be detrimental to adolescents' development during their school years if not managed properly. Parental involvement as an academic socialization factor appears to be critical bedrock upon which adolescents rely in order to maintain a healthy balance and fit in well at school. Parents are viewed as a support structure by adolescents and act as a safe haven when confronted with the turbulent winds of this transitional period. They tend to ensure that students maintain a high level of academic engagement as they become less susceptible to adolescent difficulties. However, parents' harsh treatment of their children's academic performance may result in the development of delinquent behaviours. Additionally, a permissive parenting style may cause adolescents to lose their academic engagement and desire to perform significantly better than their potential. As a result, parents must strike a balance and become more adaptable in their interactions with adolescents, thereby positively affecting their school belongingness and academic engagement.

Empirical Review

The relevant earlier studies are covered by the empirical review. The six research objective that formed the framework for the empirical part of the study was taken into consideration.

Parental treatment practices which are believed to be important to adolescents

Several studies have tried to examine parental treatment practices that are regarded as important to adolescents. Gallarin and Alonso-Arbiol (2012), for instance, tried to define the roles of mothers and dads in connection to aggressive

34

behavior as well as the function that attachment performs as a mediator in the relationship between parenting styles and aggressive behavior. 330 girls and 224 boys made up the sample of 554 teenagers who were questioned about their attachment to their parents, parenting styles, and level of aggressiveness. Adolescents' attachment to each parent was favourably connected with that parent's acceptance and involvement, while coercion or imposition was adversely correlated with attachment to a lesser amount. The most economical explanation for the data using structural equation modelling was a full mediation model. The relationships between the two parental styles and violent behaviour were slight and categorically insignificant when attachment was taken into account. Adolescent violence was only correlated with father attachment.

Wang, Hill, and Hofkens (2014) also examined longitudinal patterns of parental involvement practices across middle and high school, as well as the relationship between these patterns and adolescents' academic, behavioural, and emotional adjustment. Additionally, differences in longitudinal associations between ethnic and socioeconomic status were examined, as well as the potential moderating effect of parental warmth. The longitudinal growth modelling technique was used to describe the relationships between various types of parental practices and adolescent outcomes across the seventh, ninth, and eleventh grades (mean ages = 12.9, 14.3, and 17.2 years, respectively) in a sample of 1,400 adolescents from diverse ethnic and economic backgrounds (51 percent female, 56 percent African American, 39 percent European American, 5 percent others). Each dimension of parental involvement had a distinct but significant effect on

35

adolescent outcomes. The researchers emphasized the critical nature of sound parental practices and how they can benefit adolescents.

In addition, taking into account both girls' and boys' genders as well as their progenitors' gender, Gómez-Ortiz, Romera, Ortega-Ruiz, and Del Rey (2018) investigated the connection between adolescents' perceptions of parenting behaviours and their participation in cyberbullying. The sample included 2060 Spanish secondary school pupils, with a gender ratio of 14.34 men and 47.9% women. Binary logistic regression and two-way ANOVA analysis were performed. In general, the more parents provided support and warmth for their children, the better it was for adolescents' wellbeing. The findings of the logistic regression analysis proved there were some significant disparities in the protective and risk factors between the sexes, and that these differences may have been caused by parenting behaviours. These findings shed light on the importance of good parenting practices and the necessity of involving family members in intervention programs.

In a recent study, Moral-García, Urchaga-Litago, Ramos-Morcillo, and Maneiro (2020) looked at the connection between children's levels of physical activity and academic achievement, as well as parental warmth, support, and discipline. Parental support, gender, and age were utilized as independent variables in a descriptive cross-sectional study of 1100 teenagers (12–16 years old), whereas sport satisfaction, physical activity (PA), and academic achievement were employed as dependent variables. The findings showed that adolescents valued parental warmth and support. Parental encouragement of physical and

36

recreational exercise encourages healthy lifestyles, enhances academic performance, and raises student pleasure with such activities at school.

Adolescents' perception of their school belongingness

The significance of belonging needs in social life and the wide range of academic and non-academic consequences have drawn considerable attention to the sense of belonging to school. Nichols (2008) examined how students' ideas of belongingness altered or didn't change through time and across school contexts by examining them in historical and modern school settings. 45 sixth, seventh, and eighth graders from a newly founded charter school in a significant American city in the Southwest participated in the study. To elicit both closed- and open-ended comments from the students, the author used interviewing techniques. The results showed those students' views of belonging differed, with some placing more value on social connections than others, or on opportunities or academic success. Using the research, the author created a model of belonging that combines students' opinions of the community at school with their own sense of belonging.

The factors influencing children's feelings of inclusion at school were examined by Ahmadi, Hassani, and Ahmadi (2020). Throughout the 2018–19 academic year, the target demographic was made up of all Urmia high school students (n=25,000). Hierarchical linear modelling was deployed to identify the relationship between school and student based factors (HLM). The research's conclusions revealed that factors at the student based improved adolescents' feelings of belonging at school. The variation in school belonging may also be influenced by factors at the school level, such as sense of fair play and

37

connections between teachers and students. The results supported the idea that instructors, friends, and families all have a big impact on how students experience school.

Adolescents' perception of their academic engagement

Wang and Eccles (2013) looked into the relationships between middle school students' impressions of their learning environment (support for the structure, options available, teaching for relevance, teacher and peer emotional support, and school engagement) throughout the longitudinal study (behavioural, emotional, and cognitive engagement). The sample consisted of 1157 adolescents from a diverse ethnic background. The results showed that many facets of the educational setting contributed in various ways to the three categories of school engagement, showing that both academic and school engagement are at a high level. Additionally, these associations were mediated entirely or in part by achievement motivation. More specifically, students' motivation for achievement was influenced by their perceptions of the school environment, and this in effect affected all three categories of school engagement in various means.

Whittaker (2018) also empirically determined student guided functions of academic engagement in African American boys. A total of 93 African American boys in grades 6-12 were involved in the study. The study's findings proved positive and statistically significant relationships between students guided functions, classroom-based asset-focused strategies, and academic engagement. The hierarchical regression analysis suggested that both classroom-based asset focused strategies and student guided functions were predictors of academic

38

engagement in African American boys. It was also revealed that students perceived their academic engagement to be satisfactory. However, classroom-based asset focused strategies were a stronger predictor of academic engagement. Findings from the study suggest that these student guided functions are predictors of academic engagement in the African American boys sampled.

Relationship between parental treatment practices and adolescents' school belongingness

Kuperminc, Darnell, and Alvarez-Jimenez (2008) explored the relationship between parental practices and their wards' school belongingness. A social capital theory-based path model was evaluated on Latino middle school students (n=195, 58% female, average age: 13.8 years) and high school students (n=129, 64% female, average age: 16.8 years). Students' perspectives on parental involvement, school belonging, and academic competence were elicited through questionnaires. According to the study, there is a substantial positive correlation between parental behaviours and their adolescents' sense of school belonging (r=.63, p<.05).

Yıldız (2016) examined how a number of serial factors moderated adolescents' connections to their parents and peers, parenting style, and a sense of general belongingness. Involved in the study were 218 high school students. The Personal Information Form, Parental inventory and Attachment with Peers, General Belongingness Scale, and Satisfaction with Life Scale were deployed to collect data from the respondents. The information was scrutinized using the Pearson correlation coefficient. Finding of the research revealed a positive

39

correlation between school belongingness and parental attachment practice (r=.72, p<.05).

Uslu and Gizir (2017) also investigated the extent to which peer ties, parental practices, and interactions between instructors and students can be utilized to forecast the school belongingness of adolescents based on their gender. 815 adolescents from nine public elementary schools in Turkey's center region of Mersin took part in the study's sample. The "Sense of School Belonging," "Teacher-Student Relationships," "Peer Relationships," and "Family Involvement" sub-scales were used to collect the data, which were subsequently translated into Turkish. A statistical technique called stepwise regression analysis was used to evaluate the data. According to the analyses of the complete sample, peer and teacher relationships were positively associated, and parental participation at home and at school were both significant predictors of adolescents' sense of school belonging. Additionally, the findings showed that parental practices played a significant role in predicting both genders sense of school belonging.

Relationship between parental treatment practices and adolescents' academic engagement

Simons-Morton and Chen (2009) used latent growth models to investigate the longitudinal relationship between school involvement, parental behaviours, and peer affiliation among sixth to ninth grade students. 2,453 students from seven public middle schools were evaluated five times as part of a program evaluation study between the fall of sixth and ninth grade. School engagement

40

and adaptability have somewhat diminished, while substance abuse, behavioural problems, and problem-behaving friends have increased and authoritative parenting strategies have decreased. Significant, positive, longitudinal correlations between school involvement and parental practices, expectations, and monitoring were fully mediated by growth in the number of bad friends. The findings demonstrated that tight parenting practices may increase school engagement both directly and indirectly by preventing friendships with bad friends and enhancing school adaptability.

Lowe and Dotterer (2013) tested the association between parental monitoring and the academic engagement and motivation of racial/ethnic minority adolescents as a function of parental warmth, as well as whether these associations varied between boys and girls. The 208 students who participated, 60% of whom were female and from an urban middle school in the Midwest of the United States, were in the sixth through eighth grades. 63% of them identified as African American, 12% as Latino, and 12% as mixed. The respondents completed an in-school survey that included questions about parenting, cognitive engagement, behavioural engagement (at-risk behaviour), and academic motivation (intrinsic motivation). The findings indicated a link between adolescents' motivation and engagement and parental monitoring. There were no gender differences in these connections. Fathers' warmth exacerbated the inverse association between parental monitoring and academic challenges, which was particularly pronounced in males. It was underlined how important it is to maintain a high degree of supervision within the context of cordial parent-

41

adolescent relationships in order to maximize academic success for minority children.

The relationship between academic motivation and engagement, as well as parental practices and involvement, were examined in a study by An (2015). Parenting behaviours and academic motivation have a favourable direct correlation, according to data from the Wabash National Study of Liberal Arts Education. Additionally discovered to have an effect on academic involvement are parental actions. Students that were dual enrolled demonstrated higher levels of motivation and engagement in their academic work than non-participants. These factors accounted for less than 20% of the effect of dual enrollment on academic attainment. Last but not least, for certain students, dual enrollment had a greater effect on their first-year college GPA at mid- and very-selective universities than it did on their first-year college GPA at extremely selective institutions (e.g., those who obtained college credit through dual enrolment but not through examination).

In order to examine the relationship between parental involvement and school engagement, Erol and Turhan (2018) administered the Parental Involvement Scale and the School Engagement Scale to 1488 students in the province of Elaz. The children in the study had favourable parental involvement, favourable evaluations of them, and favourable perceptions of their involvement in school. The disparity between male and female students' eagerness to learn is well documented. The school engagement scale and the measure of parental involvement exhibited a high and positive correlation. 16% of the variation in the

42

scores on the engagement to school scale was explained by the parental participation measure. Family participation in their adolescent's school activities should be promoted, and parental involvement in educational procedures should be increased.

Parental treatment practices that enhance school belongingness of adolescents

Parental involvement in education is still essential for fostering the development of healthy young people. Wang and SheikhKhalil (2014) examined the effects of various forms of parental involvement in the 10th grade on student achievement and depression in the 11th grade and conceptualized parental involvement practices as a multidimensional construct encompassing school-based, home-based, and academic socialization (approximately ages 15–17 years). This study also investigated if parental involvement increased adolescents' academic engagement, potentially leading to better results. In total, 1,056 youths participated in the poll; 53% of the males were European Americans, 40% were African Americans, and 7% were other. Parental methods of care, such as discipline and kindness, help adolescents feel more like they belong at school. Additionally, parental involvement affected adolescents' academic achievement and mental health both directly and indirectly through behavioural and emotional engagement.

Korpershoek, Canrinus, Fokkens-Bruinsma, and de Boer (2020) investigated the relationships between students' sense of belonging to their school and their motivational, social-emotional, behavioural, and academic functioning in secondary education. The study examined the variations in these associations

among several student assemblies (grade stage, socioeconomic status), measurement techniques, and geographical regions. The findings revealed a small to moderate positive correlation between behavioural, cognitive, and affective engagement, a small to moderate positive correlation between academic achievement and motivational outcomes like mastery goal orientation, and a small to moderate positive correlation between social-emotional results like self-concept and self-efficacy. Additionally, parental support aided adolescents in establishing a sense of school belonging. While the results varied somewhat by measurement instrument and region, they consistently demonstrated that school belonging played a significant role in students' school lives.

Parental treatment practices that enhance academic engagement of adolescents

In a longitudinal study of 110 mother-headed single-parent homes, Malczyk and Lawson (2017) surveyed the impacts of parental monitoring, parent-child attachment, and observed parent-child relationship worth on a child's academic engagement. We were particularly interested in how parental monitoring and academic involvement were related to the degree of the parent-child bond. The results showed that parental supervision and the standard of observed interactions were significant predictors of adolescents' academic engagement. But this partnership wasn't constant. In mother-headed homes with a female child, parental factors had the greatest impact on academic engagement. The amount of family income was also important. It was further discovered that warmth and parental support had a substantial impact on adolescents' academic involvement.

Datu and Park (2019) looked at how several aspects of academic engagement relate to parental love, support, and discipline in their study. The study also looked into how success goal orientations, which are intermediary factors that affect accomplishment outcomes, affected engagement results. Parental support and punishment were found to be positively related with affective, behavioural, cognitive, and emotional engagement. The correlation between emotional involvement and reported school friendliness was shown to be mediated by mastery-approach goals, as opposed to the relationship between agentic engagement and perceived school kindness, which was found to be mediated by performance-approach goals.

