UNIVERSITY OF CAPE COAST

THE IMPACT OF PARENTING STYLES ON THE PERSONAL AND

SOCIAL DEVELOPMENT OF CHILDREN AT ELMINA-CENTRAL

REGION

JOAN OWUSU-GYAN

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SOCIAL DEVELOPMENT OF CHILDREN AT ELMINA-CENTRAL

REGION

BY

JOAN OWUSU-GYAN

Dissertation submitted to the Department of Educational Foundations of the Faculty of Education, University of Cape Coast, in partial fulfilment of the requirements for award of Master of Education Degree in Guidance and Counselling

MAY 2013

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation 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: Joan Owusu-Gyan

Supervisor's Declaration

I hereby declare that the preparation and presentation of this dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

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

Name: Dr. Stephen Baafi-Frimpong

ABSTRACT

This research focused on the impact of parenting styles on the personal and social development of children at Elmina. The study set out with the objective of finding out how pupils and parents in selected schools at Elmina perceived the types of parenting styles and their impacts on the personal and social development of children.

Descriptive research design was used for the study. A sample of 250 pupils and 250 parents were randomly selected. Questionnaires were used to gather data from the respondents. Out of the randomly selected sample, 241 pupils and 227 parents' responses to questionnaire items were analyzed using percentages and frequencies.

The major findings were that: There were four parenting styles (democratic parenting style, authoritarian parenting style, permissive parenting style and rejecting parenting style) used by parents in Elmina; Majority of parents in Elmina used democratic (authoritative) parenting style; Among the four parenting styles, democratic parenting style had the greatest positive influence on the academic work, physical health and social development of children; Permissive and uninvolving parenting styles also have moderate positive effect on social development and could both result in children becoming immature and lonely.

The study recommends that parents need to be educated to use democratic parenting style and combine parenting styles if necessary. Children should also be educated on their rights.

ACKNOWLEDGEMENTS

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DEDICATION

To Iris Akrasi Boateng and Kofi Akrasi Boateng.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION

Background to the Study

Parenting is the process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood. Parenting refers to the activity of raising a child rather than the biological relationship (Davies, 2000). In the case of humans, parenting is usually done by the biological parents of the child in question, although governments and society take a role as well. In many cases, orphaned or abandoned children receive parental care from non-parent blood relations. Others may be adopted, raised by foster care, or be placed in an orphanage (Bernstein, 2008).

Usually, parental figures provide for a child's physical needs, protect them from harm, and impart in them skills and cultural values until they reach legal adulthood, usually after adolescence. Among non-human species, parenting is usually less lengthy and complicated, though mammals tend to nurture their young extensively. The degree of attention parents invest in their offspring is largely inversely proportional to the number of offspring the average adult in the species produces.

There is a general, worldwide consensus that parents must provide for the basic physical and emotional needs of children in their care. There is also a universal understanding of the importance of building a wide variety of

physical skills and academic knowledge as the child progresses toward adulthood. Recently, there is an increased interest in children's rights. The following are children needs and developments and the parental tasks to satisfy these needs and developments (Wikipedia, 2010).

1. Physical security needs – the safety of a child's body and life: The parents should provide physical safety such as shelter, clothes, nourishment; protect a child from dangers and provide physical care and take care for a child's health.

2. Physical development – appropriate conditions for a healthy growth of a child: The parents should provide a child with the means to develop physically, train the body of a child through exercise and to develop habits of health.

3. Intellectual security needs – the conditions in which a child's mind can develop: The parents should provide an atmosphere of peace and justice and respect to one's dignity; provide an environment without fear, threat, and abuse; reading, writing, calculating; support and/or provide school related learning; teach social skills and etiquette.

4. Intellectual development – providing opportunity to a child to learn: The parents should help children in their moral and spiritual development as well as creating ethics and value systems with social norms that contribute to the child's beliefs, culture; and customs.

5. Emotional security needs – to help protect a child's psyche: The parents should provide a safe loving environment; give a child a sense of being loved, being needed, welcomed; emotional support, encouragement and provide attachment, caressing, hugging and touch.

6. Emotional development – developing the child's ability to love, care, and help: The parents should show empathy and compassion to younger and older, weaker and sicker and care for others and helping grandparents.

It is important to note that differences exist across cultures and even sometimes within cultures as a result of certain factors such as socio-economic status and beliefs. It is therefore not a surprise that there are big differences in the ways we approach parenting - our culture, the situations in our lives, and even the way our parents raised us influence what we think is the right way to parenting. What is surprising is the consistent findings about how these different styles of parenting seem to affect our children's development. Parenting style is believed to influence how children perform in school, relate to others, and whether or not they develop the personal strengths which help them to thrive and be able to deal with life's stresses (Baumrind, 1991).

There are two key aspects of parenting style (behaviour). They are parental support and parental control. Parental Support is the amount of care, closeness and affection that a parent gives to a child while Parental Control is the degree of flexibility that a parent uses in enforcing rules and disciplining a child (Baumrind, 1991). The parenting styles (parental support and parental control) have social, psychological and academic impact on the child. Increasingly, higher levels of parental support are related to a variety of positive outcomes for children including better academic achievement, higher self esteem, more social competence and better psychological adjustment (Amato & Booth, 1997).

Parenting style, as indicated earlier, tends to be a matter of cultural construct. For instance, parenting styles adopted by European parents may be different from that employed by African parents. This may be attributed to the differences in the contexts under which parental roles are carried out. European parents are generally perceived to be more permissive, this is because the parents are most of the time working so the parenting is done by educated (usually high school students) or trained nannies. These nannies are usually unable to control the children since the children do not see them as their biological parents. The children also lack emotional and psychological adjustment due to lack of care and attention from their biological parents which every child yearns for and which is good for emotional and psychological development of the child.

In Ghana, the researcher perceives the indiscipline of children to be attributed to poor parenting style. It has been noticed by the researcher that Ghanaian children luck parenting because the parents are busy trying to make money to support the family and in the possess ignoring other important responsibilities such as parenting. The children are left with the house helps who are usually illiterates and untrained nannies. These house helps are hired to cook, clean and do laundry. The children therefore train themselves personally or by peers who are also facing similar problem or trained by the uneducated house help. Children in Ghana experience teenage pregnancy, drug abuse, low academic achievement, low self esteem, unsocial competence and poor psychological adjustment. Most of the children end up with bad friends and turn out practicing antisocial behaviours such as rape, armed robbery and other immoral behaviours. These are problems that Ghanaians are

facing which need to be solved so that Ghana can produce great and intelligent future leaders required for its development.

The situation is not any different from what pertains in Elmina, which might be considered as one of the areas with very poor parenting when it comes to raising children. Most parents in the district are farmers who live home very early, usually at dawn and come back late when the children are asleep. Consequently, they hardly get time to see to the proper upbringing of their children. Unfortunately, most of them earn so little income that they cannot afford nannies, hence the children are left to cater for themselves and their younger siblings. These children therefore develop negative behaviours as mentioned above.

Statement of the Problem

In Ghana, it seems that most parents lack good parenting styles which affect their children's personal and social development. As mentioned earlier some of the effects on children's personal and social development include teenage pregnancy, drug abuse, low academic achievement, low self esteem, poor psychological adjustment, disobedience and other negative behaviours. As part of the measures to solve the problem of poor parenting, the government of Ghana introduced the Convention on the Rights of the Child (CRC) on 5th February 1990 to protect all children below the age of 18 in all aspects of their life. The first part of the Act outlines the basic rights of the child. The second part defines a child 'in need of care and protection', which covers children who are orphans, neglected or ill-treated, destitute, under the care of parents or guardians who are unfit to take care of the child or who is wandering and has no home and no visible means of subsistence. The third

part focuses on issues relating to parentage, custody, access and maintenance. The fourth part deals with adoption, and interestingly, fosterage, which for the first time is regulated. The fifth part provides some guidelines concerning child labour and apprenticeships. Any contravention to the Children's Act is an offence and is liable to a fine which ranges from 5-10 million cedis or imprisonment for a term not exceeding one or two years or both depending on the part of the Act that was contravened. Despite the comprehensive nature of the Act, the reality is that children's lives have not improved much. For instance, in interviews conducted by Afua Twum-Danso -the Child Rights Programme Manager at the Centre for Community Development Initiatives (CCDI), an NGO based in the UK- with over 200 children in Accra, one thing that they pointed to over and over again was the need for parents to show love and pay attention to their children. This is ample evidence that parenting is an important issue for consideration in Ghana. Among others the current spate of sexual abuse and rape cases among children can be attributed to poor parenting. For example, in early February 2006 a 7-year-old girl in the Ashanti region of Ghana was raped by her grandfather, a man in his late 60s, and later tested HIV positive. Approximately a week later the media reported that a 4-year-old girl had been raped by an 81 year old man. The high number of children engaged in illegal mining, head-porterage (i.e. kayaye), fishing, quarrying and many other forms of child labour as well as the exposure of children to places such as bars, hotels and other places of entertainment where a person may be exposed to immoral behaviour can also be attributed to poor parenting.

Unfortunately, it appeared not much study has been conducted in the

area of parenting. In particular, no research on parenting style and its impact on children has been conducted at Elmina. Therefore investigating the impact of parenting style on the personal and social development of children at Elmina constitutes the focus of the present study.

Purpose of the Study

The general purpose of the study was to find out the impact of parenting styles on the personal and social development of children at Elmina. Specifically the study focused on;

1. The dominant parenting style used by parents at Elmina.

2. The influence of parenting styles on the social development of children at Elmina.

3. The influence of parenting style on the academic achievement of children at Elmina.

4. The influence of parenting style on the physical health of children at Elmina.

Research Questions

The research sought to provide answers to the following questions:

1. What is the dominant parenting style used by parents at Elmina?

2. What is the influence of parenting styles on the social development of children at Elmina?

3. What is the influence of parenting style on the academic work of children at Elmina?

4. What is the influence of parenting style on the physical health of children at Elmina?

Significance of the Study

The findings of this research would contribute to the body of knowledge on the impact of parenting styles on the personal and social development of children at Elmina. The study could serve as important guideline for the education of parents on the appropriate parenting styles to use so that the children will have positive personal and social development. The study may also help identify the type of parenting styles that should be ignored because they affect the personal and social development of children negatively. Finally the study will help policy makers to make polices on parenting.

Delimitation of the Study

There were so many parenting styles however, this research would pay attention to four main parenting styles thus democratic parenting style, authoritarian parenting style, permissive parenting style and neglecting parenting style. The concept of social development is very broad. However, for the purpose of this study, the concept would be restricted to the child's relationship with parents, peers and teachers. Personal development would also be restricted to the child's academic achievement and physical health (such as stress, fatigue, sickness etc). The study would not cover the whole of the Central Region but it was confined to Elmina.

Limitations of the Study

The research could have covered all schools in Ghana; however, due to resource and time constraints the study was limited to selected schools at Elmina. For this reason the findings cannot be generalize to the whole country. The main instrument used was questionnaires and biases in questionnaires

cannot be entirely ruled out. Particularly, issues such as immaturity of children, permanent injury from parents beating affected respondents' emotion and integrity. Respondents' inability to complete the questionnaires, other respondents' inability to fill the form while other respondents' lost the questionnaires or some pages of the questionnaires. In the process of collecting the research data, problems such as unwillingness of some participants to participate by collecting and answering the questionnaires was encountered. There was also difficulty in retrieving questionnaires from respondents because they lost or destroyed the questionnaire. Some participants forgot to fill the questionnaires while some participants also did not complete filling the questionnaires. These affected the validity of the conclusion.

Definition of Terms

Asymmetrical parenting: It is going to extremes for one child while continually ignoring the needs of another.

Dogmatic or cult-like: It is harsh and inflexible discipline with children not allowed, within reason, to dissent, question authority, or develop their own value system.

Appeasement: It is the act of parents rewarding bad behaviour even by their own standards, and inevitably punishing another child's good behaviour in order to maintain the peace and avoid temper tantrums (Peace at any price).

The guard dog: It is a parent who blindly attacks family members perceived as causing the slightest upset to their esteemed spouse, partner, or child.

9

The politician: It is a parent who repeatedly makes or agrees to children's promises while having little or no intention of keeping them.

Münchausen syndrome by proxy: It is where a child is intentionally made ill by a parent seeking attention from physicians and other professionals.

Organisation of the Rest of the Study

Chapter two deals with review of related literature, both primary and secondary sources were reviewed. The literature review involves theoretical as well as empirical review.

Chapter three deals with methodology used for the study. It describes the research design, population, sample and sampling procedure, instruments, data collection procedure and data analysis procedure. Chapter four deals with the results of the study and the discussion of the findings. The analysis and discussions are organized in relation to the research questions.

Chapter five which is the final chapter deals with the summary, conclusions and recommendations. It also includes suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In order to achieve this research task, the researcher reviewed available literature related to this study. The literature focused on:

1. Parenting

    a. Positive and Respectful Parenting

2. Models / Styles of Parenting and its Impact on Children.

    a. Authoritative Parenting

    b. Model Authoritarian Parenting

    c. Model Indulgent Parenting Model

    d. Uninvolved Parenting Model

3. Parental Practices

4. Social Development of Children

5. Children's Social Competence

6. Children's Academic Performance

7. Children's Physical Health

8. Assistance in Parenting

<center>**Theoretical Review of the Study**</center>

<center>**Parenting**</center>

Parenting is the process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood. Parenting refers to the activity of raising a child rather than the biological relationship (Davies, 2000).

Bernstein (2008) stated that in the case of humans, Parenting is usually done by the biological parents of the child in question, although governments and society take a role as well. In many cases, orphaned or abandoned children receive parental care from non-parent blood relations. Others may be adopted, raised by foster care, or be placed in an orphanage.

Usually, parental figures provide for a child's physical needs, protect them from harm, and impart in them skills and cultural values until they reach legal adulthood, usually after adolescence. Among non-human species, parenting is usually less lengthy and complicated, though mammals tend to nurture their young extensively. The degree of attention parents invest in their offspring is largely inversely proportional to the number of offspring the average adult in the species produces (Bornstein, 2008).

Positive and Respectful Parenting

Positive and respectful parents eliminate the need for spanking, time-outs and grounding. They move from reward and punishment discipline to influence and guide good behaviour. They learn effective techniques that make "temper tantrums" a thing of the past. It is parenting that is easy to implement and it produces effective results. It is parenting that can be effective throughout all the stages of childhood and guide children to be

<center>12</center>

cooperative, responsible and happy. It has the ability to create a positive and loving relationship with your children and help raise children who will be responsible adults and cope in the world (Bowlby, 1973).

Bernard and Dozier (2010) were of the view that good parenting requires good parenting skills. This leads to eleven good parenting skills.

Creating a positive home environment. This skill will help you drastically reduce the occurrence of problem behaviour, and increase the occurrence of appropriate behaviour. Child behaviour is very predictable, in this regard. When you pay attention to the good things kids do, they do lots more good things.

Avoid coercion. Coercion is where we force (or try to force) our kids to do the things we want them to do. "Shut up." "Sit down!" "Why did you take that toy from your little brother?" Coercion is generally what parents do after their kids misbehave. We react to their inappropriate behaviour in a way that shows our disapproval, and in a way, we hope will teach them not to do it again. Well, it doesn't work. In fact, it gives you very short term compliance, but the inappropriate behaviours occur again and again, and normally get progressively worse.

Stay close. This skill will help you connect with your child, so your child feels close to you. The closer your child feels to you, the more he will want to please you, and the better he will behave.

Use reinforcement. Positive reinforcement is the best way to build positive behaviour. Building positive behaviour is the best way to eliminate inappropriate behaviour. Most of the inconsequential behaviours that our children do are rewarded by our attention. If we want to get rid of those

irritating behaviours, we must stop paying them off (and pay off the behaviours we want).

Stop, redirect, reinforce. This skill is used to stop children when they behave in a way that cannot be tolerated. May be a small child wants to run into the street, or picks up sharp scissors. May be a 4 year old is hitting a 2 year old. May be a 16 year old is smoking in his bedroom. All of these things cannot be tolerated. This skill teaches parents how to stop the behaviour, redirect (or focus) on appropriate behaviour, and then the importance of using reinforcement when an appropriate behaviour occurs.

Immediate expectations. This is an amazingly effective way to help children comply. You ask your child to do something, and nothing happens. It is time to do the chores, and the child continues to watch TV. You could use coercion to get the kids moving, but that only give you short term gains, followed by long term loses. Immediate Expectations is a far better way.

Corrective teaching procedure. This is a method of dealing with non-compliance of children that cannot be tolerated. It teaches and recognizes the appropriate behaviour, and then helps the child to do it.

Parental expectations. What we expect of our children has a large influence on how they behave. With this skill, you can teach your children what you expect them to do, which will greatly increase the chance that they will do it, or at least start to do it. That gives you the opportunity to use reinforcement to acknowledge the appropriate behaviour, which will build that very behaviour.

Set expectations. This is a formal variation of parental expectations. It is used when you really need an expected behaviour to happen.

14

Use a contract. This is a written variation of set expectations to remind the child what behaviour is expected, and what is earned by doing that behaviour. It helps children to behave more independently, and it helps to make long-term rewards more immediate.

Time-out from positive reinforcement. This is a skill that can be used in many forms. It may be just having a child sitting quietly for a minute, or maybe the child is required to go to a place away from everyone else. Just having the child "take a break" is easy and often appropriate. Using a time-out room for tantrums is much like the emergency room in the hospital. It is rarely needed, and when it is needed, it must to be done with great expertise.

Models / Styles of Parenting and its Impact on Children

In the early 1960s, developmental psychologist Diana Baumrind conducted a study on more than 100 preschool-age children using naturalistic observation, parental interviews and other research methods, Baumrind found what she considered to be the four basic element that could help shape successful parenting: responsiveness verses unresponsiveness and demanding verses undemanding. From these, she identified three general parenting styles: authoritative, authoritarian, and permissive (Baumrind, 1991). She also identified four important dimensions of parenting. They are disciplinary strategies; warmth and nurturance; communication styles; and finally expectations of maturity and control (Baumrind, 1991). Based on these dimensions, Baumrind suggested that the majority of parents display one of three different parenting styles- authoritative, authoritarian, and permissive (Baumrind, 1991). Further research by Maccoby and Martin, (1983) also suggested the addition of a fourth parenting style which is known as

uninvolved parenting style. These four styles of parenting involve combinations of acceptance and responsiveness on one hand and demand and control on the other (Santrock, 2007).

Figure 1 is a matrix that illustrates the various elements of the four parenting styles.

	Demanding	Undemanding
Responsive	Authoritative	Indulgent
Unresponsive	Authoritarian	Neglectful

Figure 1. Elements and types of parenting styles.

Source: Maccoby and Martin, 1983

Authoritative Parenting Model

Authoritative parents are both demanding and responsive. "They monitor and impart clear standards for their children's conduct. They are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible and self regulated as well as cooperative" (Baumrind, 1991, p. 62). Children and adolescents whose parents are authoritative rate themselves and are rated by objective measures as more socially and instrumentally competent than those whose parents are non-authoritative (Baumrind, 1991; Weiss & Schwarz, 1996; Miller, Benefield & Tonigan 1993). Research has shown that parents that use democratic parenting style have children that are emotionally healthier and happier and are more successful in school and life (Olson & DeFrain, 2000). Children of democratic

parenting style exhibits energetic-friendly behaviour. Energetic-Friendly behaviour children are very self-reliant, cheerful, cope well with stress and are achievement oriented (Steinberg, Lamborn, Darling, Mounts & Dornbusch, 1991).

Authoritarian Parenting Model

Authoritarian parents are highly demanding and directive, but not responsive. "They are obedient and status oriented, and expect their orders to be obeyed without explanation" (Baumrind, 1991, p. 62). These parents provide well-ordered and structured environments with clearly stated rules. Authoritarian parents can be divided into two types: non-authoritarian-directive, who are directive, but not intrusive or autocratic in their use of power, and authoritarian-directive, who are highly intrusive. Children and adolescents from authoritarian families (high in demandingness, but low in responsiveness) tend to perform moderately well in school and be uninvolved in problem behaviour, but they have poorer social skills, lower self-esteem, and higher levels of depression (Baumrind, 1991; Weiss & Schwarz, 1996; Miller, Benefield & Tonigan, 1993). Authoritarian parenting style is difficult for adolescents who tend to rebel. Children of authoritarian parenting style exhibits conflicted-irritable behaviour. Conflicted-Irritable behaviour children are moody, unhappy, vulnerable to stress and unfriendly (Baumrind, 1996).

Indulgent Parenting Model

Indulgent parents (also referred to as "permissive" or "nondirective") "are more responsive than demanding. They are nontraditional and lenient, do not require mature behaviour, allow considerable self regulation, and avoid confrontation" (Baumrind, 1991, p.62). Indulgent parents may be further

divided into two types: democratic parents, who, though lenient, are more conscientious, engaged, and committed to the child, and nondirective parents. Children and adolescents from indulgent homes (high in responsiveness, low in demandingness) are more likely to be involved in problem behaviour and perform less well in school, but they have higher self-esteem, better social skills, and lower levels of depression (Baumrind, 1991; Weiss & Schwarz, 1996; Miller Miller, Benefield & Tonigan, 1993). Permissive parenting style is characterized by constant change and force togetherness which is not healthy for children. Permissive parenting style exhibits impulsive-aggressive behaviour. Impulsive-Aggressive behaviour children are rebellious, domineering and underachieving (Baumrind, 1991).

Uninvolved Parenting Model

Uninvolved parents are low in both responsiveness and demandingness. In extreme cases, this parenting style might encompass both rejecting–neglecting and neglectful parents, although most parents of this type fall within the normal range (Baumrind, 1991, p. 62). Children and adolescents whose parents are uninvolved perform most poorly in all domains. That is, parental responsiveness (predicts social competence and psychosocial functioning,) and parental demandingness (is associated with instrumental competence and behavioural control thus academic performance and deviance) (Baumrind,1991; Weiss & Schwarz, 1996; Miller, Benefield & Tonigan, 1993). Rejecting Parenting Style children are often immature and have psychological problems. They are also solitary, withdrawn and underachieving (Baumrind, 1991).

Baumrind (as cited in Santrock, 2007) believed that parents should be neither punitive nor aloof. Rather, they should develop rules for their children and be affectionate with them. These parenting styles are meant to describe normal variations in parenting, not deviant parenting, such as might be observed in abusive homes. Most parents do not fall neatly in one category, but fall somewhere in the middle, showing characteristics of more than one style (Baumrind, 1991). Besides the four main parenting styles discussed, there are other parenting styles which include using, abusing, deprivation, asymmetrical parenting, perfectionist, dogmatic or cult-like, appeasement, micromanagement, the deceivers, public image manager, role reversal, not your business, the guard dog, my baby forever, along for the ride, the politician, it's taboo, the identified patient and "münchausen" syndrome by proxy. Other models of parenting stated in wikipedia include:

1. Attachment parenting –It seeks to create strong emotional bonds, avoid physical punishment and accomplishing discipline through interactions recognizing a child's emotional needs while focusing on holistic understanding of the child.

2. Historic Developmental (Child as Apprentice) Skill Based Model – As a child's independent capacities emerge, ever more complex opportunities for parental instruction in or modeling of the widest possible number of essential skills and knowledge are presented. The child gains self-worth simultaneous to the emergence of various physical and mental competencies in an ever-growing number of essential venues, as adulthood is approached. From the initial highly dependent relationship with parents and direct community support,

high levels of independence are attained seamlessly while special skills and abilities of the child have emerged in a manner relevant to successful adult vocational choices, leisure pursuits, expanded life interests, and contributions to the community.

3. Nurturant parent model – A family model where children are expected to explore their surroundings with protection from their parents.

4. Single Parent Model – The percentage of children being raised by single parents has been flat for the last 20 years but it nearly double in rate in 1970. Obstacles of single parents relate primarily to half of the numerous resources fundamental to parenting. These obstacles include reduction of income dramatically; reduction of opportunities to present and process adult male and female roles, responsibilities, and skills to children; reduction in sharing of household maintenance with another adult; reduction of opportunities to see parents display affection and cooperation despite differences; lack of cooperative presentation of adult points of view regarding socialization fundamentals to both boys and girls.

5. Slow parenting – Encourages parents to plan and organize less for their children, instead allowing them to enjoy their childhood and explore the world at their own pace.

6. Strict father model – An authoritarian approach, places a strong value on discipline as a means to survive and thrive in a harsh world.