Conceptual Framework
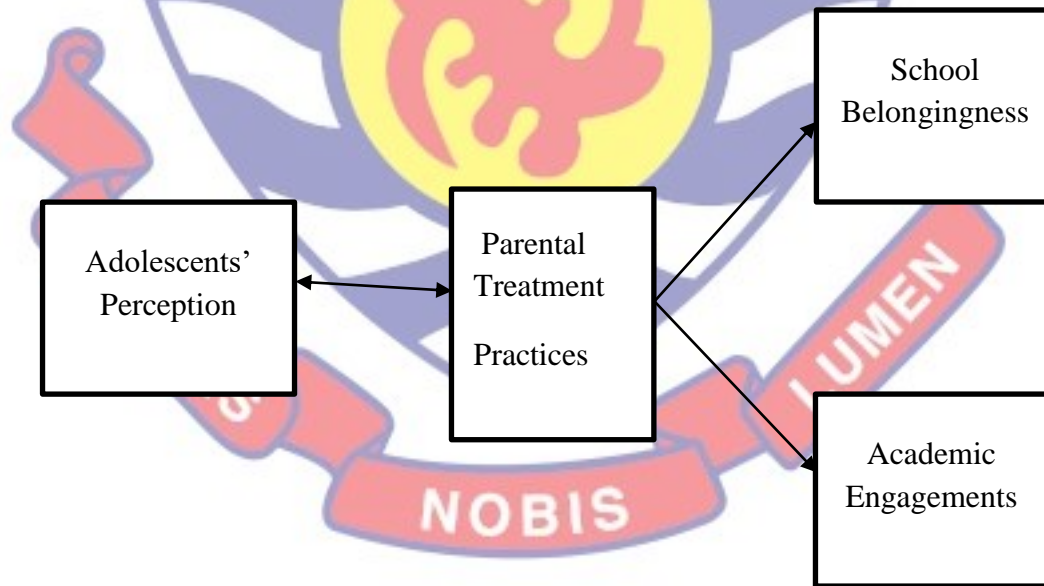
Figure 1: Conceptual Framework of the Study

Source: Author's construct

45

The framework denotes the study's objective of ascertaining adolescents' perceptions of parental treatment practices that they believed were critical in enhancing their school belongingness and academic engagement. Additionally, it aimed to elicit their general perceptions of their own school belongingness and academic engagements. Also, it depicts the quest to ascertain the relationship between parental treatment practice and the two dependent variables (school belongingness and academic engagement), as well as to ascertain which parental treatment practices increase students' school belongingness and academic engagement.

Parental treatment practices, a significant variable in this study, has been shown to influence adolescents' perceptions as well as their school belongingness and academic engagement. As such, it was used as a mediator variable in the study. Adolescents' perceptions of parental treatment practices are extremely important because they can have a positive or negative effect on them. As such, parental treatment practices were categorized into five dimensions namely; rejection, support, punishment, warmth and responsiveness. Adolescents' school belongingness were characterized by obedience to school and contentment in school, whereas academic engagement was had three dimensions which included behavioural, emotional and cognitive aspect of an adolescent. With regard to the related theories, love and belongingness needs and the stage-environment fit theory explicitly state that, a working and supportive environment geared towards the child's welfare provides the opportunity for the child to thrive. As a result, if parental treatment practices are carried out appropriately, adolescents' sense of

46

belonging and academic engagement will improve. Again, the perceptions adolescents develop as a result of parental treatment practices tend to regulate and dictate their behaviour at school, including whether or not they take academic work seriously.

Chapter Summary

This chapter looked at related researches that were pertinent to the topic. This chapter focused on the study's theoretical foundations, focusing on Maslow's theory of needs and Stage-environment fit theory. The applicability of these theories to this research was also discussed. The chapter also discussed the study's primary concepts and how they were related to one another. Parental treatment practice, school belongingness and academic engagement, were all clearly addressed in the conceptual review. Finally, the literature review examined various empirical findings of research conducted with regards to the study's specific objectives. The empirical literature is thought to be significant to the discussion of the study's conclusions. The next chapter explains the research method that was used to conduct the study.
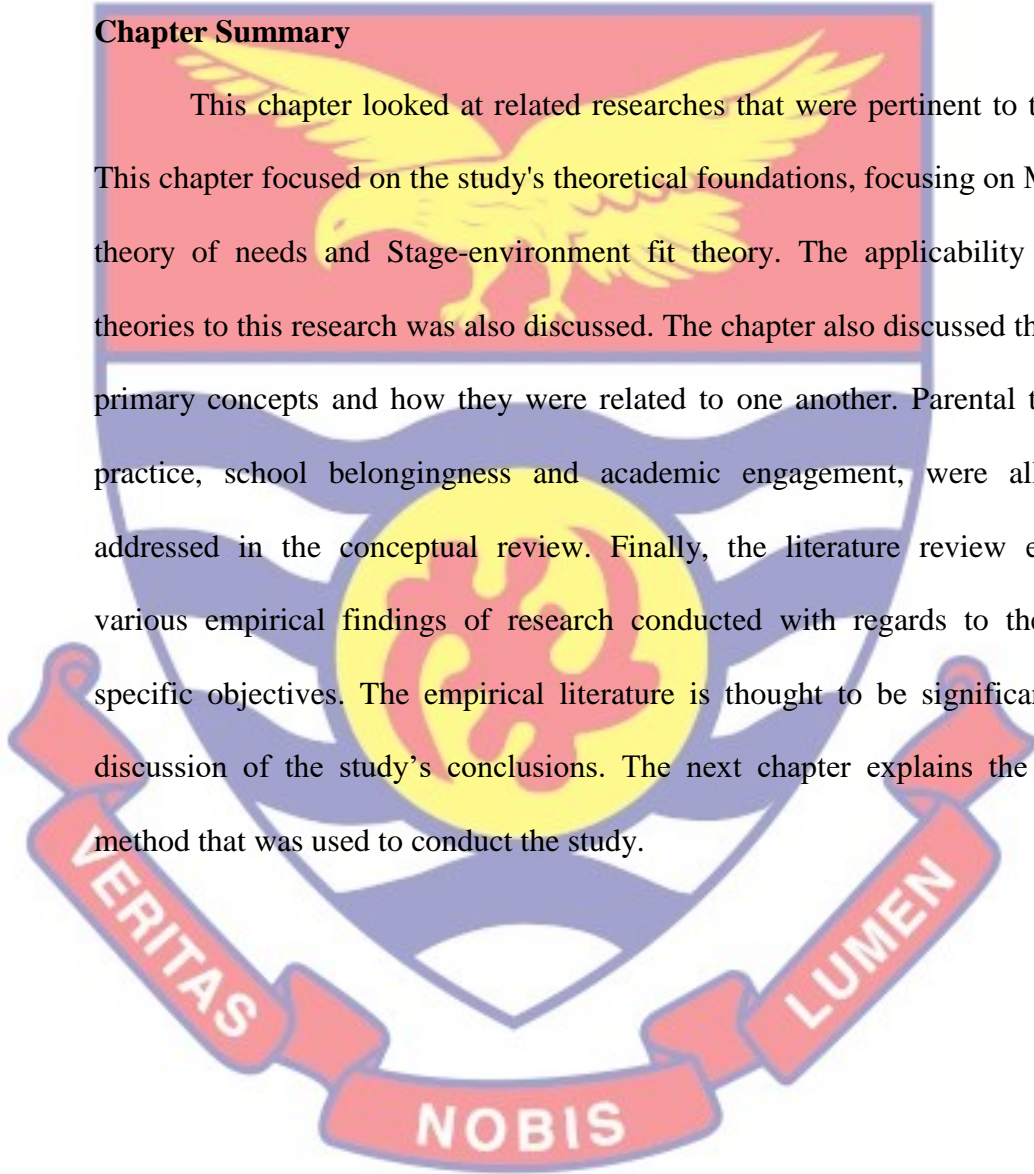
CHAPTER THREE

RESEARCH METHODS

Introduction

The methodology of the study is detailed in this chapter. This chapter discusses subjects including the research design, research population, sample and sampling process, and data gathering techniques. There is in-depth discussion of the study's design, context (a synopsis of the research topic), variables of interest, sample size calculation, data collection method, data processing and analysis, and ethical considerations.

Research Design

The study was a cross sectional design that employed a quantitative approach. The benefit of a cross-sectional study method is that it enables simultaneous comparison of several variables (Kesmodel, 2018). Quantitative research emphasizes objective measurements and statistical analysis of data in order to generalize findings among groups of individuals. In this context, Creswell (2014) argues that quantitative analysis is a practical substitute for assessing objective hypotheses by looking at the relationship between variables.

Since this study explored the association between the dependent variables (school belongingness and academic engagement) and the independent variable (parental treatment practices), the cross-sectional survey approach was acceptable. The researcher was able to gather information from in-school adolescents regarding their perceptions of parental treatment practices, school belongingness,

48

and academic engagement using this design. The information was acquired from the participants via well-structured questionnaires.

Study Area

The Central Region of Ghana was where the research was done. Ghana has sixteen administrative regions, with the Central region being one of them. The Gulf of Guinea is to the south, the Greater Accra region is to the east, the Ashanti and Eastern regions are to the north, the Western and Eastern regions are to the west, and the Greater Accra region is to the north. The Central Region is presently the fourth most populous region in Ghana, according to provisional statistics from the Ghana Statistical Service (2021), with a total estimated population of 2,859,821. The Central region is well-known for its many top-tier universities and high schools as well as having an economy that relies heavily on both tourism and a wealth of industrial minerals. In addition, the Central region is home to an array of some of Ghana's reputable senior high schools and a diverse population of adolescents from all over the country. The selected schools of interest were Ghana National College, Aggrey Memorial Senior High School, Edinaman Senior High School and Jukwa Senior High School. The schools are all located in four different districts in the region, namely; Cape Coast Metropolitan, Abura Asebu Kwamankese District, Komenda Edina Eguafo Abirem District and Twifo Heman Lower Denkyira District, respectively. Again, these are mixed schools and meet the need for a fair representation in the study.

49

Population

Adolescents enrolled in Ghanaian senior high schools were part of the target group. A target population is the group of persons from which a study aims to generalize its findings, according to Maxfield and Babbie's (2014) theory. The research population, in contrast, refers to the precise sampling frame from which a sample is selected.

Therefore, all adolescents enrolled in senior high schools in Ghana's Central region served as the study's target group.

Accessible population

The term "accessible population" refers to the study population to whom the researchers can generalize their findings. This group, which is a portion of the target population, is also known as the study population. Samples are chosen by researchers from the accessible population (Kothari, 2004). As a result, the complete Form 2 (Green track) and Form 3 student body at the four selected Senior High Schools in the Central region served as the accessible population for the study. The sum total of this population was 5,890 which include 2,832 males and 3,058 females. This population was chosen because it consisted of adolescents who had been enrolled for at least one year in the schools of interest and who were not experiencing transitional challenges, such as adjusting to new environments, which could have negatively affected their sense of school belongingness and academic engagement in the schools of interest. Specifically, this sample was chosen because it is a diverse group of adolescents, and young

50

adults from a variety of cultural and educational backgrounds as well as different socioeconomic classes in a single region.

Sampling Procedure

The sample size for this study was determined using the sample size determination table developed by Krejcie and Morgan (1970). As a result, in accordance with the recommendations of Krejcie and Morgan (1970), the sample size for the population of this study was three hundred and sixty-one (361) participants. However, the sample size is increased to 370 to cover for non-return rate of some questionnaires. This is in accordance with Cohen, Manion, and Morrison's (2011) proposal, which states that the sample size can be raised by up to 50%. It is possible that this figure may serve as a representative sample for a quantitative study that will be based on the entire population. In terms of statistics, the larger the sample, the more accurately it reflects the target group. The researcher used stratified sampling to gather his data.

When the characteristics of a population are diverse and researchers want to ensure that every attribute is correctly reflected in the sample techniques, they rely on stratified sampling to accomplish their goals. Given that the population was separated into homogeneous subpopulations known as strata, which were then used to pick the sample size, stratified sampling was utilized in the survey to ascertain the number of boys and girls to be included in the sample size in each of the schools. Furthermore, because the population of each of the four selected schools varied according to distinct subgroups, stratified sampling was deemed appropriate for use in determining the number of students selected relative to the

51

whole population. With the help of this sampling procedure, gathering vital information and data is made easier.

Sex of Sampled Participants

Table 1 represents the variation of participants' sexes among the study's sample.

Table 1: Sex Variation of Sampled Participants

Form	Male	Female
Form 2 (Green track)	61	53
Form 3	113	134
Total	174	187

The statistics in Table 1 show that majority of the respondents who were sampled were females, representing more than half of the total sample size. Also, majority of the respondents were in Form 3.

Participants were chosen on the basis of their desire and ability to cooperate. Only participants between the ages of 13 and 23 were included in the study, as they had a better comprehension of the phenomenon under investigation. Students in Forms 2 (green track) and 3 were involved in the study.

Inclusion Criteria

The circumstances for the addition of students among the sample are as follows.

1. Must be between 13-23 years.

2. Participant must at least be in the sophomore year.

3. Be willing to participate voluntarily.

Exclusion Criteria

The circumstances for exclusion of adolescents among the sample are the following.

1. Less than 13 years

2. The respondent is a fresher.

3. Refrain from participating in the study willingly.

Data Collection Instruments

The study variables were measured using the adapted questionnaires, and the procedures are explained in further fact in the sections that follow. Questionnaires with four sections were used for the quantitative research.

Demographic data: In the section A of the questionnaire, participants' personal data was gathered. These questions comprised sex, age, Parent educational background, and Parent occupation.

Parental Practices Scale for Children (Hernández-Guzmán et al. 2003)

Children were asked to complete this adapted questionnaire, which has 27 items arranged in five dimensions. Its purpose was to gauge how parents treat their adolescent children: Rejection (.89) has seven components: rejection (.84), punishment (.71), responsiveness (.71), warmth (.61), and support (.66), which each have six components. "My parent tells me that I am useless," "My parents praise me when I get good grades," and "My parent like to punish me" are some cases of things on the scale. This scale encompasses a 5-point Likert response arrangement; 1 = never, 2 = a few times, 3 = sometimes, 4 = most of the time, 5 = always. Items arranged on five point Likert scale were assessed between 1-5, with

53

1 as the lowest and 5 as the highest. The scale's internal correctness was tested in trials, and a Cronbach Alpha of 0.90 was found (Hernández-Guzmán et al. 2003). Following the ultimate data collection, the scale produced a reliability coefficient of .83.

Sense of Belonging to School Scale (SEBES) by Sanberk (2003)

The scale was developed by Sanberk (2003) to evaluate adolescents' overall attitudes toward their schools, as well as whether or not they identified with their schools and were content with their placements there. The ten-item measure was divided into two primary subscales, namely, adolescents' contentment with school (.86) and their compliance to school rules (.79).

Each subscale had five items and was scored using a Likert style scale with five possible outcomes, with 1 being the lowest and 5 the highest. The total Cronbach Alpha for the questionnaire was .85. In the wake of the primary data collection, the scale generated a reliability value of .71.

The University Student Engagement Inventory (USEI) by Maroco et al. (2016)

The University Student Engagement Inventory (USEI), an instrument developed by Maroco et al. (2016) that was adapted, was a brief analysis tool that was used to determine the level of academic engagement of students in the learning environment. Each subscale had five items, giving the scale a total of 15 elements.

The three subscales included Emotional Engagement (5-items, .88), Cognitive Engagement (5-items, .82) and Behavioural Engagement (5-items, .74).

54

The scale was scored based on agreement and disagreement where Strongly Disagreed (SD) =1, Disagreed (D) =2, Not Sure (U) =3, Agreed (A) =4 and Strongly Agreed (SA) =5. With the adaptation, the researcher maintained the five-point Likert type, but the scoring changed to Never=1, A few times =2, Sometimes=3, Most of the time=4 and Always=5, with 1 being the lowest and 5 being the highest. The USEI has a Cronbach alpha of 0.81. The USEI is ideal for this study because it is simple to comprehend and complete, has adequate reliability, and convergent/discriminant validity. In the wake of the primary data collection, the scale generated a dependability value of.84.

Pilot Testing of Instrument

Prior to employing the questionnaires in the study, a pilot study was conducted to assess their participant-comprehensibility and psychometric properties. The researcher also piloted to see if the four measures were effective at evaluating the concepts they promised to do so. Quantitatively, 36 pupils were piloted at University Practice Senior High Schools in Cape Coast. Experts advice that, the sample size for a pilot research be one-tenth of the overall size of sample for the bigger, thoroughly genuine study (Connelly, 2008). The respondents' ages at time of the study ranged from fourteen (14) to twenty-one (21) years. From the data collected during pilot testing, the parental treatment practice obtained Cronbach's alpha of .81; Sense of school belongingness scale obtained Cronbach's alpha of .68, while the student engagement inventory obtained Cronbach's alpha of .77. Since all reliability coefficients were above .60, it

implied that the instruments have high internal consistency (Wallen & Fraenkel, 2013)

Data Collection Procedure

To prove that the researcher was enrolled at the university, a letter of introduction from the psychology department at University of Cape Coast was first given to the administration of the schools. In addition, the school administration had been informed about the rationale and scope of the research project through a letter and was asked for their approval to participate. After demonstrating a willingness to allow the students to engage in the study, the administration of the schools granted administrative approval for participation in the study.

Participants were given questionnaires in the traditional pen-and-paper format. Questions were read to each participant and explained in detail to ensure clarity, after which answers were ticked to indicate level of satisfaction. Before the questionnaires were distributed to the participants, they were asked for their permission. Three hundred and seventy (370) questionnaires were issued, and three hundred and sixty-one (361) questionnaires representing 97.6% were returned to the researcher after being completed by the study participants.

Data Processing and Analysis

It was crucial to pin the data to statistical analyses and clarification when data collection was complete. Statistical Package for Social Science was used to organize and categorize the survey's obtained data (SPSS version 26). Based on the individual developers' interpretations, the overall score of the responses on the

various inventories was determined. To assist parametric data analysis, composite scores and sub-scale scores of the various inventories were computed. The responses were subjected to statistical analysis, including both descriptive and inferential analyses.

Descriptive analyses, more precisely frequencies, percentages, and standard deviations, were employed to examine the information for study questions 1 and 2. This was so, since the researcher sought to investigate the parental treatment practices believed to be important to adolescents and also, the perception of their own school belongingness and academic engagements. Research questions 3 and 4 were answered with Pearson Product Moment Correlation Coefficient, to examine the relationship between parental treatment practices and adolescents' school belongingness and academic engagements respectively. Information on research questions 5 and 6 were analysed adopting multiple linear regression to determine whether the perceived parental treatment practices enhanced the school belongingness and academic engagements of adolescents. The significance threshold for each statistical test was set at.05.

Ethical Considerations

Participation in the study was entirely voluntary. Respondents were informed that their responses would be kept confidential. In addition, participants were informed that the information gathered would only be utilized for the purpose of furthering understanding on adolescents' school belongingness and academic engagements in Ghana, not for any other reason. For those participants who were below 18 years, assent was sought from them and the teachers who

stand in as caretakers were consented. In addition, those who were above 18 years provided consent to the study.

Questions of confidentiality and anonymity were discussed among the group. On the questionnaire they were given, it was advised that they not write their names or anything else that could be used to get in touch with them directly. Aside from that, the American Psychological Association's (2016) code of conduct for researchers with human subjects was followed in all aspects of the study. This covers all guidelines for carrying out research with human subjects.

There were no risks or costs associated with participating in the study; the only thing that was lost was the time spent by participants filling out the questionnaires. The research's conclusions are meant to be used to inform decisions on educational policy that will, among other people, benefit the study's participants, the government, and the lead researcher.

Respondents had the option to pull out from the survey at any point during it. Participants were briefed that refusing to answer the questionnaire would have no impact on relationship already established, in case they had previously approved before.

Summary of Chapter

Information contained in the chapter was the research design, participant selection, data collection method, data collection tool, and data analysis. When analysing the information provided by respondents, as well as the study questions, descriptive statistical tools such as frequencies and percentages were used. Pearson Product Moment Correlation Coefficient was used to examine the

58

relationship from the research questions and findings. It was also necessary to utilize multiple linear regression in order to ascertain the implications of parental treatment practices on school belongingness and academic engagement of adolescents in the survey.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The survey looked at how adolescents' perceptions of parental treatment styles affected their school identity and academic engagement. The findings from the analyses of the field data are discussed in this chapter, along with the outcomes of the analyses. A return rate of 97.6% was achieved from the 370 questionnaires that were distributed, with 361 being correctly completed and returned. There are two sections to the chapter. The results on the demographic information of the respondents are reported in the first section, and the main conclusions in relation to the primary research topics are offered in the second.

Demographic Information

Demographic information includes: sex, age, class, parents educational background and parent's occupation.

Sex of Respondents

Table 2 displays the study participants' variation of participants by sex.

Table 2: Sex Distribution of Respondents

Sex	Frequency	Percentage (%)
Male	174	48.2
Female	187	51.8
Total	361	100.0

Source: Field survey (2021)

The statistics in Table 2 display that majority (51.8%) of the participants were females, representing more than half of the total sample size. This was because the study included mixed schools where the female population appear to dominate their male counterparts and account for the increased number of females in the sample than males.

Age of Respondents

Table 3 displays the study participants' variation of participants by age ranges.

Table 3: Age Ranges of Respondents

Age	Frequency	Percentage (%)
13-17	171	47.4
18-23	190	52.6
Total	361	100.0

Source: Field survey (2021)

From Table 3, more than half of the respondents (52.6%) in the study were between the ages of 18-23 years. This is largely owed to the fact that most of the participants belonged to the final year group thus, form 3 students who form the matured cohort of the senior high school population.

Since the researcher believed that age was a significant factor in the study and that adolescents as a group had certain characteristics and perceptions, he was interested in learning the average age of the respondents. In this study, the average age of the respondents was about 18 years (SD = 1.030). Given that adolescents in senior high school took part in the study, this is important.

Form of Study

As part of the demographic information, the survey aimed to identify the form of the participants. Table 4 shows the form of study of students assembled in this survey.

Table 4: Form of Study of Respondents

Form	Frequency	Percentage (%)
Form 2 (Green track)	113	3.13
Form 3	248	68.7
Total	361	100.0

Source: Field survey (2021)

From Table 4, majority of the participants (68.7%) in the study were final year students. This is because at the period of data collection, there were more third year SHS students than second year students; hence this is considered representative.

Parent Educational Background

Table 5 presents the level of education of the parents of students involved in this study.

Table 5: Parent's Level of Education

Level of Education	Frequency	Percentage (%)
No formal education	19	5.3
Basic education	143	39.6
Tertiary education	199	55.1
Total	361	100.0

Source: Field survey (2021)

From Table 5, it is apparent that large number (94.7%) of the respondents had parents who had some level of education. However, a few of the parents (5.3%) of the students involved in the study had no formal education. This implies that most parents had some form of formal education and thus they would have an interest in their children' schooling.

Occupation of Parents

Table 6 presents the occupation of parents of the students involved in the study.

Table 6: Parent's Occupation

Occupation	Frequency	Percentage (%)
Government sector worker	133	36.8
Private sector worker	81	22.4
Self-employed	147	40.7
Total	361	100.0

Source: Field survey (2021)

Table 6 shows 40.7% of the students involved in the study reported that their parents were self-employed. Furthermore, approximately 36.9% of the students involved in the study reported that their parents were government sector workers. While, 22.4% noted that their parents were private sector workers. The implication is that parents had the capacity to cater for the educational needs of their children because they were gainfully employed.

Main Results

The study's primary findings are presented in this section. According to the order of the study questions, the results are displayed.

Research Question 1

Which parental treatment practices are believed to be important to adolescents?

Research Question 1 sought to examine parental treatment practices which adolescents believed were important to them. Means, standard deviations, frequency, and percentage calculations were employed to scrutinize the data for this research question. An overall mean score from 27.0 to 50.0 was interpreted as negative parental treatment practice, 51.0 to 75.0 was interpreted as moderate parental treatment practice, while a mean of 76.0 and above was interpreted as positive parental treatment practice. Results from the analysis are present in Table 7.

Table 7: Parental Treatment Practices

Dimension	Mean	SD
Rejection	12.39	4.73
Punishment	18.40	3.72
Responsiveness	16.50	3.64
Warmth	18.27	2.87
Support	15.58	3.99
Overall	81.14	10.78

Source: Field survey (2021)

Table 7 displays the dimensions of parental treatment. From Table 6, it can be said that respondents believed that punishment ($M = 18.40$, $SD = 4.73$) was a major parental practice. Also, the respondents identified warmth ($M = 18.27$, $SD = 2.87$), responsiveness ($M = 16.50$, $SD = 3.64$) and support ($M = 15.58$, $SD =$

3.99) as other key parental practices. However, rejection ($M = 12.39$, $SD = 4.73$) was not a major parental practice. The overall parental treatment practice was positive ($M = 81.14$, $SD = 10.78$). Table 7 presents the distribution of the respondents' perceived parental treatment. These perceptions were categorized as positive or negative as presented in table 8 below.

Table 8: Perception of Parental Treatment Practices Among Respondents

Parental treatment	Frequency	Percentage (%)
Positive	264	73.1
Negative	97	26.9
Total	361	100.0

Source: Field survey (2021)

The results of Table 8 display that more than two-thirds (73.1%) of the respondents to the survey had favourable impressions of the parental treatment practices as children. The majority of youngsters believed their parents employed successful parenting methods, according to the research.

Research Question 2

What perception do adolescents have of their school belongingness?

This research question examined the perception of adolescent on their school belongingness. Pertaining data analysis related to this study issue, means and standard deviations were used. The findings presented in Table 9 are the result of the analysis of the data on school belongingness.

Table 9: School Belongingness of Respondents

School belongingness	Mean	SD
Contentment	16.02	2.88
Obedience	11.98	3.79
Overall	28.00	4.73

Source: Field survey (2021)

With regards to Table 9, among the two dimension of school belongingness, respondents reported higher level of contentment (M = 16.02, SD = 2.88), however the level of obedience (M = 11.98, SD = 3.79) was low. The overall mean suggested that school belongingness among the respondents was above average (M = 28.00, SD = 4.73). Generally, it can be said that the school belongingness among adolescent was good as level of obedience was considerably lower than contentment with school. The respondents who took part in the study's survey are shown to be academically engaged in Table 10.

Research Question 3

What perception do adolescents have of their academic engagement?

This research question examined the perception of adolescent on their academic engagement. Means and standard deviations were employed to evaluate data on the research question. Table 10 presents the results from the analyses of data on academic engagement.