7. Christian parenting - Parents apply biblical principles to parenting. While some Christian parenting models are strict and authoritarian,

others are "grace-based" and share methods advocated in attachment parenting and positive parenting theories.

Parental Practices

Bernstein (2006) identified four (4) parental practices. These are:

1. Rules of traffic – an instructional approach to discipline where parents explain to their children how to behave, teaching the rules of behaviour as they would the rules of traffic, with little explanation or deeper moral and social implications.

2. Fine gardening – parents believe that children have positive and negative qualities, the latter of which parents should "weed out" or "prune" into an appropriate shape.

3. Rewards and punishments – a method of discipline based on logic: for a good behaviour the child receives a reward or praise, and for a bad or unwanted behaviour the child receives a punishment or reprimand. To teach a child by this logic may be very effective if it is done consistently.

4. Concerted cultivation – fostering children's talents through organized leisure activities. Parents challenge their children to think critically and to speak properly and frequently, especially with other adults.

Social Development of Children

Child social development is an important aspect of your child's healthy growth and development. Children need to learn to interact with their peers and with adults in a socially acceptable way, which allows them to eventually form healthy relationships and fit into social situations comfortably. An interaction with a young child establishes the building blocks for healthy

social development. By giving your baby lots of love and by attending to his needs you establish a bond with your baby, which allows him to grow in a comfortable, confident and socially healthy atmosphere.

As a preschool child develops improved language skills... social development plays an important role in his life, as he becomes more involved with the people around him. At this stage of social development friendships become more important. Preschool children often play with same-sex friends, and begin forming 'best friend' bonds with certain peers. Child social development is also encouraged in a preschool programme through opportunities to play and develop friendships with peers. Dramatic play areas within a preschool programme allow a child the opportunity to engage in imaginary play with their peers which is an excellent way to foster social development.

Children's Social Competence

Some definitions of social competence emphasize specific aspects of social interaction such as assertion and cooperation (Gresham & Elliott, 1990), while other definitions emphasize the child's self-concept (Hater, 1982). Dodge (1985) indicated that the two features which all definitions share are a child's response to environmental stimuli and social effectiveness. A number of studies have addressed the linkage between fathers parenting style and children's social competence. Fathers who have authoritarian parenting styles appear to have children who display more externalizing behaviour (Hart, DeWolf, Wozniak, & Burts, 1992; Parke, Cassidy, Burks, Carson & Boyum, 1992). For example, a recent study indicates that father's negative effect during a physical play task was found to be significantly and negatively

related to boys social competence as assessed by teachers in kindergarten and first grade and by peers in kindergarten (Isley, O'Neil, Clatfelter & Parke, 1999). MacDonald and Parke (1984) found that fathers who were more direct during play sessions had preschool-age children, particularly sons, who were less popular with peers. As for parental practices, parents play an important role in facilitating peer contacts, particularly during the early childhood years (Hart, Olsen, Robinson & Mandleco, 1997; Ladd & Hart, 1992). They design and mediate the social settings in which children develop their peer competencies (for example, selection of early childhood programmes). Lewis (1997) has observed that fathers make themselves salient to their young children in public places, such as parks, playgrounds, and stores. Amato (1989) found that father-child interaction was greater in recreational settings like parks than in restaurants or shopping centres. Fathers also have been shown to be more interactive than mothers with their young children in parks (Burns, Mitchell, & Obradovich, 1989). An important facet of father's contributions to child social competence occurs through men's involvement in play interaction with children. Across race, ethnicity, and social class, fathers spend more of their total time with children engaging in play activities than do mothers (Hossain & Roopnarine, 1994; Parke, 1996). Especially when children are young, fathers and mothers appear to have different playing styles (Lamb, 1997). Fathers are more likely than are mothers to engage in more physical and rambunctious play, such as rough-and-tumble games. This pattern of play has been reported in African-American, Latino, and European-American fathers. In contrast, mothers tend to engage infants with objects, as well as to read to and talk with children. Parke (1996) asserts that children

benefit from both maternal and paternal styles of parental play and interaction because they experience different types of stimulation. Father-child interaction during play provides an arena for emotional and physical interaction. Through play fathers are able to invite the child to talk about problems, share their perspectives on issues, and engage in positive problem solving with their children. Parke (1996) suggests that mothers, especially during the first three years of life, play the critical care giving role of monitoring the child's time and play, setting limits, and organizing the child's environment.

During children's middle childhood, fathers and children may engage in activities such as organized sports and may continue to engage in more physical play and verbal joking than do mothers. As children enter adolescence, differences in parent-child playful activities persist. For example, Larson and Richards (1994) report that fathers spend the majority of time with their adolescents in active recreation, watching television, or resting, while mothers spend more time doing housework, personal care, and socializing with adolescents.

Children's Academic Performance

Nowadays people are concerned about education so much, due to its inevitable influence on academic achievement. An academic achievement is something you do or achieve at school, college or university - in class, in a laboratory, library or fieldwork. It does not include sport or music. An academic achievement, such as graduating 1st in one's class, is sometimes a purely quantitative matter, while having the findings of lengthy, comprehensive research published by a recognized journal is also a notable academic achievement. Being named head or chairman of a particular

24

department at a university is both a professional and an academic achievement.

According to the latest analysis of a long-running study funded by the National Institutes of Health, teenagers who were in high-quality child care settings as young children scored slightly higher on measures of academic and cognitive achievement and were slightly less likely to report acting-out behaviours than peers who were in lower-quality child care arrangements during their early years.

James A. Griffin, Ph.D., deputy chief of the NICHD Child Development and Behaviour Branch noted that high quality child care appears to provide a small boost to academic performance, perhaps by fostering the early acquisition of school readiness skills. Likewise, more time spent in child care may provide a different socialization experience, resulting in slightly more impulsive and risk-taking behaviours in adolescence.

Finally, data and study are proving that fewer students in the classroom seem to translate into less noise and disruptive behaviour from students, which not only give the teacher more time for class but also more freedom to engage students creatively.

Children's Physical Health

Although biological factors may influence children's risk for becoming unhealthy (Farooqi & O'Rahilly, 2000) compelling evidence suggests that children's contexts such as the home and school environments promoting unhealthy eating and exercise habits (Davison & Birch, 2001). Parental monitoring of children's dietary intake and physical activity has been associated with children's health practices (Gortmaker, Must, Perrin, Sobol &

Dietz, 1993; Dennison, Erb & Jenkins, 2002). Also, parents who set appropriate limits (i.e. provide structure and boundaries) and cons equate healthy eating with either tangible (e.g. stickers) or intangible (e.g. praise) reinforcers are more likely to have children who eat healthy. In contrast, research shows that parents who are authoritarian (i.e. highly directive, demanding and strict) regarding health behaviours increase their children's risk for unhealthy physical appearance such as overweight. Children's dietary intake, observational, experimental and longitudinal studies suggest that parents who use a controlling parenting style have children who are less likely to consume healthy foods but more likely to consume unhealthy foods and consume more food overall than children with parents who do not use a controlling parenting style (Fisher & Birch, 2000). Children of parents who monitored and reinforced healthy behaviours ate more healthy foods and less unhealthy foods, and were more physically active compared with the children of parents who did not monitored and reinforced healthy behaviours of their children (Faith, Berkowitz & Stallings, 2004). The use of reinforcement techniques by parents has been shown to cause an increase in children's healthy snack intake. Moreover, a study conducted by Pike and Rodin (1991) suggest that parenting styles characterized by the use of appropriate discipline was associated with eating healthier foods. Mothers who treat girls differently than boys, their behaviours is influenced by several factors such as the concern that their daughters will become overweight, face health or self-esteem issues and the possibility of teasing by their peer group; these concerns reflect society's pressures toward thinness, particularly among women and young adolescent females (Pike & Rodin, 1991; Fisher & Birch,1999).

Assistance in Parenting

Apart from the biological parents, parenting could be done by extended family members (grandparents, aunts, uncle), adopted parents, nanny, childcare, and babysitter (Bowlby, 1973). Parents may receive assistance from a variety of individuals and organizations. Employers may offer specific benefits or programmes for parents such as parental leave when a child a born (Bowlby, 1973).

Summary of Literature Review

The literature reviewed stressed on parenting given eleven positive and respectful parenting styles. Models / styles of parenting and its impact on children were also reviewed theoretically and four parenting models as well as their various impacts on children were identified as authoritative, authoritarian, uninvolving and neglecting parenting models. With respect to Authoritative parenting style, children are very self-reliant, cheerful, cope well with stress and are achievement oriented while Authoritarian parenting style children are moody, unhappy, vulnerable to stress and unfriendly. Uninvolving parenting style, children are rebellious, domineering and underachieving. Neglecting Parenting Style, children are often immature and have psychological problems. They are also solitary, withdrawn and underachieving. Parental practices, social development of children, children's social competence, children's academic performance, children's physical health and assistance in parenting were also stressed. It is evident and that parenting styles have social and personal impact on children.

CHAPTER THREE

METHODOLOGY

This chapter deals with the research methods employed in the study. It includes the research design, population, sample and sampling procedure, instrumentation, data collection procedure, problem encountered and the procedure for data analysis.

Research Design

The descriptive survey design was used for the study. Descriptive design specifies the nature of the phenomenon; determines and report the way things are. Descriptive design observes, describes and document aspect of the situation as it naturally occurs. It also permits the researcher to select relevant variables for the analysis of relationship that exist between events or conditions that exist or have occurred (Gravetter & Forzano, 2006).

According to Best and Khan (1998), descriptive research is concerned with the conditions or relationships that exist such as determining the nature of prevailing conditions, practices and attitudes; opinions that are held; processes that are going on; or trends that are developed. At times descriptive research is concerned with how, what is or what exists. It is related to some preceding event that has influenced or affected a present condition or event (Gravetter & Forzano, 2006).

Gravetter and Forzano (2006) stated that the objective of descriptive research is to accurately describe activities, objects, processes and persons. It

is either qualitative or quantitative, that is it involves hypothesis formulation and testing or formulation of questions and seeking answers or describing situations. It uses the logical method of induction (the process of reasoning from specific observation to general rules) and deductive (the process of developing specific prediction from general principles) to arrive at generalization. It employs method of randomization so that errors may be estimated. Variables and procedures are described as accurately and completely as possible so that the study can be replicated by other researchers. Data is organized and presented systematically in order to arrive at valid and accurate conclusion. Despite the value of descriptive research design, it has limitations such as being susceptible to distortions through the introduction of biases in the measuring instruments. Since the research was meant to collect data and report the situation as it existed concerning the impact of parenting style on the personal and social development of children at Elmina, the descriptive design was deemed the most appropriate.

Population

The target population of the study was all pupils and teachers as well as parents of the pupils in all basic schools at Elmina. The estimated population was about twenty sixty thousand and thirty four (26,034). The accessible population of the study was students and parents in five selected basic schools at Elmina. The names of these five selected schools are Sharrif Islamic School, Elmina Model School, Elmina Catholic Girls Junior High School, Elmina Catholic Boys Junior High School, and Elmina Methodist Junior High School A and B.

Sample and Sampling Procedure

The sample size was 500 and this was made up of 250 pupils and 250 parents selected using simple random sampling (Table of random numbers). Simple random sampling was used because it gave the population, who had similar characteristics, equal chance of being selected. Five schools out of 18 Junior High School in Elmina were selected using table of random numbers. From each school, 50 pupils were selected. At least16 pupils were selected from each of the three classes in junior high classes using the pupils' class register. Using the pupils class register, table of random numbers technique was employed. From each school, 50 parents were randomly selected using the list of parents which was obtained from the parents and teachers association attendance book. Using the list of parents, table of random numbers was used to select the parents.

Instrument

The main instrument used for the collection of data was questionnaire. The questionnaire was used for the pupils and parents because they could read and write. There were two sets of questionnaires made up of close-ended and open-ended items. The open-ended items were designed to capture the views of the research participants even though it is sometimes difficult to interpret, tabulate and summarize in the research report. One set of the questionnaire was for pupils and the other for the parents. Each of the sets was made up of 6 sections.