66

Table 10: Academic Engagements of Respondents

Academic engagement	Mean	SD
Behavioural	20.32	3.68
Emotional	16.97	3.89
Cognitive	19.31	4.03
Overall	56.60	9.19

Source: Field survey (2021)

With respect to Table 10, among the three dimensions of academic engagement, respondents reported higher behavioural engagement ($M = 20.32$, $SD = 3.68$), followed by cognitive engagement ($M = 19.31$, $SD = 4.03$). However, they reported a low emotional engagement as compared to the other two dimensions ($M = 16.97$, $SD = 3.89$). The overall mean suggested that academic engagement among the respondents was above average ($M = 56.60$, $SD = 9.19$). In general, it can be deduced from the results that adolescents have good academic engagement.

Research Question 4

What is the relationship between parental treatment practices and adolescents' school belongingness?

The rationale behind this study was to explore the relationship between adolescents' feelings of school belonging and parental treatment practices. To investigate this association, the Pearson Product Moment Correlation Coefficient was applied. Table 11 displays the findings of the correlational study.

67

Table 11: Correlation between Parental Treatment Practice and

Adolescents' School Belongingness

	Variable	Parental treatment	School belongingness
Correlation (r)	Parental treatment	1.000	
	School belongingness	.257**	1.000

Source: Field Survey, 2021   p = .000   df = 359   N= 361

The findings from the correlational analysis between parental treatment practices and adolescents' sense of school belonging are presented in Table 11. According to the findings, a weak but significant association between parental treatment methods and adolescents' feelings of school belonging (r (359) =.257, p .05 was revealed. The findings show that when scores for parental treatment practice rise, so do those for school belongingness. Hence good parental treatment practices lead to better school belongingness among adolescents.

Research Question 5

What is the relationship between parental treatment practices and adolescents' academic engagements?

The relationship between parental treatment practices and adolescents' academic engagement was the subject of the fifth study question. To investigate this relationship, the Pearson Product Moment Correlation Coefficient was applied. Table 12 displays the findings of the correlational study.

Table 12: Correlation between Parental Treatment Practices and

Adolescents' Academic Engagement

Variable		Parental treatment	Academic engagement
Correlation (r)	Parental treatment	1.000	.265
	p = .000	df= 359	N= 361

Table 12 displays the results from the correlational analysis between parental treatment practices and adolescents' academic engagement. The findings show a weak relation between parental treatment practices and adolescents' academic engagement r (359) = .265, $p < .05$. The results depict that as scores for parental treatment practice rise, that of academic engagement also rise. Thus, good parental treatment practices result in better academic engagement among adolescents.

Research Question 6

Which parental treatment practices are perceived by students as enhancing their school belongingness?

The rationale behind research question 6 was to ascertain the parental treatment practices that influence adolescents' sense of school identity. The data for this investigation were analysed by way of multiple linear regression. The predictors were the dimension of parental treatment practices (rejection, punishment, responsiveness, warmth and support), while school belongingness was the criterion variable. The findings by regression analysis are shown in Table 13.

Table 13: Multiple Regression Between Parental Treatment Practices and

      School Belongingness

Variables	B	R Squared (R^2)	*SE B*	β	*t*	*p*
Constant	20.377	.139	1.936		10.525	.000
Rejection	.297		.052	.298	5.682	.000
Punishment	-.043		.076	-.034	-.571	.568
Responsiveness	.261		.069	.201	3.547	.000
Warmth	-.158		.102	-.096	-1.547	.123
Support	.213		.076	.180	2.805	.005

Source: Field survey, 2021   F= 12.613 (p < .01)   df= (5, 355)

     To predict whether a student will fit in at their school, a multiple linear regression model was developed based on parental treatment practices (rejection, punishment, responsiveness, warmth and support). According to Table 13, *F* (5, 355) = 12.61, *p* < .01, with an R² of .139, the whole regression model was significant. The results showed that rejection (β= .298, *p* < .01), responsiveness (β= .201, *p* < .01) and support (β= .180, *p* < .01) strongly positively predicted school belongingness (p .01, p .01). The model explained 13.9% of the variance. Thus, approximately 14% of the variation in school belongingness was predicted by parental treatment practices. From the results it can be further noted that a unit change in rejection caused a .297 change in school belongingness, a unit change in responsiveness resulted in a .261 change in school belongingness, and a unit change in support brought a .213 change in school belongingness. Thus, based on

the results, it can be deduced that rejection, responsiveness and support were the parental practices that boosted school belongingness of adolescents.

Research Question 7

Which parental treatment practices are perceived by students as enhancing their academic engagement?

The final research question focused on how parental treatment practices influenced adolescents' academic engagement. Multiple linear regression was adopted to evaluate the information related to this research question. Academic engagement served as the criterion variable, whereas parental treatment methods (rejection, discipline, responsiveness, warmth, and support) served as the predictors. The findings with regards to regression analysis are represented in Table 14.

Table 14: Multiple Regression Between Parental Treatment Practices and Academic Engagement

Variables	B	R Squared (R^2)	SE B	β	t	p
Constant	40.037	.116	3.810		10.507	.000
Rejection	-.220		.103	-113	-2.134	.033
Punishment	.469		.149	.190	3.155	.002
Responsiveness	.285		.136	.113	2.089	.037
Warmth	.128		.201	.040	.639	.523
Support	.232		.120	.101	1.549	.122

Source: Field survey, 2021   F= 10.456 (p < .01)   df= (5, 355)

To predict academic engagement, a multiple linear regression model was developed based on parental treatment practices (rejection, punishment,

71

responsiveness, warmth and support). As indicated in Table 13, the full regression model exhibited a significant $F (5, 355) = 10.45$, $p < .01$, with an R^2 of .116. The results show that whereas rejection ($\beta = -.113$, $p < .05$) was a significant negative predictor of academic engagement, punishment ($\beta = .190$, $p < .05$) and responsiveness ($\beta = 113$, $p < .05$) were significant and positive predictors. The model explained 11.6% of the variance. Thus, approximately 11.6% of the variation in academic engagement was predicted by parental treatment practices. From the results it can be further noted that a unit change in rejection caused a -.220 change in academic engagement, a unit change in punishment results in a .469 change in academic engagement, and a unit change in responsiveness brought a .285 change in academic engagement. From the results, it can be stated that rejection, punishment and responsiveness were the parental practices that boosted academic engagement of adolescents.

Discussion of Findings

The results of the data analysis have been addressed in light of earlier empirical literature. Where the study's conclusions concur or conflict with earlier research findings is discussed.

Parental treatment practices believed to be important to adolescents

As part of the objectives of this study, there is the need to identify the parental treatment practices that are seen as important to adolescents. Generally, the findings of the study communicate the notion that punishment from parents, warmth, responsiveness and support from parents were the parental practices that were deemed important from the perspective of adolescents. Thus from the

72

perspective of adolescent, it is critical for parents to demonstrate some form of warmth, respond to their needs but also punish inappropriate behaviour. Also, from the findings it was revealed that adolescent believed that their parents had good treatment practices. This implies that adolescent interpreted the various parental treatment practices as positive in nature.

This finding corroborates the finding of Gómez-Ortiz et al. (2018) who in a study that examined the perception of boys and girls on parenting practices and participation in cyber bullying. The result of the study revealed that, both sexes reported that parental practices were positive and also highlighted the importance of warmth, support and punishment in parental practice. Moral-García et al. (2020) revealed that adolescent regarded parental support and warmth as important. It is possible to deduce from the results of this research and previous research that parental practices towards adolescents improve healthy habits and benefit academic performance.

Although the work of Gómez-Ortiz et al. (2018) and Moral-García et al. (2020) is consistent with our findings, studies by Gallarin and Alonso-Arbiol (2012) and Wang et al. (2014) outlined divergent findings. Gallarin and Alonso-Arbiol (2012) examined the mediating role of attachment in the relationship between parental practices and aggressive behaviour, and to elucidate the distinct roles of mothers and fathers in relation to aggressive behaviour. Per the findings of Gallarin and Alonso-Arbiol (2012), acceptance and involvement were the key parental practices regarded as relevant to adolescents. In the same vein, Wang et al. (2014) who also investigated the longitudinal dynamics of parental

73

treatment practices across high school, as well as the connection between these dynamics and adolescents' academic, behavioural, and emotional adjustment. The results of their research showed that acceptance and parental support were more the important aspects of parental involvement.

The study findings conflict with those of Wang et al. and Gallarin and Alonso-Arbiol (2012). (2014). This gives many perspectives on parental practices from various locations, but it does not refute the conclusions of this study or those of earlier research. Therefore, the disparities between the findings of this research and those of Gallarin & Alonso-Arbiol (2012) and Wang et al. (2014) may be explained by contextual variations in the study environments. From the Ghanaian perspective, a parental treatment practice such as discipline through this study could be deemed important to young people however the situation may be different in some European countries, United States of America and some other countries.

Adolescents' perception of their school belongingness

The study also endeavoured to probe the perception of adolescents on their school belongingness and academic engagement. Generally, the results revealed that among the two dimension of school belongingness, respondents had reported higher level of contentment with their school. However, the level of obedience was low. Additionally, the study's findings indicated that adolescent school belonging was above average. Thus, school belongingness among adolescent was good although the level of obedience was considerably lower than contentment with school.

74

This finding is in line with Nichols' (2008) findings, who looked at how students perceived belonging in historical and modern school contexts and how these notions changed or didn't change over time and between contexts. Nichols (2008) found that school belongingness was important to both present and past students. It was also revealed that the level of school belongingness was considerably high among students just like the results of this study. Similarly, the finding of this research corroborate findings of Ahmadi et al. (2020) who investigated variables at the student and school levels associated with a sense of belonging to the school. Findings from their study revealed that student-level variables improved their sense of belongingness to school. This study's high degree of school belongingness can be ascribed to a sense of fairness, positive teacher-student relationships, and peer support.

Adolescents' perception of their academic engagement

With respect to academic engagement of adolescents, the findings revealed that adolescents perceived themselves to be behaviourally engaged. Also, the findings showed that there was some form of cognitive engagement from the perspective of students. Thus, it can be deduced from the findings adolescents put up the appropriate behaviour and were cognitively engaged in their school work.

Wang and Eccles (2013) looked at the associations between middle school students' perceptions of the school environment (support for the structure, availability of choice, teaching for relevance, teacher and peer emotional support) and school involvement in a longitudinal study. Adolescents were shown to be

75

more behaviourally and intellectually engaged in their schoolwork as well as to have higher levels of school involvement. These results support the notion that adolescents showed higher levels of behavioural and cognitive engagement in their academic work (behavioural, emotional, and cognitive engagement). Academic and school engagement was found to be high, according to Wang and Eccles' (2013) research. This was due to the discovery that students' perceptions of various parts of the learning environment had a distinct impact on the three categories of school engagement. Also, it was clear that students were cognitively and behaviourally engaged. This is further consolidated by Whittaker (2018) who also empirically employed hierarchical regression analyisis and determined student guided functions of academic engagement in African American boys and found a high level of cognitive and behavioural engagement. High level of cognitive and behavioural engagement among adolescents communicate that students were mentally prepared and thus put up appropriate behaviours that advanced their school work.

Relationship between parental treatment practice and adolescents' school belongingness

The fourth objective of this research was to determine the relationship between parental treatment practices and school belongingness. The findings show a positive significant link between parental treatment practices and adolescents' school belongingness. The findings reveal, good parental treatment practices could lead to a better sense of school belongingness among adolescents.

Thus, the practices of parents in training and socializing their wards could lead to improved sense of school belongingness in adolescents.

These findings as outlined by this study concur with the findings of Kuperminc et al. (2008) who scrutinized the relationship between parental practices and their children's school belongingness. Kuperminc et al. (2008) discovered a positive significant relationship between parental practices and school belongingness of children. Yıldız (2016) also investigated the serial-multiple mediation of general belongingness; parental practice and relatedness to parents and peers in adolescents and found a positive correlation between school belongingness and parental treatment practice. Studies by Uslu and Gizir (2017) that explored the degree to which teacher–student interactions, peer relationships found a positive significant relationship between parental practices and school belongingness. It is probable that the results of this study are similar to previous studies due to the universality of the relevance of roles of teacher and parents with respect to education of adolescents.

The results of this research and that of previous studies concur in underscoring the importance of parental treatment practices in improving the level of school belongingness among adolescents. Students who have a sense of belonging to school improve their academic performance as well as their sense of acceptance.

77

Relationship between parental treatment practice and adolescents' academic

engagement

The researcher wanted to know if there was a link between parental treatment practices and adolescents academic engagement. The findings demonstrated a positive relationship between parental treatment practices and adolescents' academic engagement. Thus, good parental treatment practices result in a better academic engagement among adolescents. In the same way, academic engagement of students is reduced when parents do not have good parental practices. This implies that when parents have good parental practices, they may lead to an improvement in the academic engagement of adolescent. Thus parental practices have the capacity to get adolescents behaviourally, cognitively and emotional engaged in academic work. This is most likely due to how involved parents are in their children's academic work.

Previous studies by Simons-Morton and Chen (2009) also revealed similar findings when they evaluated the relationships between school engagement and parental practices and peer relationship among sixth to ninth graders. According to Simons-Morton and Chen (2009), parental practices had a significant positive impact on adolescents' school and academic engagement. Similar conclusions were reached by Lowe and Dotterer (2013), who also looked into the relationship between parental monitoring and children's academic motivation and engagement. They found that there was a positive correlation between parental monitoring and children's academic motivation and engagement. In addition, An (2015) investigated how parental involvement and behaviours linked to academic

78

motivation and engagement, and found that both of these factors were positively correlated with high school students' academic engagement. Erol and Turhan (2018) also concurred with the findings of this research by concluding that parental practice such as involvement positively influenced the academic engagement of adolescents.

Several other studies have validated the results of this study by highlighting the importance of family practices and parental involvement in boosting adolescent academic engagement in high school. There are no known studies that argued that parental practices had an adverse effect on academic engagement of students. This can be associated to the fact the several studies worldwide as well as educational scholars have time and again stressed the relevance of parental practices and involvement in the enhancing academic performance and positive attitude of adolescent towards academic work.

Parental treatment practices that enhance school belongingness of adolescents

The study further sought to determine the specific parental practices that enhance school belongingness among adolescents. Parental treatment practices that were taken into consideration were rejection, punishment, responsiveness, warmth and support. The findings suggested that specific parental treatment practices that enhance the sense of school belongingness were rejection, responsiveness and support. Thus, based on the findings, it can be deduced that when parents reject some behaviours and attitudes of their wards, respond to the needs if their wards and show support for their wards, it has the capacity to enhance the level of school commitment of their wards.

79

Korpershoek et al. (2020) who examined the associations between students' school belongingness and students' behavioural, motivational, and social-emotional, behavioural, and academic outcomes in high school education also revealed results that are representative to that of this result. Korpershoek et al., (2020) found that support from parents enhanced the school belongingness of the adolescents. The findings demonstrated that school belonging was significant in adolescents' school lives, despite the results varying to some extent depending on the testing tool and location. While the results of Korpershoek et al. (2020) and this study are similar, Wang & Sheikh-Khalil (2014), who conceptualized parental involvement practices as a multidimensional construct that included school-based involvement, home-based involvement, and academic socialization, and examined the effects of various types of parental involvement on student achievement, arrived at different conclusions. Wang and Sheikh-Khalil (2014) noted that parental involvement practices like punishment and warmth improved school belongingness among adolescents. This however was not the case in this study. The inconsistent results between the research of Wang and Sheikh-Khalil (2014) and this study may be due to discrepancies in the research context and how the variables were measured.

Parental treatment practices that enhance academic engagement of adolescents

The final research objective was to identify specific parental treatment practices and how they influenced the academic engagement of adolescents. The findings revealed that rejection as a parental practice had a negative significant influence on academic engagement. Meanwhile, punishment and responsiveness

80

were the two parental practices that positively improved academic engagement. Hence from the results in can be stated that rejection, punishment and responsiveness were the parental practices that boosted the academic engagement of adolescents.

Studies on parental treatment practices that increase adolescents' academic involvement are well-known. However, in a longitudinal study of 110 mother-headed single-parent homes, Malczyk and Lawson (2017) examined the effects of parental monitoring, parent-child attachment, and observed parent-child relationship quality on a child's academic engagement. It was found that the association between parental supervision and academic engagement was modulated by the strength of the parent-child bond, which was of special importance. Observed relationship quality and parental monitoring were found to be predictive of children's academic engagement by Malczyk and Lawson (2017). Additionally, it was shown that parental warmth and support had a big impact on how engaged adolescents were in their academics. Datu and Park (2019) examined the relationships between several facets of academic engagement and parental love, support, and discipline. The usage of intermediary variables, such as accomplishment goal orientations, was also investigated in order to determine whether school kindness would have a direct impact on engagement results. Datu and Park (2019) discovered that parental support and discipline were positively correlated with agentic, behavioural, cognitive, and emotional engagement. The results of Malczyk and Lawson (2017) and Datu and Park (2019) are in line with

81

the findings of this study, which indicate that punishment and responsiveness are important in enhancing adolescents' academic engagement in senior high school.

Although the findings of this study are in consistent with previous research findings, it only goes to confirm how certain parent related factors and parental practices could impact the academic progress of adolescents. From the findings of this research, it is crucial to pay attention to parental warmth, punishment and responsiveness when addressing factors that could enhance positive academic engagement among adolescents.
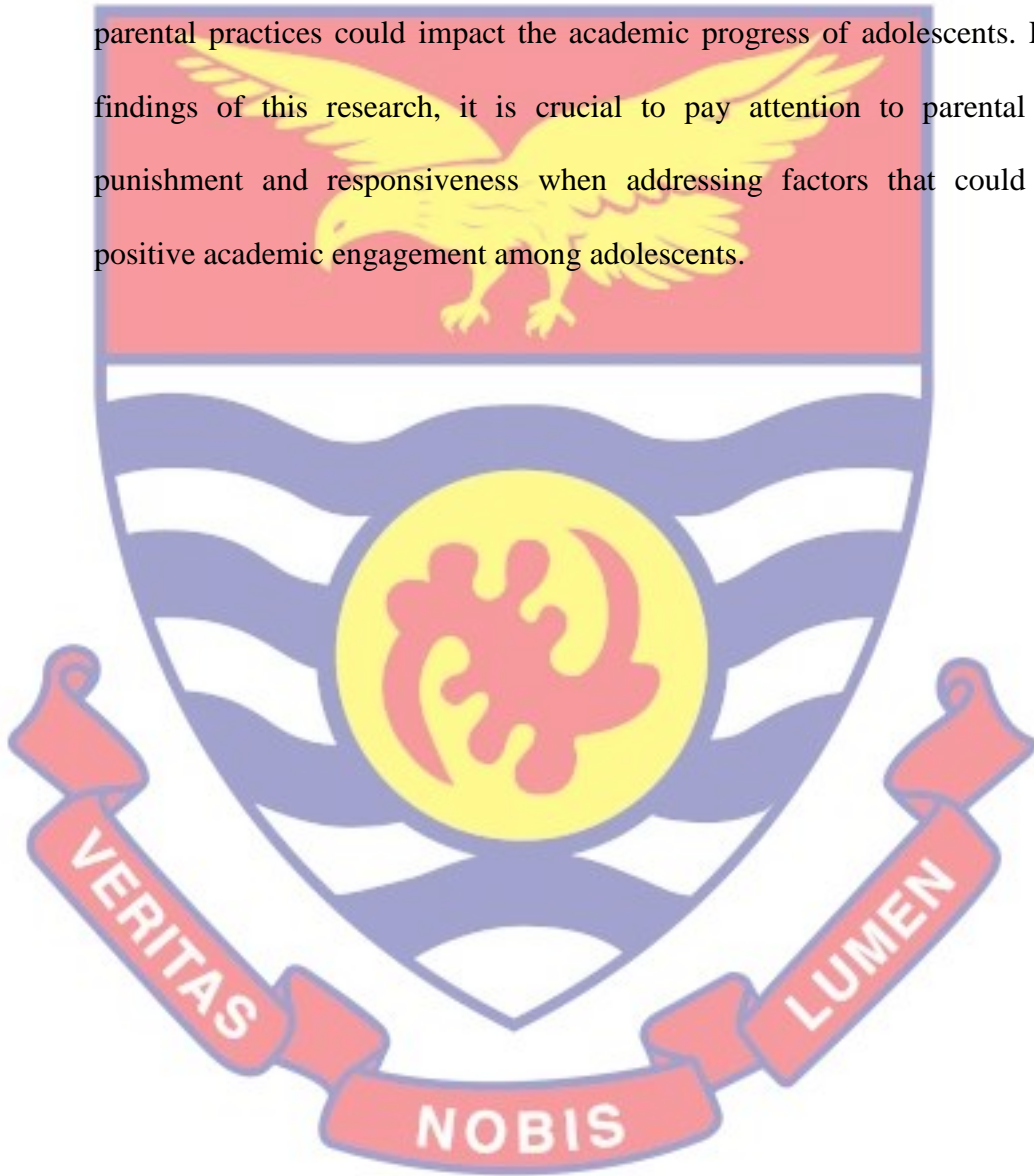
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The chapter explains the methodology of the research, highlights the relevant findings, offers conclusions, and offers important suggestions and requests for additional research.

Overview of the Study

The goal of this study was to find out how adolescents' perceptions of parental treatment practices influenced their school belongingness and academic engagement. A cross-sectional design and a quantitative methodology were employed. The study utilized four randomly chosen public schools located throughout the Central region, each in a different district. Three-set questionnaires for students in terms of Parental Treatment Practices (27-items), school belongingness (10-items) and student academic engagements (15-items) were employed for the research. The surveys were of the closed-ended variety and had 57 items. They were distributed into five (5) sections (A–D). Section "A" requested demographic data from the respondents, including sex, age, level, and the educational background and occupation of the respondents' parents. Section "B" solicited information on parental treatment practices from the respondents. Section "C" collected information from the respondents on sense of school belongingness. Section "D" required information on student academic engagement. The information from the study was analysed using frequency and percentage estimates, means and standard deviations, and multiple linear

regression. Using Pearson Product Moment Correlation, the variables in the study's variables were also compared to one another.

Key Findings

The majority of participants were females, with a mean age of 18 years. The survey enrolled only students in form two (green track) and three at the selected senior high schools. The following inference was reached from the analysis:

1. Among the dimensions of parental treatment practices, adolescents ranked punishment as the most important. While adolescents strive for independence during this stage, parents must continue to instil discipline as they shape them into a better version of themselves. For instance respondents reported in the study that, their parents spank them when they fail to do their homework and also show their displeasure when they get bad grades. Such practices by their parents go a long way in ensuring the adolescents developing the desired behaviour at school.

2. Adolescents' perceptions of their own sense of school belongingness indicated that the majority of them were content and happy to be associated with their schools, even if they occasionally violated school rules and regulations. Adolescents regarded their behavioural characteristics as critical to their education when it came to academic engagement.

3. Adolescents' feelings of belonging at school were positively correlated with parental treatment practices. In this study, the vast majority of

participants held the opinion that parental treatment practices by their parents were typically effective. For example, respondents reported that their parents show them love and are also patient with them with regards to their academics. This provides some cushion for the adolescents to thrive in at school because it gives them the enabling environment to focus on their study and progress at their own pace.

4. Parental treatment practices in handling their children and the academic engagement of adolescents were strongly correlated. Respondents reported in the study that their parents teach them things they want to learn as well as praising them when they get good grades. This support structure provided by the parents help in the adolescents achieving their utmost academic engagement at school.

5. As the findings indicated, adolescents' perceptions of rejection, responsiveness, and support by parents all contributed to their sense of school belongingness.

6. Additionally, along with rejection and responsiveness, punishment was one of the parental practices that adolescents perceived as enhancing their academic engagement.

Conclusions

The results of the research have a number of significant implications for understanding adolescents' perceptions of parental treatment practices, which have a trickle-down effect on their school belongingness and academic engagements. Without a doubt, parental treatment practices can help adolescents

85

adjust to school by increasing their overall sense of belonging and academic engagement. The findings concluded that adolescents have a widespread belief that their parents practice effective treatment. These factors influenced their sense of school belonging and academic engagement. Simply put, as parental treatment practices improved, school belongingness and academic engagements typically improved as well.

Adolescents experience different phases of changes and development which cause them to think and act differently from their childhood (Wang & Holcombe, 2010). Specifically, adolescents reconsider their relationships with their parents during adolescence (Steinberg & Silk, 2002) as they have been conditioned to listen and act on their parents' word from childhood through to adolescence. In the period of adolescence, it appears that there is a paradigm shift where they are conflicted with their own beliefs and that of their parents'. In as much as they would want to listen to their parents, they would also prefer to do things their way. Because of their inexperience with how the world operates, they are susceptible to myriad of challenges which might confront them, hence there needs to be a balance where they are guided by their parents, while still working in the best interest of the adolescents to ensure their wellbeing. This means that when children receive adequate care, support, understanding, encouragement, responsiveness, consistent discipline, and control, they are more probable to develop healthy school belongingness and academic engagements.

Recommendations

Taking into account the findings, the following recommendations were made:

1. It is crucial to consider the connection between parental treatment practices and adolescent behavioural outcomes, notably school belongingness and academic engagement, in the larger context of the quality of the parent-child relationship, particularly during the early adolescent years. It appears that information about this important relationship between parents and students regarding the education of adolescents is scarce in our local discourse. This enlightenment may prove beneficial in enhancing Ghanaian adolescents' sense of school belonging and academic engagement.

2. As was previously mentioned, parents must make a distinction between the appropriate level of parental control that leads to desired behavioural outcomes and too much control that may impair the developing adolescent's autonomy and be viewed by the adolescent as forceful. In the Ghanaian setting, views of adolescents are usually not taken serious enough to inform how they are treated. As a result, this study affords parents insight about this phenomenon and should ensure that adolescents have the autonomy to express and consider their own educational activities. When a self-motivated student perceives his immediate environment as supportive of his goals, he will be compelled to perform well in school. This consequently influences their sense of belongingness in school and academic engagement.

3. It has been established in the study that, as parental treatment practices improved, school belongingness and academic engagement of adolescents typically improved as well. As a result, it is imperative that parents create and maintain good parental treatment practices which afford adolescents the conducive and supportive environment to thrive in.

Suggestions for Further Research

While this study uncovered some intriguing and significant findings, it cannot be confidently stated that they reflect the general situation in the country until a nationwide study of senior high school adolescents in all regions of Ghana is conducted.

Future research should thoroughly examine all of the factors affecting students' academic performance in schools, including teachers, peers, and parents, in order to ascertain the underlying factors impeding students' school belongingness and academic engagement.

Finally, students' academic engagement and sense of school belongingness are broader in scope; thus, a paradigm shift is required in the Ghanaian context, where additional factors are investigated to assist Ghana's education stakeholders in addressing adolescent students' challenges.