The set of questionnaire for the pupils which was made up of 41 items were divided into 6 sections: A, B, C, D, E and F. Section A was the general background which contained 9 items designed to elicit information on gender,

age, and the others. Section B dealt with information on the parenting style used by parents. The parenting styles mentioned include democratic parenting style, authoritarian parenting style, permissive parenting style and rejecting parenting style. Section C dealt with information on influence of parenting styles on the social development of children. The social development included students being self-reliant, unfriendly, rebellious, domineering, immature, solitary and withdrawn from colleagues. Section D gave information on the influence of parenting style on the academic work of children. The academic achievements mentioned included academic achievement (achievement oriented) and other effects of parenting style on children's academic work. Section E dealt with information on influence of parenting style on the physical health of children. The physical health relate to cheerfulness, coping with stress, mood, unhappy (feelings), timidity, mental disturbance, and injuries from beating. Section F consisted of two open-ended items which related to negative parenting styles and ways to avoid the use of these parenting styles.

The parents' questionnaire had 41 items on the questionnaire which was divided into 6 sections: A, B, C, D, E and F. Section A was the general background which contained 9 items designed to elicit information on gender, age, occupation, income status and others. Section B dealt with information on the parenting style used by parents. The parenting styles mentioned included democratic parenting style, authoritarian parenting style, permissive parenting style and rejecting parenting style. Section C dealt with information on influence of parenting styles on the social development of children. The social development included students being self-reliant, unfriendly, rebellious,

domineering, immature, solitary and withdrawn from colleagues. Section D had information on influence of parenting style on the academic work of children. The academic achievements mentioned included academic achievement (achievement oriented) and other effects of parenting style on children's academic work. Section E dealt with information on influence of parenting style on the physical health of children. The physical health related to cheerfulness, coping with stress, mood, unhappy feelings, timidity, mental disturbance, and injuries from beating. Section F consisted of two open-ended items which related to negative parenting styles and ways to avoid the use of these parenting styles.

Data Collection Procedure

Questionnaire administration involved sending or presenting the questionnaire to the respondents and following it up. The questionnaire was administered personally with the help of well trained research assistants. The researcher and the trained assistants went to the selected basic schools at Elmina with letters of introduction from the Department of Educational Foundations, University of Cape Coast. These letters were given to the headmasters in the selected basic schools at Elmina to seek their permission and assistance to conduct the research before issuing the questionnaires. In each school the researcher and the research assistants took time to clearly explain the purpose of the study and addressed any concerns of the participants, after which the questionnaires were administered to them. Some of the respondents were able to complete the questionnaire and submit them instantly while some were given a one week maximum deadline for submitting the questionnaire.

Questionnaire was used because it is economical, it's reach-ability made it possible to cover a wider respondents since respondents can be approached easily. The questionnaires were stable, consistent and uniformly measured without variation. The questionnaires were completed at the respondent's convenience and therefore offered greater assurance of anonymity. Despite these advantages it was limited to only literate population and lacked the capacity to collect additional information.

With the help of the research assistant, some few parents who could not read were interviewed using the items on the parent's questionnaires.

Data Analysis

The 5 point likert scale was reduced to 3 point likert scale. Thus the study was scaled using disagree, undecided and agree. Data collected was edited, organized, summarized and explained. The descriptive nature of the study allowed the use of descriptive statistics in analyzing the data. The data was analyzed using the Statistical Product and Service Solutions (SPSS). A coded book was developed for each of the questions to guide the transformation of the responses into numerical data for further analysis using the computer. The responses to various questions were assigned values and scored accordingly. Percentages and frequencies were used to analyze the four research questions including the open ended questions.

CHAPTER FOUR

RESULTS AND DISCUSSION

The study sought to find out the impact of parenting styles on the personal and social development of children in Elmina and if differences existed with regards to gender, employment status, level of education, area of resident, religion and marital status. This chapter is concerned with the presentation and analysis of the data obtained from the field. Tables and graphs are used where necessary to facilitate the analysis. In all, there were 468 respondents made up of 241 pupils and 227 parents' out of the total of 500 respondents which was made up of 250 pupils and 250 parents.

Demographic Data

This section deals with the analysis of demographic information of pupils and parents in terms of gender, pupil's employment status, parents level of education, area of resident, religion and parents marital status. The information is presented in tables 1, 2, 3, 4 and 5 as well as Figure 2.

Table 1 presents the gender distribution of pupils and parents.

Table 1: Gender Distribution of Respondents

Gender	Respondents			
	Pupils		Parents	
	Freq	%	Freq	%
Male	105	43.6	103	45.4
Female	136	56.4	124	54.6
Total	**241**	**100.0**	**227**	**100.0**

Table 1 shows that there were 105 male pupils representing 43.6% as against 136 female pupils representing 56.4%. Male parents were 103 representing 45.4% as against 124 female parents representing 54.6%. This indicates that the number of female respondents were more than male respondents for both pupils and parents.

The next section reveals pupils working status.
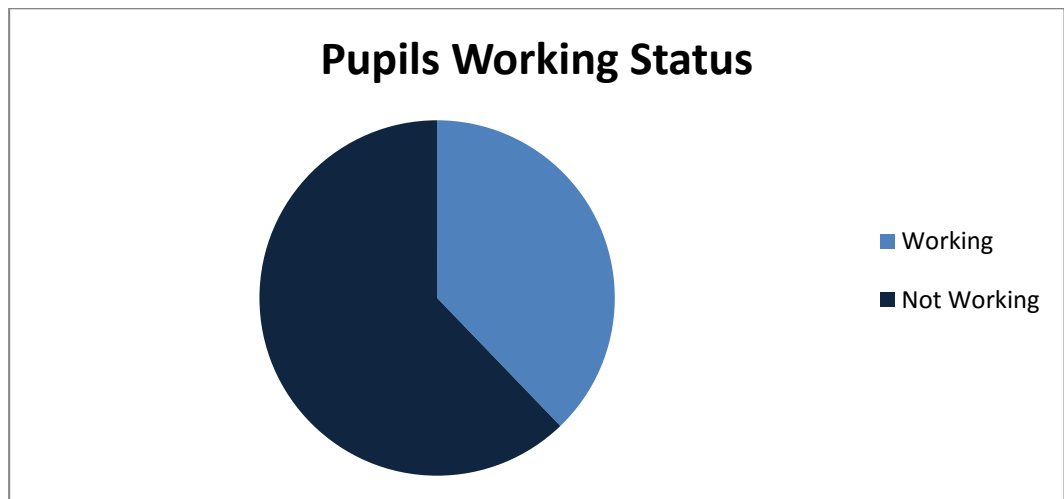
Figure 2. Information on pupils working status.

Figure 2 indicates that out of 241 pupils, those who worked to support their education were 91 representing 37.8% while those who were not engaged in any kind of work were 150 representing 62.2%. This indicated that the

number of pupils who did not engage in any form of work to support their education or support their parents' income were more than the pupils who did that. From the researcher's observation those who worked, engaged in activities such as selling of water, fish mongering, pulling of canoes and fishing.

Table 2 presents the distribution of parent level of education as indicated by both pupils and parents themselves.

Table 2: Level of Education of Respondents

Level of Education	Respondents			
	Pupils		Parents	
	Freq	%	Freq	%
No Formal Education	72	29.9	58	25.6
Basic Education	68	28.2	80	35.2
Secondary/Commercial	52	21.6	47	20.7
Tertiary	49	20.3	42	18.5
Others	0	0.0	0	0.0
Total	**241**	**100.0**	**227**	**100.0**

Table 2 shows that out of 468 respondents, 72 pupils representing 29.9% indicated that their parents had no formal education while 58 parents representing 25.6% responded that they had no formal education; on the other hand, 68 pupils representing 28.2% indicated that their parents had basic education as against 80 parents representing 35.2% who responded that they had basic education; moreover 52 pupils representing 21.6% indicated that their parents had secondary education compared to 47% of parents who

36

claimed so; finally 49 pupils representing 20.3% responded that their parents had tertiary education though 42 parents representing 18.5% indicated that they had tertiary education. Generally, it could be concluded that only a few of the parents had not had formal education and that majority of them had formal education, at least up to the basic level.

Table 3 provides information on the area of residence of respondents.

Table 3: Information on Area of Residence

Area of	Respondents			
Residence	Pupils		Parents	
	Freq	%	Freq	%
Elmina	216	89.6	208	91.6
Cape Coast	25	10.4	19	8.4
Total	**241**	**100.0**	**227**	**100.0**

Table 3 shows that 216 pupils representing 89.6% claimed Elmina was their place of residence as against 25 pupils representing 10.4% who indicated they lived in Cape Coast. Also 208 parents representing 91.6% indicated they lived in Elmina as against 19 parents representing 8.4% who lived in Cape Coast. This shows that the number of respondents who lived in Elmina were far more than the respondents who lived in Cape Coast.

Table 4 presents the religious background of the pupils and parents.

Table 4: Religion of Respondents

Religion of Respondent	Respondents			
	Pupils		Parents	
	Freq	%	Freq	%
Christian	170	70.5	115	68.3
Traditional	34	14.1	34	15.0
Islamic	37	15.4	12	16.7
Others	0	0.0	0	0.0
Total	**241**	**100.0**	**227**	**100.0**

Table 4 shows that 170 pupils representing 70.5% and 155 parents representing 68.3% were Christians. Some of the respondents, 34 pupils representing 14.1% and 34 parents representing 15.0% were Traditionalists while 37 pupils representing 15.4% and 38 parents representing 16.7% were Muslims. This means that most of the respondents were Christians, followed by Muslims while a few were Traditionalist. Religion influences parenting and in this research Christians are the most dominant respondents. Thus, it was expected that the kind of parenting styles adopted by the parents would reflect their Christian values.

Table 5 presents parents' marital status from the point of view of both pupils and parents themselves.

Table 5: Marital Status

| Marital Status | Respondents | | | |
| | Pupils | | Parents | |
	Freq	%	Freq	%
Married	93	38.6	89	39.2
Single	60	24.9	51	22.5
Separated	27	11.2	26	11.5
Divorced	34	14.1	28	12.3
Widow/Widower	27	11.2	33	14.5
Total	**241**	**100.0**	**227**	**100.0**

Table 5 shows that out of the 468 respondents, 93 pupils representing 38.6% and 89 parents representing 39.2% indicated that their parent or they were married respectively. On the other hand, 60 pupils representing 24.9% indicated their parents were single (not married) while 51 parents representing 22.5% claimed they were single. Furthermore, 27 pupils representing 11.2% indicated that their parents were separated while 26 parents representing 11.5% responded that they were separated. Again while 34 pupils representing 14.1% claimed that their parents were divorced, 28 parents representing 12.3% responded that they were divorced. Finally, 27 pupils representing 11.2% responded that their parents were widows/widowers while 33 parents representing 14.5% claimed so. This meant that parenting at home was likely

to be done by parents single handed, as majority of the parents were single, divorced, separated or widowed.

Analysis of Main Data

The analysis of the main data is organized in line with the research questions.

Research Question 1

What are the Types of Parenting Styles Used by Parents in Elmina?

This section sought to find out the types of parenting styles used by parents in Elmina. The participants were made to respond to eight items relating to types of parenting styles used by parents. The items were on five point likert scale and they were expected to show their agreement or disagreement to the statements. The five point likert scale was reduced to three showing agreement, undecided or disagreement to the statements. The responses are presented in the form of frequencies and percentages in Table 6.

Table 6: The Types of Parenting Styles Used by Parents

Parenting Styles	Disagree		Undecided		Agree	
	Freq	%	Freq	%	Freq	%
Pupils						
My parents expect me to follow strict rules without explanation.	144	59.7	38	15.8	59	24.5
My parents punish me when I do not do what they have told me to do.	127	52.7	44	18.3	70	29.0
My parents establish rules and guidelines that I am expected to follow with explanation.	58	24.1	10	4.1	173	71.8
My parents are responsive and listen to my questions.	61	25.3	10	4.2	170	70.5
My parents are more nurturing and forgiving rather than punishing.	83	34.4	11	4.6	147	61.0

40

Table 6 (continued)

My parents accept any behaviour from me and rarely discipline me.	53	22.0	18	7.5	170	70.5
My parents do not care much.	175	72.6	25	10.4	41	17.0
My parents give me my needs such as food, etc.	48	19.9	5	2.1	188	78.0
Parents						
I expect my children to follow strict rules without explanation.	185	81.5	20	8.8	22	9.7
I punish when my children do not do what I have told them to do.	178	78.4	15	6.6	34	15.0
I establish rules and guidelines that my children are expected to follow with explanations.	42	18.5	19	8.4	166	73.1
I am responsive and willing to listen to my children's questions.	46	20.3	25	11.0	156	68.7
I am more nurturing and forgiving rather than punishing.	64	28.2	19	8.4	114	63.4
I accept any behaviour from my children and rarely discipline them.	23	10.1	0	0.0	204	89.9
I do not care much and communicate little with my children.	181	79.7	20	8.8	26	11.5
I give my children their needs such as food, etc.	41	18.1	31	5.7	173	76.2

From Table 6, it can be realized that majority of the pupils,188 (78.0%); 173 (71.8%); 170 (70.5%) and 147 (61.0%) agreed to the statements: my parents give me my needs such as food, clothes etc; my parents establish rules and guidelines that are expected to be followed with explanations; my parents are responsive and listen to my questions; and my parents are more nurturing and forgiving rather than punishing which relate to democratic

(authoritative) parenting style. Some of the pupils, 70 (29.0%) and 59 (24.5%) agreed to the following statements relating to authoritarian parenting style: my parents punish me when I do not do what they have told me to do and my parents expect me to follow strict rules without explanation respectively. One hundred and seventy pupils (70.5%) agreed to the statements: my parents accept any behaviour from me and rarely discipline me which is related to permissive parenting style. Only 41 pupils (17.0%) agreed to the statement; my parents do not care much and communicate little with me, which relates to neglecting (uninvolving) parenting style.

With the parents, it can be noticed that,173 (76.2%); 166 (73.1%); 156 (68.7%) and 144 (63.4%) agreed to the following statements: I give my children their needs such as food, clothes, fees etc; I establish rules and guidelines that my children are expected to follow with explanations; I am responsive and willing to listen to my children's questions; and I am more nurturing and forgiving rather than punishing respectively which relates to democratic (authoritative) parenting style. Furthermore, 34 (15.0%) and 22 (9.7%) agreed to the statements: I punish when the children do not do what I have told them to do and I expect my children to follow strict rules without explanation respectively, which relate to authoritarian parenting style. While 204 (89.9%) agreed to the statement; I accept any behaviour from my children and rarely discipline them which is related to permissive parenting style, 26 (11.5%) agreed to the statement; I do not care much and communicate little with my children, which relates to neglecting parenting style.

From the analysis, it can be concluded that majority of the pupils, and parents responded that democratic (authoritative) parenting style is used more

than permissive parenting style while permissive parenting style is used more than authoritarian parenting style. Majority of the respondents agreed that parents barely use uninvolving (neglecting) parenting style. From the findings, it is gratifying to note that most parents in Elmina used democratic (authoritative) parenting style which is in line with Baumrind's (1991) findings. It is important because as indicated by Baumrind (1991), democratic (authoritative) parenting style has positive influence on children. It is therefore expected that it will have positive influence on children in Elmina.

In contrast to other parenting styles, democratic (authoritative) parenting has been shown to be the most conducive to positive child development (Baumrind, 1991; Burleson & Kunkel, 1996). Even though democratic (authoritative) parenting style is the dominant parenting style, there may be the need to continue using the other parenting style as Baumrind (1991) stated that the parenting styles of individual parents also combine to create a unique blend in each and every family. In order to create a cohesive approach to parenting, it is essential that parents learn to cooperate as they combine various elements of their unique parenting styles.

Research Question 2

What is the Influence of Parenting Styles on the Social Development of

Children?

This section sought to find out the influence of parenting styles on the social development of children in Elmina. The respondents were given seven items about social developments of children. These social developments of children were ranked from the most important to the least important. For it to

43

be easily understood, the results were converted into frequencies and percentages. Tables 7, 8, 9 and 10 show the results.

Table 7: Influence of Democratic Parenting Style on the Social Development of Children

Social Developments	Pupils									Parents								
	Disagree		Undecided		Agree		Disagree		Undecided		Agree							
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%						
Democratic Parenting Styles.																		
Self-reliant	9	5.6	8	5.0	144	89.4	26	16.6	6	3.8	125	79.6						
Unfriendly	155	96.3	2	1.2	4	2.5	154	98.1	2	1.3	1	0.6						
Rebellious	153	95.0	4	2.5	4	2.5	134	85.4	2	1.3	21	13.4						
Domineering	146	90.7	3	1.9	12	7.5	153	97.5	0	0.0	4	2.6						
Immature	148	91.9	3	1.9	10	6.2	140	89.2	1	0.6	16	10.2						
Lonely	145	90.1	3	1.9	13	8.1	148	94.3	2	1.3	7	4.5						
Withdrawn from my colleagues.	153	95.0	1	0.6	7	4.5	147	93.6	3	1.9	7	4.5						

The results presented in Table 7, indicate that out of the 161 pupils whose parents use democratic parenting style, majority of the pupils, 144 (89.4%) agreed that they were self reliant. Only a small number of pupils representing 13 (8.1%), 12 (7.5%), 10 (6.2%), 7 (4.4%), 4 (2.5%) and 4 (2.5%) indicated that they were lonely, domineering, immature, unsociable, unfriendly and rebellious respectively. All these negative social developments were disagreed to by majority of the pupils.

The result also indicates that most of the parents who used democratic parenting style indicated that their children were socially developed. While

125 (79.6%) agreed that they were self reliant, only 21 (13.4%), 16 (10.2%), 7 (4.5%), 7 (4.5%), 4 (2.6%) and 1 (0.6%) of the parents agreed that their children were rebellious, immature, lonely, unsociable, domineering and unfriendly respectively.   All these negative social developments were disagreed to by most of the parents. The responses from both pupils and their parents indicate that democratic parenting style provides positive socially developed children.

Table 8: Influence of Authoritarian Parenting Style on the Social Development of Children

Social Developments	Pupils						Parents					
	Disagree		Undecided		Agree		Disagree		Undecided		Agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Authoritarian Parenting Style.												
Self-reliant	17	54.8	1	3.2	13	41.9	7	50.0	1	7.1	6	42.9
Unfriendly	27	87.1	2	6.5	2	6.5	13	92.9	1	7.1	0	0.0
Rebellious	21	67.7	5	16.1	5	16.1	10	71.4	0	0.0	4	28.6
Domineering	22	71.0	2	6.5	7	22.6	13	92.9	1	7.1	0	0.0
Immature	11	35.5	4	12.9	16	51.6	6	42.9	0	0.0	8	57.1
Lonely	19	61.3	2	6.5	10	32.3	8	57.1	1	7.1	5	35.7
Withdrawn from my colleagues	23	74.2	2	6.5	6	19.4	10	71.4	0	0.0	4	28.6

Concerning the influence of authoritarian parenting style on social development, the results as shown in Table 8 indicated that although majority of the pupils whose parents use authoritarian parenting style disagreed to the social development statements, significant number of pupils 13 (41.9%)

agreed that they were self-reliant while 16 (51.6%), 10 (32.3%), 7 (22.6%), 6 (19.4%), 5 (16.1%) and 2 (6.5%) agreed that they were immature, lonely, domineering, unsociable, rebellious and unfriendly respectively. Inferring from the results, it is observed that authoritarian parenting style could make children behave immaturely.

For the parents, out of the 14 parent who used the authoritarian parenting style, 6 of them representing (42.7%) agreed that their children were self-reliant while 8 (57.1%), 5 (35.7%), 4 (28.6%) and 4 (28.6%) agreed that they were immature, lonely, rebellious and unsociable respectively. None of the parents agreed that their children were domineering and/or unfriendly. Both the pupils and the parents stated that they were most likely to be immature. This means that authoritarian parenting style is likely to lead to immature behaviour in children.

Table 9: Influence of Permissive Parenting Style on the Social Development of Children

Social	Pupils						Parents					
Developments	Disagree		Undecided		Agree		Disagree		Undecided		Agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Permissive Parenting Style.												
Self-reliant	16	40.0	4	10.0	20	50.0	7	14.0	3	6.0	40	80.0
Unfriendly	37	92.5	0	0.0	3	7.5	49	98.0	0	0.0	1	2.0
Rebellious	33	82.5	3	7.5	4	10.0	39	78.0	1	2.0	10	20.0
Domineering	31	77.5	1	2.5	8	20.0	47	94.0	1	2.0	2	4.0
Immature	21	52.5	1	2.5	18	45.0	41	82.0	0	0.0	9	18.0
Lonely	27	67.5	1	2.5	12	30.0	45	90.0	1	2.0	4	8.0
Withdrawn from my colleagues.	31	77.5	2	5.0	7	17.5	45	90.0	1	2.0	4	8.0

Table 9 presents the results of the effect of permissive parenting style on the social development of children. The results indicate that out of the 40 pupils whose parents used permissive parenting style, 50% of them responded that they were self-reliant, while 45.0%, 30.0%, 20.0%, 17.5%, 10.0% and 7.5% responded that they were immature, lonely, domineering, unsociable, rebellious and unfriendly respectively.

With regards to the parents, majority (80%) agreed that their permissive parenting style made their children self-reliant. The percentages for the rest were: rebellious (20.0%); immature (18.0%); lonely (8.0%); unsociable (8.0%); domineering (4.0%); and unfriendly (2.0%). This means that although majority of the permissive parenting style children were most likely to be self-reliant, most of the children were likely to be immature, rebellious, lonely, unsociable and domineering.

Table 10: Influence of Uninvolving Parenting Style on the Social Development of Children

Social Developments	Pupils						Parents					
	Disagree		Undecided		Agree		Disagree		Undecided		Agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Uninvolving Parenting Style.												
Self-reliant	2	22.2	0	0.0	7	14.1	3	50.0	0	0.0	3	50.0
Unfriendly	8	88.9	1	11.1	0	0.0	4	66.7	0	0.0	2	33.3
Rebellious	9	100.0	0	0.0	0	0.0	4	66.7	0	0.0	2	33.3
Domineering	8	88.9	0	0.0	1	11.1	3	50.0	0	0.0	3	50.0
Immature	7	77.8	0	0.0	2	22.2	4	66.7	0	0.0	2	33.3
lonely	7	77.8	0	0.0	2	22.2	5	83.3	0	0.0	1	16.7
Withdrawn from my colleagues.	7	77.8	1	11.1	1	11.1	3	50.0	0	0.0	3	50.0

Table 10 also presents the influence of uninvolving parenting style on the social development of children. In all, there were 9 pupils whose parents use uninvolving parenting style. Those who responded that they were self-reliant were 77.8%. Some of the pupils responded that they were immature (22.2%), lonely (22.2%), domineering (11.1%) and unsociable (11.1%). None of the pupils agreed that they were unfriendly and/or rebellious.

It was also observed that for parents who used uninvolving parenting style, 50.0% of them agreed that their children were self-reliant, 50.0% agreed they were domineering and 50.0% agreed they were unsociable. Some of the parents agreed that they were unfriendly (33.3%), rebellious (33.3%), immature (33.3%) and lonely (16.7%).

In sum, the results indicated that among the four parenting styles, the democratic parenting style has the greatest positive influence on the social development of children. Authoritarian parenting style has some propensity of leading to negative social development of children such as immaturity and being rebellious. Permissive and uninvolving parenting styles also have moderate positive effect on social development and could both result in feeling of loneliness and becoming unfriendly. With these merits and demerits, it was clear that permissive parenting style has more positive social development and less negative social development as compared to uninvolving parenting style. All of these suggest that democratic parenting style was the best and should be adopted by all parents in the upbringing of their children.

Research Question 3

What is the Influence of Parenting Styles on the Academic Work of Children?

This research question sought to find out the influence of parenting styles on the academic work of children in Elmina. The participants were required to indicate their agreement or disagreement to eight statements relating to how parenting style affect academic work. For easy understanding, the results were converted into frequencies and percentages. The results are displayed in tables 11, 12, 13 and 14.

Influence of Democratic Parenting Style on the Academic Work of Children

Reponses from both parents and students on influence of democratic parenting style on the academic work of children are presented in Table 11.