REFERENCES

Abdallah, H., Fuseini, M. N., Abudu, A. M., & Nuhu, Y. (2014). Dilemma of basic school pupils in Northern Ghana with respect to their learning context. *Education Research International*, Article 140737. https://doi.org/10.1155/2014/140737

Agrahari, S. K., & Kinra, A. (2017). Impact of parental expectation on self-concept of adolescent. *Indian Journal of Health and Wellbeing*, *8*(11), 1357-1360.

Ahmadi, S., Hassani, M., & Ahmadi, F. (2020). Student-and school-level factors related to school belongingness among high school students. *International Journal of Adolescence and Youth*, *25*(1), 741-752.

Akar-Vural, R., Yilmaz-Özelçi, S., Cengel, M., & Gömleksiz, M. (2013). The development of the "sense of belonging to school" scale. *Eurasian Journal of Educational Research*, *53*, 215-230.

Allen, K., Kern, M. L., Vella-Brodrick, D., Hattie, J., & Waters, L. (2018). What schools need to know about fostering school belonging: A meta-analysis. *Educational Psychology Review*, *30*(1), 1-34.

American Psychological Association. (2016). Revision of ethical standard 3.04 of the "ethical principles of psychologists and code of conduct" (2002, as amended 2010). *The American Psychologist*, *71*(9), 900.

An, B. P. (2015). The role of academic motivation and engagement on the relationship between dual enrollment and academic performance. *The Journal of Higher Education*, *86*(1), 98-126.

89

Anderman, E. M. (2002). School effects on psychological outcomes during adolescence. *Journal of educational psychology*, *94*(4), 795-809.

Anderman, E. M., Maehr, M. L., & Midgley, C. (1999). Declining motivation after the transition to middle school: Schools can make a difference. *Journal of Research & Development in Education*, *32*(3), 131-147.

Ansong, D., Okumu, M., Bowen, G. L., Walker, A. M., & Eisensmith, S. R. (2017). The Role of Parent, Classmate, and Teacher Support in Student Engagement: Evidence from Ghana. *International Journal of Educational Development, 54*, 51-58.

Asare-Donkoh, F. (2018). Impact of social media on Ghanaian High School students. *Library Philosophy and Practice*, 0_1-33.

Astone, N. M., & McLanahan, S. S. (1991). Family structure, parental practices and high school completion. *American Sociological Review*, 309-320.

Atta, M.A. & Jamil, A. (2012). Effects of motivation and parental influence on the educational attainments of students at secondary level. Academic Research International. 2(3). 4-5. https://www.savap.org.pk

Austin, J. T., & Vancouver, J. B. (1996). Goal constructs in psychology: Structure, process, and content. *Psychological bulletin*, *120*(3), 338–375. https://doi.org/10.1037/0033-2909.120.3.338

Baafi, R. K. A. (2020). Teacher-Student Relationship and Student Learning Outcomes in Senior Public Secondary Schools in Ghana. *European Journal of Education Studies, 6*, 147-161.

Baidoo-Anu, D. (2017). *Perceived factors responsible for poor academic performance of junior high school pupils in Asikuma circuit of Asikuma-Odoben-Brakwa district* [Unpublished doctoral dissertation]. University of Cape Coast.

Barber, B. K., Stolz, H. E., Olsen, J. A., Collins, W. A., & Burchinal, M. (2005). Parental support, psychological control, and behavioral control: Assessing relevance across time, culture, and method. *Monographs of the Society for Research in Child Development*, *70*(4), i-147.

Barry, C. T., Frick, P. J., & Grafeman, S. J. (2008). Child versus parent reports of parenting practices: Implications for the conceptualization of child behavioral and emotional problems. *Assessment*, *15*(3), 294-303.

Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *The Journal of Early Adolescence*, *11*(1), 56-95.

Baumrind, D. (2005). Patterns of parental authority and adolescent autonomy. *New Directions for Child and Adolescent Development*, 2005(108), 61-69.

Bempechat, J., Graham, S. E., & Jimenez, N. V. (1999). The socialization of achievement in poor and minority students: A comparative study. *Journal of Cross-Cultural Psychology*, *30*(2), 139-158.

Bornstein, M. H., Jager, J., Steinberg, L. D., Lerner, R. M., Easterbrooks, M. A., & Mistry, J. (2013). *Handbook of adolescent psychology, Vol. 2: Contextual influences on adolescent development* (pp. 74-103). Hoboken, NJ: John Wiley.

Brewster, A. B., & Bowen, G. L. (2004). Teacher support and the school engagement of Latino middle and high school students at risk of school failure. *Child and Adolescent Social Work Journal*, *21*(1), 47-67.

Brown, L., & Iyengar, S. (2008). Parenting styles: The impact on student achievement. *Marriage & Family Review*, *43*(1-2), 14-38.

Burchinal, M. R., Roberts, J. E., Zeisel, S. A., & Rowley, S. J. (2008). Social risk and protective factors for African American children's academic achievement and adjustment during the transition to middle school. *Developmental Psychology*, *44*(1), 286-292.

Butakor, P. K., & Dziwornu, M. (2018). Teachers' perceived causes of poor performance in mathematics by students in basic schools from Ningo Prampram, Ghana. *The Journal of Social Sciences Research, 4*(12), 423-432.

Caplan, R. D. (1987). Person-environment fit theory and organizations: Commensurate dimensions, time perspectives, and mechanisms. *Journal of Vocational Behavior*, *31*(3), 248-267.

Carlo, G., Fabes, R. A., Laible, D., & Kupanoff, K. (1999). Early adolescence and prosocial/moral behavior II: The role of social and contextual influences. *The Journal of Early Adolescence*, *19*(2), 133-147.

Carlo, G., McGinley, M., Hayes, R., Batenhorst, C., & Wilkinson, J. (2007). Parenting styles or practices? Parenting, sympathy, and prosocial behaviors among adolescents. *The Journal of genetic psychology*, *168*(2), 147-176.

Carr, D., & Springer, K. W. (2010). Advances in families and health research in the 21st century. *Journal of Marriage and Family*, *72*(3), 743-761.

Carter, N. P., Hawkins, T. N., & Natesan, P. (2008). The relationship between verve and the academic achievement of African American students in reading and mathematics in an urban middle school. *Educational Foundations*, *22*, 29-46.

Caskey, M. M., & Anfara Jr, V. A. (2007). Research summary: Young adolescents' developmental characteristics. Retrieved from http:// www.N msa.org/Research/ResearchSummaries/DevelopmentalCharacteristics/tabi d/1414/Default.aspx

Chohan, B.I & Khan, R.M(2010). Impact of parental support on the academic performance and self-concept of the student. *Journal of Research and Reflections in Education, 4*(1). 14-26. http://www.ue.edu.pk/jrre

Chowa, G. A., Masa, R. D., & Tucker, J. (2013). The effects of parental involvement on academic performance of Ghanaian youth: Testing measurement and relationships using structural equation modeling. *Children and Youth Services Review*, *35*(12), 2020-2030.

Chrispeels, J. H., & Rivero, E. (2001). Engaging Latino families for student success: How parent education can reshape parents' sense of place in the education of their children. *Peabody Journal of Education*, *76*(2), 119-169.

Christenson, S. L., & Thurlow, M. L. (2004). Keeping kids in school: Efficacy of Check & Connect for dropout prevention of high-risk students. *Communique*, 32, 37-40.

Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (6th ed.). New York: Routledge.

Cokley, K., McClain, S., Jones, M., & Johnson, S. (2012). A preliminary investigation of academic disidentification, racial identity, and academic achievement among African American adolescents. *The High School Journal*, *95*(2), 54-68.

Connell, J. P., Spencer, M. B., & Aber, J. L. (1994). Educational risk and resilience in African-American youth: Context, self, action, and outcomes in school. *Child development*, *65*(2), 493-506.

Connelly, L. M. (2008). Pilot studies. *Medsurg Nursing*, *17*(6), 411-412.

Darling, N., & Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychological Bulletin*, *113*(3), 487-492.

Darling, N., & Steinberg, L. (2017). Parenting style as context: An integrative model. In *Interpersonal development* (pp. 161-170). Routledge.

Datu, J. A. D., & Park, N. (2019). Perceived school kindness and academic engagement: The mediational roles of achievement goal orientations. *School Psychology International*, *40*(5), 456-473.

Davis, T. M., & Murrell, P. H. (1993). A structural model of perceived academic, personal, and vocational gains related to college student responsibility. Research *in Higher Education*, 34(3), 267-289.

De Wolff, M. S., & Van Ijzendoorn, M. H. (1997). Sensitivity and attachment: A meta-analysis on parental antecedents of infant attachment. *Child Development*, *68*(4), 571-591.

Deci, E. L., Vallerand, R. J., Pelletier, L. G., & Ryan, R. M. (1991). Motivation and education: The self-determination perspective. *Educational Psychologist,* 26(3-4), 325-346.

Dix, T. (1992). Parenting on behalf of the child: Empathic goals in the regulation of responsive parenting. In I. E. Sigel, A. V. McGillicuddy-DeLisi, & J. J. Goodnow (Eds.), *Parental belief systems: The psychological consequences for children* (pp. 319–346). USA: Lawrence Erlbaum Associates.

Domènech Rodriguez, M. M., Donovick, M. R., & Crowley, S. L. (2009). Parenting styles in a cultural context: Observations of "protective parenting" in first-generation Latinos. *Family Process*, *48*(2), 195-210.

Eccles, J. S., Midgley, C., Wigfield, A., Buchanan, C. M., Reuman, D., Flanagan, C., & Mac Iver, D. (1997). Development during adolescence: The impact of stage–environment fit on young adolescents' experiences in schools and in families (1993). *American Psychologist, 48*(2), 90-101.

Elarousy, W., & Shaqiqi, W. (2017). Effect of physical abuse on academic achievement among secondary school female students in Jeddah. *Journal of Community & Public Health Nursing*, *3*, 166-178.

Erol, Y. C., & Turhan, M. (2018). The relationship between parental involvement to education of students and student's engagement to school. *International Online Journal of Educational Sciences*, *10*(5), 8-19.

Etsey, K. (2005, November). Causes of low academic performance of primary school pupils in the Shama Sub-Metro of Shama Ahanta East Metropolitan Assembly (SAEMA) in Ghana. In *Proceedings of the Regional Conference on Education in West Africa*.

Finn, J. D., & Rock, D. A. (1997). Academic success among students at risk for school failure. *Journal of Applied Psychology*, *82*(2), 221-234.

Fletcher, A. C., Steinberg, L., & Williams-Wheeler, M. (2004). Parental influences on adolescent problem behavior: Revisiting Stattin and Kerr. *Child development*, *75*(3), 781-796.

Ford, M. E. (1992). *Motivating humans: Goals, emotions, and personal agency beliefs*. New York: Sage.

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, *74*(1), 59-109.

Fung, H. (1999). Becoming a moral child: The socialization of shame among young Chinese children. *Ethos*, *27*(2), 180-209.

Gallarin, M., & Alonso-Arbiol, I. (2012). Parenting practices, parental attachment and aggressiveness in adolescence: A predictive model. *Journal of Adolescence*, *35*(6), 1601-1610.

Gay, G. (2010). Acting on beliefs in teacher education for cultural diversity. *Journal of Teacher Education*, *61*(1-2), 143-152.

Gbollie, C. & Keamu, H.P. (2017). Stuent academic performance: the role of motivation, strategies, and perceived factors hindering liberian junior and senior high school students learning. Education Research International. 2017.1-11. https://doi.org/10.1155/2017/1789084

Gee, J. P. (2008). A sociocultural perspective on opportunity to learn. *Assessment, Equity, and Opportunity to Learn*, 76-108.

Ghana Statistical Service. (2021). *2021 population and housing census: Summary report of final results Ghana statistical service.* Accra: Assembly Press.

Ghazi, S.R. Ali, R. Shahzad, S., Khan, M.S, & Hukamdad(3010). Parental involvement in children academic motivation. Asian Social Science.6(4).93- 99https://www.researchgate.net/publication/42368665_Parental_Involvement_in_Children_Academic_Motivation

Ghilay Y. Haita, I. & Ghilay, R. (2015). Pisms: parental influence on student motivation and self-esteem in primary education. Journal of Studies in Education. 5(4). 165-180. http://dx.doi.org/10.5296/jse.v5i4.8510

Gómez-Ortiz, O., Romera, E. M., Ortega-Ruiz, R., & Del Rey, R. (2018). Parenting practices as risk or preventive factors for adolescent involvement in cyberbullying: Contribution of children and parent gender. *International Journal of Environmental Research and Public Health*, *15*(12), 2664-2678.

Goodenow, C. (1993). The psychological sense of school membership among adolescents: Scale development and educational correlates. *Psychology in the Schools*, *30*(1), 79-90.

Goodenow, C., & Grady, K. E. (1993). The relationship of school belonging and friends' values to academic motivation among urban adolescent students. *The Journal of Experimental Education*, *62*(1), 60-71.

Grolnick, W. (2015). Mother's motivation for involvement in their children's schooling: mechanisms and outcomes. Springer Science+Business Media New York.39.63-73. Doi: 10.1007/s11031-014-9423-4

Grolnick, W. S., & Slowiaczek, M. L. (1994). Parents' involvement in children's schooling: A multidimensional conceptualization and motivational model. *Child Development*, *65*(1), 237-252.