Table 11: Influence of Democratic Parenting Style on the Academic Work of Children

Influence on Academic Work	Pupils (161)						Parents (157)					
	Disagree		Undecided		Agree		Disagree		Undecided		Agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Achievement oriented.	0	0.0	1	0.6	160	89.4	1	0.6	1	0.6	155	98.7
Effect of house chores on academic performance.	145	90.3	2	1.2	14	2.5	151	96.2	3	1.9	3	1.9
Sleeping in class because of treatment at home.	155	96.3	1	0.6	5	2.5	150	95.5	5	3.2	2	1.3
Getting enough time to do home work.	7	4.4	2	1.2	152	7.5	0	0.0	1	0.6	156	99.4
Studying at home because of favourable home conditions.	4	2.5	0	0.0	157	6.2	0	0.0	1	0.6	156	99.4
Studying at home with help from parents.	14	8.7	0	0.0	147	8.1	40	25.5	7	4.5	110	70.6
Understanding what teachers teach because of emotional stability.	6	3.7	0	0.0	155	96.3	0	0.0	1	0.6	156	99.4
Ability to retain what is learnt because of enjoyment of relative freedom.	6	3.7	0	0.0	155	96.3	2	1.3	0	0.0	155	98.7

The results presented in Table 11, indicated that out of 161 pupils whose parents used democratic parenting style, 160 (99.4%) agreed that they were achievement oriented. Some of the pupils, 157 (97.5%), 155 (96.3%), 155 (96.3%), 152 (94.4%), 147 (91.3%), 14 (8.7%) and 5 (3.1%) indicated that they were studying at home because of favourable home conditions, they

understood what their teachers taught because of their emotional stability, they were able to retain what is learnt because they enjoyed relative freedom, they were studying at home because of favourable home conditions, they were studying at home with help from parents, their academic performance were affected by house chores and finally, they were sleeping in class because of treatment at home respectively.

While 156 (99.4%) parents agreed that their children were getting enough time to do homework, their children studied at home because of favourable home conditions, and their children understood what teachers taught because of their children's emotional stability. Also 155 (98.7%) agreed that their children were able to retain what is learnt because their children enjoyed relative freedom and their children were achievement oriented too. Some of the parents, 110 (70.1%) agreed that their children studied at home with the help from parents. Only 3 (1.9%) and 2 (1.3%) of the parents agreed that their children's academic work were affected because of house chores and their children slept in class because of the way they are treated at home respectively. The responses from both pupils and their parents indicate that democratic parenting style does not affect children's academic work negatively. This suggest that children under democratic parenting style are likely to perform academically well in school.

Influence of Authoritarian Parenting Style on the Academic Work of

Children

This section sought to find out influence of authoritarian parenting styles on the academic work of children at Elmina. The result is presented in Table 12.

Table 12: Influence of Authoritarian Parenting Style on the Academic Work of Children

Influence on Academic Work	Pupils (31)						Parents (14)					
	Disagree		Undecided		Agree		Disagree		Undecided		Agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Achievement oriented	0	0.0	1	3.2	30	96.8	1	7.1	0	0.0	13	92.9
Effect of house chores on academic performance.	21	67.7	1	3.2	9	29.0	10	71.4	1	7.1	3	21.4
Sleeping in class because of treatment at home.	27	87.1	1	3.2	3	9.7	14	100.0	0	0.0	0	0.0
Getting enough time to do home work.	4	12.9	0	0.0	27	87.1	0	0.0	1	7.1	13	92.9
Studying at home because of favourable home conditions.	6	19.4	0	0.0	25	80.7	0	0.0	0	0.0	14	100.0
Studying at home with help from parents.	7	22.6	0	0.0	24	77.4	1	7.1	1	7.1	12	85.7
Understanding what teachers teach because of emotional stability.	7	22.6	0	0.0	24	77.4	0	0.0	0	0.0	14	100.0
Ability to retain what is learnt because of enjoyment of relative freedom.	5	16.1	0	0.0	26	83.9	1	7.1	0	0.0	13	92.9

Concerning the influence of authoritarian parenting style on academic work, the results as shown in Table 12 indicate that majority of the pupils whose parents used authoritarian parenting style agreed to all the statements relating to academic work. Most of the pupils 30 (96.8%), 27 (87.1%), 26 (83.9%), 25 (80.7%), 24 (77.4%), 24 (77.4%), 9 (29.0%) and 3 (9.7%) agreed that they were achievement oriented, they were getting enough time to do

homework, they retained what was learnt because of enjoyment of relative freedom, they studied at home because of favourable home conditions, they studied at home with help from parents and they understood what teachers teach because of emotional stability respectively. Inferring from the results, it was observed that authoritarian parenting style could make children achievement oriented.

With regards to authoritarian parents, majority of the parents, 14 (100.0%) agreed that their children studied at home because of favourable home conditions and their children understood what teachers taught because of their emotional stability. This was followed by 13 (92.9%) parents who agreed that their children were achievement oriented, their children had enough time to do their homework and their children retained what was learnt because of enjoyment of relative freedom. Some parents, 12 (85.7%) agreed that their children studied at home with the help from parents. Only 3 (21.4%) agreed that house chores affected their children's academic performance. None of the parents agreed that their children slept in class because of treatment at home.

While the pupils stated that they were most likely to be achievement oriented; the parents stated that their children were most likely to be studying at home because of favourable home conditions and their children understand what teachers taught because of emotional stability. This means that authoritarian parenting style is likely to lead to achievement oriented children, children who study at home because of favourable home condition and children who understand what teachers teach because of emotional stability.

Influence of Permissive Parenting Style on the Academic Work of

Children

Responses to influence of permissive parenting style on the academic

work of children are presented in Table 13.

Table 13: Influence of Permissive Parenting Style on the Academic Work
of Children

Influence on Academic Work	Pupils (40)						Parents (40)					
	Disagree		Undecided		Agree		Disagree		Undecided		Agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Achievement oriented.	1	2.5	1	2.5	38	95.0	1	2.0	1	2.0	48	96.0
Effect of house chores on academic performance.	29	72.5	1	2.5	10	25.5	46	92.0	2	4.0	2	4.0
Sleeping in class because of treatment at home.	36	90.0	1	2.5	3	7.5	47	94.0	1	2.0	2	4.0
Getting enough time to do home work.	7	17.5	1	2.5	32	80.0	1	2.0	1	2.0	48	96.0
Studying at home because of favourable home conditions.	8	20.0	0	0.0	32	80.0	1	2.0	1	2.0	48	96.0
Studying at home with help from parents.	5	12.5	0	0.0	35	87.5	26	52.0	1	2.0	23	46.0
Understanding what teachers teach because of emotional stability.	8	20.0	0	0.0	32	80.0	1	2.0	1	2.0	48	96.0
Ability to retain what is learnt because of enjoyment of relative freedom.	5	12.5	0	0.0	35	87.5	2	4.0	0	0.0	48	96.0

Table 13 presents the results of the effect of permissive parenting style

on the academic work of children. The results indicate that out of the 40 pupils

whose parents used permissive parenting style, 95.0% of them responded that they were achievement oriented, while 87.5%, 87.5%, 80.0%, 80.0%, 80.0%, 25.0% and 7.5% of them responded that they studied at home because of favourable home conditions, they understood what teachers taught because of emotional stability, they had enough time to do their homework, they retained what was learnt because of enjoyment of relative freedom and they studied at home with help from parents respectively. The results suggest that authoritarian parenting style could make children achievement oriented.

With regard to the parents, apart from their children being achievement oriented, getting enough time to do homework, studying at home because of favourable home conditions, understanding what teachers teach because of emotional stability, being able to retain what is learnt because of enjoyment of relative freedom which the majority of the parents, 48 (96.0%) agreed to, some of the parents, 23 (46.0%) agreed that their children studied at home with the help from parents. Only 2 (4.0%) agreed to the effect of house chores on their children's academic performance and their children sleeping in class because of treatment at home. This means that majority of the children who parents used permissive parenting style were likely to be achievement oriented.

Influence of Uninvolving Parenting Style on the Academic Work of Children

Reponses from the participants on influence of uninvolving parenting styles on the academic work of children are presented in Table 14.

Table 14: Influence of Uninvolving Parenting Style on the Academic Work of Children

Influence on Academic Work	Pupils (9)						Parents (6)					
	Disagree		Undecided		Agree		Disagree		Undecided		Agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Achievement oriented.	1	11.1	0	0.0	8	88.9	1	16.7	1	16.7	4	66.7
Effect of house chores on academic performance.	8	88.9	0	0.0	1	11.1	4	66.7	1	16.7	1	16.7
Sleeping in class because of treatment at home.	7	77.8	0	0.0	2	22.2	3	50.0	1	16.7	2	33.3
Getting enough time to do home work.	0	0.0	0	0.0	9	100.0	1	16.7	1	16.7	4	66.7
Studying at home because of favourable home conditions.	2	22.2	0	0.0	7	77.8	1	16.7	1	16.7	4	66.7
Studying at home with help from parents.	1	11.1	0	0.0	8	88.9	1	16.7	1	16.7	4	66.7
Understanding what teachers teach because of emotional stability.	0	0.0	0	0.0	9	100.0	1	16.7	1	16.7	4	66.7
Ability to retain what is learnt because of enjoyment of relative freedom.	1	11.1	0	0.0	8	88.9	1	16.7	0	0.0	5	83.3

Table 14 presents the influence of uninvolving parenting style on the academic work of children. In all there were 9 pupils whose parents used uninvolving parenting style. Those who responded that they get enough time to do homework and understand what teachers teach because of emotional stability were 9 (100.0%). Some of the pupils, 8 (88.9%) responded that they were achievement oriented, they studied at home with help from parents, and they retained what they learn because of enjoyment of relative freedom. The

rest of the pupils 7 (77.8%), 2 (22.2%) and 1 (11.1%) agreed to studying at home because of favourable home conditions, sleeping in class because of treatment at home, and effect of house chores on academic performance respectively. From the results, it was observed that uninvolving parenting style could make children get enough time to do homework and understand what teachers teach because of emotional stability.

It was also observed that for parents who used uninvolving parenting style, 5 (83.3%) agreed that their children were able to retain what is learnt because they enjoyed relative freedom. Achievement oriented, effect of house chores on academic performance, getting enough time to do homework, studying at home because of favourable home conditions, studying at home with help from parents and understanding what teachers teach because of emotional stability were agreed to by 4 (66.7%) parents. Only 2 (33.3%) agreed that their children were sleeping in class because of treatment at home.

From the analysis, it is realized that democratic parenting style is likely to have the most positive influence on pupils' academic work. This is followed by authoritative parenting style children, then permissive parenting style children. Uninvolving parenting style is likely to have the least positive influence on children's academic work.

Research Question 4

What is the Influence of Parenting Styles on the Physical Health of Children?

The respondents were required to express their agreement or disagreement on the influence of parenting styles on the physical health of children. The responses are presented in tables 15, 16, 17, 18 and relate to

democratic, authoritarian, permissive and uninvolving parenting styles respectively.

Influence of Democratic Parenting Style on the Physical Health of Children

The responses to the influence of democratic parenting styles on the physical health of children are displayed in Table15.

Table 15: Influence of Democratic Parenting Style on the Physical Health of Children

Influence on	Pupils (161)						Parents (157)					
Physical	Disagree		Undecided		Agree		Disagree		Undecided		Agree	
Health	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Children always looking cheerful because of their parents treatment.	2	1.2	0	0.0	159	98.8	1	0.6	0	0.0	156	99.4
Children upbringing make them cope well with stress.	2	1.2	2	1.2	157	97.5	7	4.5	8	5.1	142	90.5
Children are timid because of the way parents treat them.	154	95.7	2	1.2	5	3.1	152	96.8	3	1.9	2	1.3
Children are unhappy because of how my parents treat them.	149	92.6	5	3.1	7	4.4	153	97.5	1	0.6	3	1.9
Children are mentally disturbed because of the way they are treated.	152	94.4	7	4.4	2	1.2	151	96.2	4	2.6	2	1.3
Children get injury from their parents beating.	148	91.9	3	1.9	10	6.2	152	96.8	1	0.6	4	2.6
Children have permanent injury from their parents beatings.	151	93.8	4	2.5	6	3.7	151	96.2	2	1.3	4	2.6

The results presented in Table 15, indicate that out of 161 pupils whose parents use democratic parenting style, 159 (98.8%) agreed that they always looked cheerful because of their parents' treatment, while 157 (97.5%) agreed that their upbringing made them cope well with stress. Only a small number of pupils, 10 (6.2%), 7 (4.4%), 6 (3.7%), 5 (3.1%) and 2 (1.2%) indicated that they were getting injury from their parents` beating, unhappy because of how their parents treated them, having permanent injury from their parents` beatings, were timid because of the way parents treated them and were mentally disturbed because of the way they were treated respectively. Thus, majority of children whose parents used democratic parenting style generally agreed that it had positive influence on their physical health.

The results also indicate that most of the parents who used democratic parenting style agreed it had positive influence on their children`s physical health. While 156 (99.4%) and 142 (90.5%) parents agreed that their children were always looking cheerful because of the way they treated them and that their children's upbringing made them cope well with stress respectively, only 4 (2.6%), 4 (2.6%), 3 (1.9%), 2 (1.3%) and 2 (1.3%) of the parents agreed that their children got injury from their beating, their children had permanent injury from their beatings, their children were unhappy because of how they treated them, their children were timid because of the way they treated them and their children were mentally disturbed because of the way they were treated respectively. The responses from both pupils and their parents indicated that democratic parenting style leads to physically healthy children.

Influence of Authoritarian Parenting Style on the Physical Health of

Children

The participants' responses to the influence of authoritarian parenting

style on the physical health of children are presented in Table 16.

**Table 16: Influence of Authoritarian Parenting Style on the Physical
Health of Children**

Influence on Physical Health	Pupils (31)						Parents (14)					
	Disagree		Undecided		Agree		Disagree		Undecided		Agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Children always looking cheerful because of their parents treatment.	6	19.4	1	3.2	24	77.4	1	7.1	0	0.0	13	92.9
Children up bringing make them cope well with stress.	5	16.1	3	9.7	23	74.2	0	0.0	3	21.4	11	78.6
Children are timid because of the way parents treat them.	23	74.2	2	6.5	6	19.4	11	78.6	1	7.1	2	14.3
Children are unhappy Because of how my parents treat me.	22	71.0	0	0.0	9	29.0	11	78.6	0	0.0	3	21.4
Children are mentally disturbed because of the way they are treated.	27	87.1	2	6.5	2	6.5	13	92.9	0	0.0	1	7.1
Children get injury from their parents beating.	19	61.3	2	6.5	10	32.3	11	78.6	0	0.0	3	21.4
Children have permanent injury from their parents beatings.	21	67.7	3	9.7	7	22.6	11	78.6	1	7.1	2	14.3

Concerning the influence of authoritarian parenting style on social

development, the results, as shown in Table 16, indicate that majority of the

pupils whose parents used authoritarian parenting style agreed it had positive influence on their children`s physical health. Appreciable number of pupils, 24 (77.4%) and 23 (74.2%) agreed that they were always looking cheerful because of their parents' treatment and that their upbringing made them cope well with stress respectively, while 10 (32.3%), 9 (29.0%), 7 (22.6%), 6 (19.4%) and 2 (6.5%) agreed that they were getting injury from their parents beating, unhappy because of how their parents treated them, had permanent injury from their parents beatings, were timid because of the way parents treated them and were mentally disturbed because of the way they were treated respectively. Inferring from the results, it is observed that authoritarian parenting style to some extent has the likelihood of producing physically healthy children.

For the 14 parents who used the authoritarian parenting style, majority of them 13 (92.9%) agreed that their children always looked cheerful because of the way they treated them while 11 (78.6%), 3 (21.4%), 3 (21.4%), 2 (14.3%), 2 (14.3%) and 1 (7.1%) agreed that the upbringing of their children made the children cope well with stress, their children were unhappy because of how they treated them, their children got injury from their beating, their children were timid because of the way they treated them, their children had permanent injury from their beatings and their children were mentally disturbed because of the way they treat them respectively.

Majority of both pupils and parents stated that children were always looking cheerful because of their parents' treatment and children upbringing style used makes them cope well with stress. This means that authoritarian

parenting style is likely to lead to cheerful and non-stressful behaviour in children.

Influence of Permissive Parenting Style on the Physical Health of Children

Responses of both pupils and parents to the influence of permissive parenting style on the physical health of children are presented in Table 17.

Table 17: Influence of Permissive Parenting Style on the Physical Health of Children

Influence on Physical Health	Pupils (40)						Parents (50)					
	Disagree		Undecided		Agree		Disagree		Undecided		Agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Children always looking cheerful because of their parents treatment.	7	17.5	0	0.0	33	82.5	1	2.0	0	0.0	49	98.0
Children up bringing make them cope well with stress.	4	10.0	3	7.5	33	82.5	6	12.0	7	14.0	37	74.0
Children are timid because of the way parents treat them.	33	82.5	1	2.5	6	15.0	45	90.0	2	4.0	3	6.0
Children are unhappy because of how my parents treat me.	33	82.5	0	0.0	7	17.5	47	94.0	1	2.0	2	4.0
Children are mentally disturbed because of the way they are treated.	36	90.0	2	5.0	2	5.0	48	96.0	1	2.0	1	2.0
Children get injury from their parents beating.	31	77.5	0	0.0	9	22.5	47	94.0	1	2.0	2	4.0
Children have permanent injury from their parents beatings.	32	80.0	2	5.0	6	15.0	47	94.0	2	4.0	1	2.0

Table 17 presents the results of the effect of permissive parenting style on the physical health of children. The results indicate that out of 40 pupils whose parents used permissive parenting style, 82.5% of them responded that they always looked cheerful because of their parents treatment and their upbringing made them cope well with stress, while 22.5%, 17.5%, 15.0%, 15.0% and 5.0% responded that they got injury from their parents beating, they were unhappy because of how their parents treated them, they were timid because of the way parents treated them, they had permanent injury from their parents beatings and they were mentally disturbed because of the way their parents treated them respectively.

With regards to the parents, apart from the children always look cheerful because of their parents' treatment which majority of parents (98.0%) agreed to, children upbringing makes the rest of them cope well with stress, some children were timid because of the way their parents treated them. Other children were unhappy because of how their parents treated them, children got injury from their parents beating, children were mentally disturbed because of the way they were treated and children had permanent injury from their parents` beatings, were agreed to by few parents, 74.0%, 6.0%, 4.0%, 4.0%, 2.0% and 2.0% respectively. This means that majority of children whose parents used permissive parenting style were most likely to always look cheerful, and cope well with stress.

Influence of Uninvolving Parenting Style on the Physical Health of Children

Table 18 presents response to the influence of uninvolving parenting styles on the physical health of children.

Table 18: Influence of Uninvolving Parenting Style on the Physical Health of Children

Influence on Physical Health	Pupils (9)						Parents (6)					
	Disagree		Undecided		Agree		Disagree		Undecided		Agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Children always looking cheerful because of their parents treatment.	0	0.0	0	0.0	9	100.0	1	16.7	0	0.0	5	83.3
Children upbringing make them cope well with stress.	1	11.1	0	0.0	8	88.9	1	16.7	1	16.7	4	66.7
Children are timid because of the way parents treat them.	7	77.8	0	0.0	2	22.2	3	50.0	1	16.7	2	33.3
Children are unhappy because of how my parents treat me.	6	66.7	0	0.0	3	33.3	3	50.0	1	16.7	2	33.3
Children are mentally disturb because of the way they are treated.	8	88.9	0	0.0	1	11.1	4	66.7	0	0.0	2	33.3
Children get injury from their parents beating.	5	55.6	0	0.0	4	44.4	3	50.0	1	16.7	2	33.3
Children have permanent injury from their parents beatings.	7	77.8	0	0.0	2	22.2	3	50.0	1	16.7	2	33.3

Table 18 presents the influence of uninvolving parenting style on physical health development of children. In all, there were 9 pupils whose parents used uninvolving parenting style. Those who responded that they were always looking cheerful because of their parents' treatment and that their upbringing made them cope well with stress were 100.0% and 88.9%

respectively. Some of the pupils responded that they got injured from their parents beating (44.4%). A number of them (33.3%) were unhappy because of how their parents treated them. Again, 22.2% of them were timid because of the way parents treated them and had permanent injury from their parents' beatings. Finally, the results indicate that 11.1% were mentally disturbed because of the way they were treated.

It was also observed that for parents who used uninvolving parenting style, 83.3% of them agreed that their children always looked cheerful because parents' treatment, 66.7% of the parents agreed that their children's upbringing made them cope well with stress. Only 33.3% of the parents agreed that their children were timid because of the way they treated them, their children were unhappy because of how they were treated, their children were mentally disturbed because of the way they are treated, their children got injury from their parents beating and their children had permanent injury from their parents. This means that uninvolving parenting style children are likely to be cheerful and cope well with stress.

From tables 15, 16, 17 and 18, generally, the analyses show that all the parenting styles have positive influence on physical health of children. It was however observed that generally more children whose parents used authoritarian, permissive and uninvolving parenting styles became timid and were mentally disturbed than children whose parents used democratic parenting style.

The Effects of Negative Parenting Style

In line with research questions 2, research questions 3 and research questions 4. The researcher sought to find out the effects of negative parenting styles.

Table 19 presents what participants considered to be the five most significant effects of negative parenting styles.

Table 19: Effects of Negative Parenting Style

Effect of Negative Parenting Styles	Pupils (241)		Parents (227)	
	Freq	%	Freq	%
It affects children physically and psychologically.	112	46.5	98	43.2
It affects children emotionally and academically.	56	23.2	49	21.6
It makes children unable to think properly.	30	12.4	37	16.3
It makes children feel rejected.	22	9.1	18	7.9
It makes children engage in bad acts as stealing and other social vices.	14	5.8	11	4.8

From the perspective of both parents and pupils, the five most significant effects of negative parenting styles (often associated with severe beating, children working for money, food or taking care of themselves etc.) were that: It affects children physically and psychologically; it affects children emotionally and academically; it makes children unable to think properly; it makes children feel rejected; and that, it makes children engage in bad acts such as stealing and other social vices.

The finding made in this study also supports the finding of Santrock (2007) that children become emotionally withdrawn from social situations as a

result of negative parenting. This also impacts relationships later on in life. In adolescence, they may show patterns of truancy and delinquency. Parenting style such as permissive may also encourage heavy drinking. The finding is also supported by studies on alcohol and drugs at Brigham Young University (2010) which also stated that 'strict parents' more than doubled their teen's risk of heavy drinking.

Suggestions for Eradicating Negative Parenting Styles

In line with research questions 2, research questions 3 and research questions 4. The researcher sought to find out suggestions for eradicating negative parenting styles.

Table 20 presents the list of the five most important suggestions provided by both pupils and parents for eradicating negative parenting styles.

Table 20: Suggestions for Eradicating Negative Parenting Styles

Eradication of Negative Parenting Styles	Pupils (241)		Parents (227)	
	Freq	%	Freq	%
Government need to help in educating parents on how to treat their children.	108	44.8	102	44.9
Parents need to be educated on children`s right.	64	26.6	48	21.1
Parents should be educated to listen and pay attention to their children.	33	13.7	25	11.0
Parents be educated to stop maltreating children.	21	8.7	23	10.1
Parents should be educated and advised on effects of negative and positive parenting style.	9	3.7	10	4.4

From Table 20, the five most important suggestions for eradicating the effects of negative parenting styles (beating, children working for money, food or taking care of themselves etc.) provided by the research participants were:

67

education of parents on how to treat their children well. As much as 44.8% and 44.9% of pupils and parents respectively suggested that. Furthermore 26.6% and 21.1% of pupils and parents respectively suggested that parents need to be educated on children`s right. Other suggestions were that parents should be educated to: listen and pay attention to their children; stop maltreating their children; and educated on the effects of negative and positive parenting styles.

These findings are in line with that of other researchers such as Chua, (2011) that parents should be open-minded to the choices other parents make, learn about the parenting styles of other cultures and consider if there are not things they could be doing differently. It is indeed important that parents of all cultures should be able to learn from one another as indicated by Chua, (2011) and Zahran, (2011). All these findings suggest that parents should treat their children well. These do not suggest that parents should ignore their children when they go wrong. They should be able to guide them by setting rules for them to follow as noted by Baumrind (1991). Parents should be neither punitive nor aloof. Rather, they should develop rules for their children and be affectionate with them.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This final chapter is devoted to the presentation of the summary of the study, conclusions and recommendations based on the findings.

Summary

Overview of the Study

Parenting style has become a major issue in recent times primarily due to its impact on children, parents, teachers, government and the country at large. The purpose of this research was to investigate the impact of parenting styles on the personal and social development of children at Elmina.

The descriptive survey design was adopted for this study. Out of the 500 respondents which were made up of 250 pupils and 250 parents, the data was retrieved from 468 respondents, made up of 227 parents and 241 pupils. The research targeted parents and pupils because the parents used the parenting styles they deemed appropriate for their children's upbringing. The pupils on the other hand, knew the parenting style their parents used and their influence on their personal and social development. Questionnaire was the instrument used in the data collection. The data was processed using Statistical Product and Service Solutions (SPSS) that yielded percentages and simple frequencies.