Grolnick, W. S., Ryan, R. M., & Deci, E. L. (1991). Inner resources for school achievement: Motivational mediators of children's perceptions of their parents. *Journal of Educational Psychology*, *83*(4), 508-515.

Guvenc, H. (2015). The relationship between teachers' motivational support and engagement versus disaffection. *Educational Sciences: Theory & Practice*, *15*(3), 8-19.

Harter, S. (2012). Self-perception profile for adolescents: Manual and questionnaires. *Denver, CO: Univeristy of Denver, Department of Psychology*.

Hastie, P. A., Martin, E., & Buchanan, A. M. (2006). Stepping out of the norm: An examination of praxis for a culturally-relevant pedagogy for African-American children. *Journal of Curriculum Studies*, *38*(3), 293-306.

Haugen, T., Ommundsen, Y., & Seiler, S. (2013). The relationship between physical activity and physical self-esteem in adolescents: the role of physical fitness indices. *Pediatric Exercise Science*, *25*(1), 138-153.

Hill, N. E., & Taylor, L. C. (2004). Parental school involvement and children's academic achievement: Pragmatics and issues. *Current Directions in Psychological Science*, *13*(4), 161-164.

Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: a meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45(3), 740-761.

Hogg, M. A., & Adelman, J. (2013). Uncertainty–identity theory: Extreme groups, radical behavior, and authoritarian leadership. *Journal of Social Issues*, *69*(3), 436-454.

Holodynski, M., & Kronast, S. (2009). Shame and pride: Invisible emotions in classroom research. In *Emotions as bio-cultural processes* (pp. 371-394). New York: Springer.

Hoover-Dempsey, K. V., Walker, J. M., Sandler, H. M., Whetsel, D., Green, C. L., Wilkins, A. S., & Closson, K. (2005). Why do parents become involved? Research findings and implications. *The Elementary School Journal*, *106*(2), 105-130.

Jeynes, W. H. (2016). A meta-analysis: The relationship between parental involvement and African American school outcomes. *Journal of Black Studies*, *47*(3), 195-216.

Jimerson, S. R., Campos, E., & Greif, J. L. (2003). Toward an understanding of definitions and measures of school engagement and related terms. *The California School Psychologist*, *8*(1), 7-27.

Juvonen, J. (2006). Sense of Belonging, Social Bonds, and School Functioning. In P. A. Alexander & P. H. Winne (Eds.), *Handbook of educational psychology* (pp. 655–674). New York: Lawrence Erlbaum Associates.

Kahu, E., Nelson, K., & Picton, C. (2017). Students' interest as key driver of engagement for first year students. *Student Success,* *8*(2). 55-66. Doi: 10.5204/ssj.v8i2.379

Kaplan, H. B., & Johnson, R. J. (1992). Relationships between circumstances surrounding initial illicit drug use and escalation of drug use: Moderating effects of gender and early adolescent experiences. In M. D. Glantz & R. W. Pickens (Eds.), *Vulnerability to drug abuse* (pp. 299–358). USA: American Psychological Association.

Kesmodel, U. S. (2018). Cross-sectional studies–what are they good for? *Acta Obstetricia et Gynecologica Scandinavica*, *97*(4), 388-393.

Kiefer, S. M., Alley, K. M., & Ellerbrock, C. R. (2015). Teacher and peer support for young adolescents' motivation, engagement, and school belonging. *Rmle Online*, *38*(8), 1-18.

Korpershoek, H., Canrinus, E. T., Fokkens-Bruinsma, M., & de Boer, H. (2020). The relationships between school belonging and students' motivational, social-emotional, behavioural, and academic outcomes in secondary education: A meta-analytic review. *Research Papers in Education*, *35*(6), 641-680.

Kortering, L., & Braziel, P. (2008). Engaging youth in school and learning: The emerging key to school success and completion. *Psychology in the Schools*, *45*(5), 461-465.

Kothari, C. R. (2004). *Research methodology: Methods and techniques*. London: New Age International.

Koul, L. (2009). *Methodology of educational research.* (4th ed.). New Dehli: Publishing House Pvt Ltd.

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, *30*(3), 607-610.

Kunc, N. (1992). The need to belong: Rediscovering Maslow's hierarchy of needs. In R. A. Villa, J. S. Thousand, W. Stainback, & S. Stainback (Eds.), *Restructuring for caring and effective education: An administrative guide to creating heterogeneous schools* (pp. 25–39). USA: Paul H. Brookes.

Kuperminc, G. P., Darnell, A. J., & Alvarez-Jimenez, A. (2008). Parent involvement in the academic adjustment of Latino middle and high school youth: Teacher expectations and school belonging as mediators. *Journal of Adolescence*, *31*(4), 469-483.

L'Esperance, M. E., Lenker, E., Bullock, A., Lockamy, B., & Mason, C. (2013). Creating a middle grades environment that significantly improves student achievement: Educators in a North Carolina school district used this we believe principles to improve student achievement in the middle grades. *Middle School Journal*, *44*(5), 32-39.

Lam, B. T., & Ducreux, E. (2013). Parental influence and academic achievement among middle school students: Parent perspective. *Journal of Human Behavior in the Social Environment*, *23*(5), 579-590.

Law, P. C., Cuskelly, M., & Carroll, A. (2013). Young people's perceptions of family, peer, and school connectedness and their impact on adjustment. *Journal of Psychologists and Counsellors in Schools*, *23*(1), 115-140.

Lerner, J. (2009). The empirical impact of intellectual property rights on innovation: Puzzles and clues. *American Economic Review*, *99*(2), 343-48.

Lopez, G. (2001). The value of hard work: Lessons on parent involvement from an (im) migrant household. *Harvard Educational Review*, *71*(3), 416-438.

Lowe, K., & Dotterer, A. M. (2013). Parental monitoring, parental warmth, and minority youths' academic outcomes: Exploring the integrative model of parenting. *Journal of Youth and Adolescence*, *42*(9), 1413-1425.

Malczyk, B. R., & Lawson, H. A. (2017). Parental monitoring, the parent-child relationship and children's academic engagement in mother-headed single-parent families. *Children and Youth Services Review*, *73*, 274-282.

102

Maroco, J., Maroco, A. L., Campos, J. A. D. B., & Fredricks, J. A. (2016). University student's engagement: development of the University Student Engagement Inventory (USEI). *Psicologia: Reflexão e Crítica*, *29*(1), 21-32.

Mata, L, Pedro., I. & Piexoto, F. (2018) Parental Support, Student Motivational Orientation and Achievement : The Impact of Emotion. International Journal of Emotional Educational, 10(2).77-92.

Mata, A. D., Van Dulmen, M. H., Schinka, K. C., Swahn, M. H., Bossarte, R. M., & Flannery, D. J. (2012). Exracurricular activity involvement is associated with adolescent suicidality through school belongingness. *Vulnerable Children and Youth Studies, 7*(4), 347-356.

Maxfield, M. G., & Babbie, E. R. (2014). *Research methods for criminal justice and criminology*. Boston, MA: Cengage Learning.

Meloro, P. C. (2005). Do high school *advisory programs promote personalization? Correlates of school belonging*. USA: University of Rhode Island.

Mhaidat, F. A., & Mo'een, A. O. (2021). Parental expectations and their relationship with academic engagement and academic achievement among Hashemite university students. *Multicultural Education*, *7*(9), 4-13.

Mirowsky, J., & Ross, C. E. (2017). *Education, social status, and health*. London: Routledge.

Moneva, J., & Gonzaga, J. (2020). Parental Motivation and Students' Interest in their Studies. *Asia Pacific Journal of Academic Research in Social Sciences*, *5*(1).

Moral-García, J. E., Urchaga-Litago, J. D., Ramos-Morcillo, A. J., & Maneiro, R. (2020). Relationship of parental support on healthy habits, school motivations and academic performance in adolescents. *International Journal of Environmental Research and Public Health*, *17*(3), 882-895.

Morawska, A., & Sanders, M. R. (2007). Concurrent predictors of dysfunctional parenting and maternal confidence: implications for parenting interventions. *Child: care, health and development*, 33(6), 757-767.

Moyer, J. C., Robison, V., & Cai, J. (2018). Attitudes of high-school students taught using traditional and reform mathematics curricula in middle school: A retrospective analysis. *Educational Studies in Mathematics*, *98*(2), 115-134.

Mulwa, F.W. (2008). *Participatory monitoring and evaluation of community projects: Community based project monitoring, qualitative impact assessment, and people-friendly evaluation methods*. Nairobi: Paulines.

Nichols, S. L. (2008). An exploration of students' belongingness beliefs in one middle school. *The journal of experimental education*, *76*(2), 145-169.

Niklas, F., & Schneider, W. (2017). Home learning environment and development of child competencies from kindergarten until the end of elementary school. *Contemporary Educational Psychology*, *49*, 263-274.

Niu, L. (2016). Parental Motivational Practice, parent Involvement, and student, choice of study field in College. Word journal of Education, 6(5), 36-48 http://wje.sciedupress.com

O'Leary, S. G., & Vidair, H. B. (2005). Marital adjustment, child-rearing disagreements, and overreactive parenting: predicting child behavior problems. *Journal of Family Psychology*, *19*(2), 208-214.

Omar, R. Ahmaid, N. A., Hasson, S. A & roslan. S (2017) parental involvement and achievement motivational: association with student achievement in vocational college s, Malaysia. International Journal of academic research in business and social sciences. 1(4). 11-24 Doi : 10.6007 /15ARBSS/v7-i13/3648

Onah, D. F. (2015, June). Learners expectations and motivations using content analysis in a MOOC. In *EdMedia+ Innovate Learning* (pp. 192-201). Association for the Advancement of Computing in Education (AACE).

Osterman, K. F. (2000). Students' need for belonging in the school community. *Review of Educational Research*, *70*(3), 323-367.

Papalia, D. E., Olds, S. W., & Feldman, R. D. (2001). Physical and cognitive development in adolescence. *Human Development*, 406-443.

Paulson, S. E. (1994). Relations of parenting style and parental involvement with ninth-grade students' achievement. *The Journal of Early Adolescence*, 14(2), 250-267.

Phillips, K. M. (2017). *Professional development for middle school teachers: The power of academic choice in the classroom to improve stage-environment fit for early adolescents* [Unpublished doctoral dissertation]. Johns Hopkins University.

Rogers, M. A., Theule, J., Ryan, B. A., Adams, G. R., & Keating, L. (2009). Parental involvement and children's school achievement: Evidence for mediating processes. *Canadian Journal of School Psychology*, *24*(1), 34-57.

Sahil, S. A. S., & Hashim, R. A. (2011). The roles of social support in promoting adolescents' classroom cognitive engagement through academic self-efficacy. *Malaysian Journal of Learning and Instruction*, *8*, 49-69.

Sanberk, İ. (2003). *Student alienation scale (A validity and reliability study).* [Unpublished master's thesis]. Çukurova University, Institute of Social Sciences, Adana, Turkey.

Seginer, R. (2006). Parents' educational involvement: A developmental ecology perspective. *Parenting: Science and Practice*, *6*(1), 1-48.

Shaffer, A., Kotchick, B. A., Dorsey, S., & Forehand, R. (2001). The past, present, and future of behavioral parent training: Interventions for child and adolescent problem behavior. *The Behavior Analyst Today*, *2*(2), 91.

Shiner, R., & Caspi, A. (2003). Personality differences in childhood and adolescence: Measurement, development, and consequences. *Journal of child psychology and psychiatry*, *44*(1), 2-32.

Shoshani, A., & Slone, M. (2013). Middle school transition from the strengths perspective: Young adolescents' character strengths, subjective well-being, and school adjustment. *Journal of Happiness Studies*, *14*(4), 1163-1181.

Simons-Morton, B., & Chen, R. (2009). Peer and parent influences on school engagement among early adolescents. *Youth & Society*, *41*(1), 3-25.

Sirin, S. R., & Rogers-Sirin, L. (2004). Exploring school engagement of middle-class African American adolescents. *Youth & Society*, *35*(3), 323-340.

Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology*, *85*(4), 571-584.

Skinner, E. A., Zimmer-Gembeck, M. J., Connell, J. P., Eccles, J. S., & Wellborn, J. G. (1998). Individual differences and the development of perceived control. *Monographs of the Society for Research in Child Development*, i-231.

Spera, C. (2005). A review of the relationship among parenting practices, parenting styles, and adolescent school achievement. *Educational Psychology Review*, *17*(2), 125-146.

Steinberg, L., & Lerner, R. M. (2004). The scientific study of adolescence: A brief history. *The Journal of Early Adolescence*, *24*(1), 45-54.

Suizzo, M. A., & Soon, K. (2006). Parental academic socialization: Effects of home-based parental involvement on locus of control across US ethnic groups. *Educational Psychology*, *26*(6), 827-846.

Ting, J. K. S., Tan, V. M., & Voon, M. L. (2020). Factors Influencing Student Engagement in Higher Education Institutions: Central to Sustainability and Progression of the Institution. *European Journal of Molecular & Clinical Medicine*, *7*(6), 449-452.

Torto, G. A. (2020). Investigating the Type of Student Engagement That Exists in English Classrooms of Public Basic Schools in Ghana. *Open Journal of Social Sciences*, *8*(09), 69-91.

Turner, J. E., Husman, J., & Schallert, D. L. (2002). The importance of students' goals in their emotional experience of academic failure: Investigating the precursors and consequences of shame. *Educational Psychologist*, *37*(2), 79-89.