Key Findings

The study revealed the following findings.

1. Majority of parents used democratic (authoritative) parenting style more than permissive parenting style, authoritarian parenting style and uninvolving (neglecting) parenting style in that order.

2. Some parents combined two or more of the parenting styles.

3. Among the four parenting styles, the democratic parenting style had the greatest positive influence on the social development of children.

4. Permissive and uninvolving parenting styles have moderate positive effect on social development and could both result in children becoming immature and lonely.

5. Democratic parenting style had the most positive influence on pupils' academic work. Uninvolving parenting style had the least positive influence on academic work.

6. Among the four parenting styles, the democratic parenting style helped to produce the most physically healthy children.

7. The two most important negative effects of parenting styles, identified by both pupils and parents were that: parenting styles affect children physically and psychologically; and that they affect children emotionally and academically.

8. The two most important suggestions that pupils and parents made about how to stop negative parenting style were that the government needs to help in educating parents on good parenting style or how to treat their children; and on children`s right through the mass media such as television and radio.

Conclusions

Based on the findings of the study, the following conclusions were made.

1. Although democratic parenting style was found to have the greatest positive influence on the social development of children, that notwithstanding, a mixture of parenting style, such as democratic and permissive parenting styles is likely to have a greater positive influence on the social development of children than only democratic parenting style.

2. The kind of parenting style used can have positive or negative influence on all facets of a child's life including, the social, physical, emotional and academic. It is therefore the kind of parenting style that yields positive outcomes that should be encouraged.

Recommendations

Recommendations for Policy and Practice

Based on the results obtained from the study and the conclusions drawn, the following recommendations are made for consideration.

1. The District Assembly should have policies and programmes that are aimed at educating parents on the appropriate parenting style to use and their impact on the children. Emphasis should be place on child labour, child abuse and the rights of the child. The parents should be educated on Convention on the Rights of the Child (CRC) established on 5th February 1990 to protect all children below the age of 18 in all aspects of their life.

2. Parents should be encouraged to form associations to educate themselves and also to think about the influence their parenting styles have on their children and to put up corrective measures if necessary.

3. The District Assembly, in conjunction with the Ghana Education Service, should organize programmes to train the children on their rights and the appropriate parenting style that should be used by their parents. The pupils should be educated on the Convention on the Rights of the Child (CRC) established on 5th February 1990 to protect all children below the age of 18 in all aspects of their life.

4. There should also be counselling programmes for the pupils in every school so that those with problems could be referred to the counsellor for counselling.

5. Representatives from the Ghana Education Service (GES) and the teachers should also come together to educate the parents during Parent Teacher Association meetings on the appropriate parenting style to use from time to time.

Suggestions for Further Research

This study was limited to Elmina. Researchers in the near future could look into the influence of parenting styles on the children in other parts of the country so that a meaningful comparison could be made and a comprehensive effect of parenting styles could be documented.

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APPENDICES

UNIVERSITY OF CAPE COAST

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

QUESTIONNAIRE FOR PUPILS

Dear participant,

This study, which is a graduate research for the University of Cape Coast is being conducted to find out the impact of parenting styles on the personal and social development of children in Elmina-Central Region.

The study is purely for academic purpose. All information given will be strictly treated as confidential. Please do not write your name on any part of this paper but fill in the blank spaces provided and tick the appropriate responses in the boxes provided as frankly as possible.

SECTION A

Background Information

Please respond to each of the items in this section by ticking (√) the response

that is appropriate to your situation or filling the space provided.

1. Gender: Male [   ]   Female [   ]

2. Age range: 10-15[   ] 16-20[   ]   21+ [   ]

3. Parent's Occupation: Farming [   ]   Trading [   ] Teaching [   ]

    Clerical work [   ]

4. Do you work? Yes [   ]   No [   ]

5. Level of education of parents: No Formal Education [   ]   Basic

    Education [   ]   Secondary (SSS, Commercial) [   ]   Tertiary [   ]

    Others (Specify)……………...

6. Town/Area of resident ………………..

7. Religion: Christian [   ]   Traditional [   ]   Islam [   ]

    Others (Specify)……………...

8. Number of siblings: Boys [   ]   Girls [   ]

9. Marital status of parents: Married [   ]   Single [   ]

    Separated [   ]   Divorced [   ]   Widow/Widower [   ]

SECTION B

The Types of Parenting Styles used by Parents.

Below are statements relating to the types of parenting styles used by parents.

For each item, please tick a number in the right column to indicate the extent

to which you agree or disagree to how the statement describes parenting style.

The corresponding scale is:

1 Strongly Disagree; 2 Disagree; 3 Undecided; 4 Agree; 5 Strongly Agree.

No	Statement	1	2	3	4	5
1	My parents tell or expect me to follow the strict rules established by them without explanation.					
2	My parents punish when I do not do what they have told me to do.					
3	My parents establish rules and guidelines that I am expected to follow.					
4	My parents are responsive to me and willing to listen to my questions.					
5	My parents are more nurturing and forgiving rather than punishing.					
6	My parents accept almost any behaviour from me and rarely discipline me.					
7	My parents accept almost any behaviour from me, do not care that much and communicate little with me.					
8	My parents give me my needs such as food, cloths, fees etc.					

SECTION C

Influence of Parenting Styles on the Social Development of Children

Below are statements relating to the social development of children. For each item, please tick a number in the right column to indicate the extent to which you agree or disagree to how parenting styles influenced your social development. **The corresponding scale is:**

1 Strongly Disagree; 2 Disagree; 3 Undecided; 4 Agree; 5 Strongly Agree.

No	Statements	1	2	3	4	5
1	I am very self-reliant					
2	I am unfriendly					
3	I am rebellious					
4	I am domineering (bossy)					
5	I am immature					
6	I am lonely					
7	I withdraw from my colleagues					

Influence of Parenting Style on the Academic Work of Children

Below are statements relating to the academic work of children. For each item, please tick a number in the right column to indicate the extent to which you agree or disagree to how parenting styles influence your academic work. **The corresponding scale is:**

1 Strongly Disagree; 2 Disagree; 3 Undecided; 4 Agree; 5 Strongly Agree.

No	Statement	1	2	3	4	5
1	I am achievement oriented (academically good).					
2	My house chores affect my academic performance.					
3	How I am treated at home makes me sleep in class.					
4	I always get enough time to do my home work.					
5	I study at home because of the favourable home conditions.					
6	I study at home with help from my parents.					
7	I am emotionally stable so it helps me to understand what my teachers teach me in class.					
8	I am able to retain what I learn because I enjoy relative freedom.					

Influence of Parenting Style on the Physical Health of Children

Below are statements relating to the physical health of children. For each item, please tick a number in the right column to indicate the extent to which you agree or disagree to how parenting styles influence your physical health. **The corresponding scale is:**

1 Strongly Disagree; 2 Disagree; 3 Undecided; 4 Agree; 5 Strongly Agree.

No	Statement	1	2	3	4	5
1	I always look cheerful because of how my parents treat me.					
2	My upbringing makes me cope well with stress.					
3	I am timid because of the way my parents treat me.					
4	I am unhappy because of how my parents treat me.					
5	I am mentally disturbed because of the way my parents treat me.					
6	I get injury from beating.					
7	I have a permanent injury from beating.					

SECTION F

Effect of Negative Parenting Style and how it can be avoided

1. How does negative parenting style (beating, children working for money or food, taking care of themselves etc.) affect the children?

    …………………………………………………………………………

2. What can parents do to stop the negative parenting style (beating, children working for money or food, taking care of themselves etc)?

    …………………………………………………………………………......

UNIVERSITY OF CAPE COAST

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

Questionnaire for Parents

Dear participant,

This study, which is a graduate research for the University of Cape Coast is being conducted to find out the impact of parenting styles on the personal and social development of children in Elmina-Central Region.

The study is purely for academic purpose. All information given will be strictly treated as confidential. Please do not write your name on any part of this paper but fill in the blank spaces provided and tick the appropriate responses in the boxes provided as frankly as possible.

SECTION A

Background Information

Please respond to each of the items in this section by ticking (√) the response that is appropriate to your situation or filling the space provided.

10. Gender: Male [   ]   Female [   ]

11. Age range: 20-30 [   ]   31-40[   ]   41-50 [   ]   60+[   ]

12. Occupation: Farming [   ]   Trading [   ]   Teaching [   ]

    Clerical work [   ]

13. Do you have additional income? Yes [   ]   No [   ]

14. Level of education: No Formal Education [   ]   Basic Education [   ]

    Secondary (SSS, Commercial) [   ]   Tertiary [   ]

    Others (Specify)...............................……………………

15. Town/Area of resident ……………………………………

16. Religion: Christian [   ]   Traditional [   ]   Islam [   ]

    Others (Specify)……………………………………………

17. Number of children: Boys [   ]   Girls [   ]

18. Marital Status: Married [   ] Single [   ]   Separated [   ]

            Divorced [   ]   Widow/Widower [   ]

SECTION B

The types of Parenting Style used by Parents

Below are statements relating to the types of parenting style used by parents. For each item, please tick a number in the right column to indicate the extent to which you agree or disagree to how the statement describes your parenting style. **The corresponding scale is:**

(1) Strongly Disagree (2) Disagree (3) Undecided (4) Agree (5) Strongly Agree.

NO	STATEMENT	1	2	3	4	5
1	I tell or expect my children to follow strict rules I establish without explanation.					
2	I punish when my children do not do what I have them told to do.					
3	I establish rules and guidelines that my children are expected to follow.					
4	I am responsive to my children and willing to listen to their questions.					
5	I am more nurturing and forgiving rather than punishing.					
6	I accept almost any behaviour from my children and rarely discipline them.					
7	I accept almost any behaviour from my children, I do not care that much and communicate little with them.					
8	I gives my children their needs such as food, cloths, fees etc.					

Influence of Parenting Styles on the Social Development of Children

Below are statements relating to the social development of children. For each item, please tick a number in the right column to indicate the extent to which you agree or disagree to how the statement describes the social development of your children. **The corresponding scale is:**

(1) Strongly Disagree (2) Disagree (3) Undecided (4) Agree (5) Strongly Agree.

NO	STATEMENTS	1	2	3	4	5
1	My children are very self-reliant.					
2	My children are .unfriendly.					
3	My children are rebellious.					
4	My children are domineering (bossy).					
5	My children are immature.					
6	My children are lonely.					
7	My children are withdrawn from their colleagues.					

SECTION D

Influence of Parenting Style on the Academic Work of Children

Below are statements relating to the academic work of children. For each item, please tick a number in the right column to indicate the extent to which you agree or disagree to how parenting styles influenced the academic work of your children. **The corresponding scale is:**

(1) Strongly Disagree (2) Disagree (3) Undecided (4) Agree (5) Strongly Agree.

No	Statement	1	2	3	4	5
1	My children are achievement oriented (academically good).					
2	House chores affect my children academic performance.					
3	How I treated my children at home makes them sleep in class.					
4	My children get enough time to do their home work.					
5	My children study at home because of the favourable home conditions.					
6	My children study at home with help from me.					
7	My children are emotionally stable so it helps them to understand what their teachers teach them in class.					
8	My children are able to retain what they learn because they enjoy relative freedom.					

SECTION E

Influence of Parenting Style on the Physical Health of Children

Below are statements relating to the physical health of children. For each item, please tick a number in the right column to indicate the extent to which you agree or disagree to how parenting styles influenced the physical health of your children. **The corresponding scale is:**

(1) Strongly Disagree (2) Disagree (3) Undecided (4) Agree (5) Strongly Agree.

No	Statement	1	2	3	4	5
1	My children are cheerful because of how I treat them.					
2	My children's upbringing makes them cope well with stress.					
3	My children are timid because of the way I treat them.					
4	My children are unhappy because of how I treat them.					
5	My children are mentally disturbed because of the way I treat them.					
6	My children get injury from my beating.					
7	My children have a permanent injury from my beating.					

SECTION F

The Negative Parenting Style and Ways to Avoid the Use of this Parenting Style

1. How does negative parenting style (beating, children working for money or food, taking care of themselves etc.) affect the children?

…………………………………………………………………………………

…………………………………………………………………………………

……………...

2. What can you, as a parent do to stop negative parenting style (beating, children working for money or food, taking care of themselves etc)?

………………………………………………………………………………..

……………………………………………………………........................

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