Ubale , A. Z , Abdullah , A. H , & Abdurrahman, T .(2015) A Relationship between parental involvement and intrinsic motivation on learning Islamic education. International Journal of academic research in business and social science.5 (7). 325-337. https://bit.ly/2Bhs0vu

Uslu, F., & Gizir, S. (2017). School belonging of adolescents: The role of teacher–student relationships, peer relationships and family involvement. *Educational Sciences: Theory & Practice*, *17*(1), 8-17.

Voelkl, K. E. (1995). School warmth, student participation, and achievement. *The Journal of Experimental Education*, *63*(2), 127-138.

Wallace, T. L., Ye, F., & Chhuon, V. (2012). Subdimensions of adolescent belonging in high school. *Applied Developmental Science*, *16*(3), 122-139.

108

Wallen, N. E., & Fraenkel, J. R. (2013). *Educational research: A guide to the process*. London: Routledge.

Walton, G. M., & Cohen, G. L. (2007). A question of belonging: race, social fit, and achievement. *Journal of Personality and Social Psychology*, *92*(1), 82-96.

Wang, M.-T., Dishion, T. J., Stormshak, E. A., & Willett, J. B. (2011). *Trajectories of family management practices and early adolescent behavioral outcomes. Developmental Psychology, 47(5), 1324–1341.* doi:10.1037/a0024026

Wang, M. T., & Eccles, J. S. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction*, *28*, 12-23.

Wang, M. T., & Sheikh-Khalil, S. (2014). Does parental involvement matter for student achievement and mental health in high school? *Child Development*, *85*(2), 610-625.

Wang, M. T., Hill, N. E., & Hofkens, T. (2014). Parental involvement and African American and European American adolescents' academic, behavioral, and emotional development in secondary school. *Child Development*, *85*(6), 2151-2168.

Waters, S., Cross, D., & Shaw, T. (2010). Does the nature of schools matter? An exploration of selected school ecology factors on adolescent perceptions of school connectedness. *British Journal of Educational Psychology*, 80(3), 381-402.

Wentzel, K. R. (1998). Social relationships and motivation in middle school: The role of parents, teachers, and peers. *Journal of Educational Psychology*, *90*(2), 202.

Wentzel, K. R., & Battle, A. A. (2001). Social relationships and school adjustment. *Adolescence and Education: General Issues in the Education of Adolescents*, *1*, 99-118.

Wentzel, K. R., Battle, A., Russell, S. L., & Looney, L. B. (2010). Social supports from teachers and peers as predictors of academic and social motivation. *Contemporary Educational Psychology*, *35*(3), 193-202.

Whittaker, R. D. (2018). Exploring the factors that predict *African - american middle and high school boys' academic engagement* [Doctoral dissertation]. Texas Tech University.

Wigfield, A., Eccles, J. S., Schiefele, U., Roeser, R. W., & Davis-Kean, P. (2006). *Development of achievement motivation*. USA: Wiley.

Yamamoto, Y., & Holloway, S. D. (2010). Parental expectations and children's academic performance in sociocultural context. *Educational Psychology Review*, *22*(3), 189-214.

Yıldız, M. A. (2016). Serial multiple mediation of general belongingness and life satisfaction in the relationship between attachment and loneliness in adolescents. *Educational Sciences: Theory & Practice*, *16*(2), 22-35.

Zhu, N., & Chang, L. (2019). Education and parenting in China. In *School systems, parent behavior, and academic achievement* (pp. 15-28). Springer, Cham.

Zimmer-Gembeck, M. J., Chipuer, H. M., Hanisch, M., Creed, P. A., & McGregor, L. (2006). Relationships at school and stage-environment fit as resources for adolescent engagement and achievement. *Journal of Adolescence*, *29*(6), 911-933.

111

APPENDICES

Appendix A: Questionnaire

UNIVERSITY OF CAPE COAST

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Dear respondent,

I'm doing some research. Please help me by answering this questionnaire completely and honestly. I guarantee that the data you supply will only be used for academic reasons and that it will be handled with strict confidentiality. I appreciate your time.

A: Background Characteristics

Instruction: Please, provide your background information here:

1.	Sex	a. Male [ ] b. Female [ ]
2.	Age	
3.	Level	a. Form 1 [ ] b. Form 2 [ ] c. Form 3 [ ]
4.	Parent educational background	a. Illiterate [ ] b. Basic Education [ ] c. Tertiary Education [ ]
5.	Parent occupation	a. Government worker [ ] Specify……………………………………. b. Private worker [ ] Specify……………………………………. c. Self-employed [ ] Specify……………………………………..

112

B: Parental Treatment

Instruction: Using the response scale, indicate how often the following statements apply to you:

Never=1, A few times=2, Sometimes=3, Most of the time=4 and Always=5

	Statement	1	2	3	4	5
1.	My parent tell me that I am useless.					
2.	My parent tell me that I am dumb.					
3.	My parent tell me I cause a lot of trouble.					
4.	My parent criticize me.					
5.	My parent tell me everything I do is wrong.					
6.	My parent ignore my feelings.					
7.	My parent yell at me.					
8.	My parent teach me things I want to learn.					
9.	We do things together.					
10.	When I need it, my parent help me to do my homework.					
11.	My parent praise me when I get good grades.					
12.	My parent hit me.					
13.	My parent like to punish me.					
14.	My parent hit me when I get bad grades.					
15.	If I do not do my homework, my parent spank me.					
16.	My parent strike my head or pulls my ear.					
17.	My parent forbid me to do what I like to do.					
18.	I can count on my parent					
19.	My parent help me when I have a problem.					
20.	My parent show me love.					
21.	My parent are patient with me.					
22.	My parent expect me to keep my stuff tidy.					
23.	My parent encourage me to do my best.					
24.	My parent like to talk to me.					
25.	We have friendly talks.					
26.	My parent comfort me when I am sad.					
27.	My parent hug me.					

C: School Belongingness

Instruction: Using the response scale, indicate how often the following statements apply to you:

Never=1, A few times=2, Sometimes=3, Most of the time=4 and Always=5
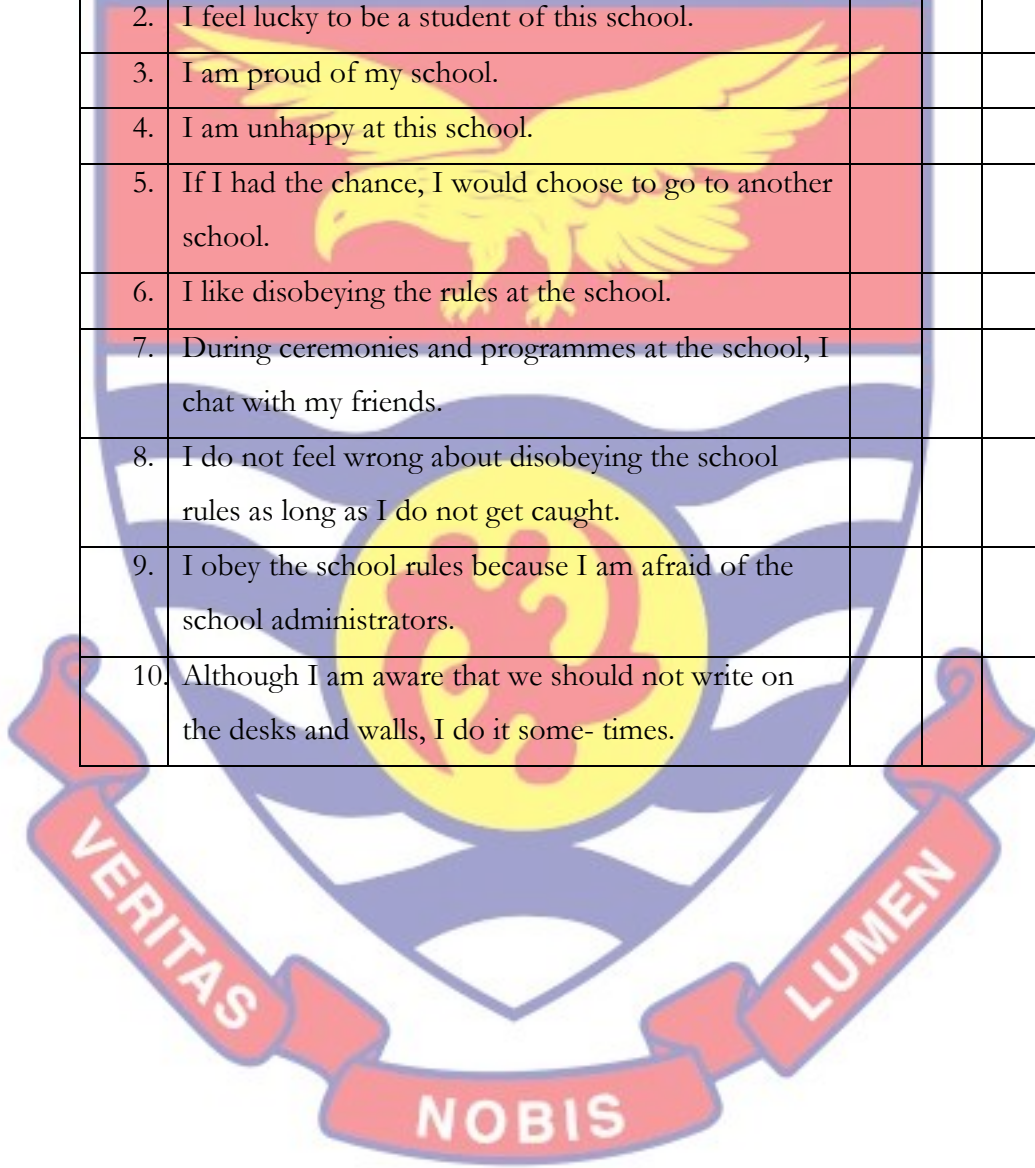
		1	2	3	4	5
1.	I am glad to be at this school.					
2.	I feel lucky to be a student of this school.					
3.	I am proud of my school.					
4.	I am unhappy at this school.					
5.	If I had the chance, I would choose to go to another school.					
6.	I like disobeying the rules at the school.					
7.	During ceremonies and programmes at the school, I chat with my friends.					
8.	I do not feel wrong about disobeying the school rules as long as I do not get caught.					
9.	I obey the school rules because I am afraid of the school administrators.					
10.	Although I am aware that we should not write on the desks and walls, I do it some- times.					

D: Academic Engagement

Instruction: Using the response scale, indicate how often the following statements apply to you:

Never=1, A few times=2, Sometimes=3, Most of the time=4 and Always=5

		1	2	3	4	5
1	I pay attention in class.					
2	I follow the school's rules.					
3	I usually do my homework on time.					
4	When I have doubts, I ask questions and participate debates in the classroom.					
5	I usually participate actively in group assignments.					
6	I don't feel very accomplished at this school.					
7	I feel excited about the school work.					
8	I like being at school.					
9	I am interested in the school work.					
10	My classroom is an interesting place					
11	When I read a book, I question myself to make sure I understand the subject I'm reading about.					
12	I talk to people outside the school on matters that I learned in class.					
13	If I do not understand the meaning of a word, I try to solve the problem, for example by consulting a dictionary or asking someone else.					
14	I try to integrate the acquired knowledge in solving new problems.					
15	I try to integrate subjects from different disciplines into my general knowledge.					

115

Appendix B: Introductory Letter

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Telephone: 0332091697
Email:dep@ucc.edu.gh

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

2nd March, 2021

Our Ref:

Your Ref:

Dear Sir/Madam,

THESIS WORK
LETTER OF INTRODUCTION
MR. BENJAMIN KOFI ANSAH

We introduce to you Mr. Benjamin Kofi Ansah a student with registration number EF/PPE/19/0008 from the University of Cape Coast, Department of Education and Psychology. He is pursuing a Master of Philosophy degree in Educational Psychology and he is currently at the thesis stage.
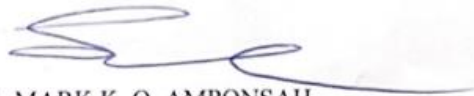
Mr. Kofi Ansah is researching on the topic: "ADOLESCENTS' PERCEPTIONS ON PARENTAL TREATMENT PRACTICES AND THEIR INFLUENCE ON SCHOOL BELONGNESS AND ACADEMIC ENGAGEMENTS."

He has opted to collect or gather data at your institution/establishment for his Thesis work. We would be most grateful if you could provide him the opportunity and assistance for the study. Any information provided would be treated strictly as confidential.

We sincerely appreciate your co-operation and assistance in this direction.

Thank you.

Yours faithfully,

DR. MARK K. O. AMPONSAH
HEAD

116

Appendix C: Ethical Clearance

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES-ERB/ucc-edu/v5/21-24

Date: 20th March, 2021

Your Ref: ....

Chairman, CES-ERB
Prof. J. A. Omotosho
jomotosho@ucc.edu.gh
0243784735

D. n/Chairman, CES-ERB
Fr. K. Edjah
kedjah@ucc.edu.gh
0244742357

Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0244786680

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

The bearer, Benjamin Kofi Ansah, Reg. No. EF/PPE/19/0008 is an M.Phil. / Ph.D student in the Department of Education and Psychology in the College of Education Studies, University of Cape Coast, Cape Coast, Ghana. He / She wishes to undertake a research study on the topic:

Adolescents' perceptions on parental treatment practices and their influence on school belongingness and academic engagements

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed his/her proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence his/her study. The ERB would be grateful if you would give him/her the necessary assistance to facilitate the conduct of the said research.

Thank you.
Yours faithfully,

Prof. Linda Dzama Forde
(Secretary, CES-ERB)