Parenting Style, Social Development and Academic Performance of Junior High School Pupils

Eric Mensah, Ph.D.[1]
Lily Mensah[2]

[1]https://orcid.org/0000-0003-2362-8493

[1]Email: eric.mensah5@ucc.edu.gh
[2]Email: mlily2649@gmail.com

[1]Mob: +233243418983
[2]Mob: +233241640407

[1]Department of Arts Education
[2]Department of Business and Social Sciences Education

[1,2]Faculty of Humanities and Social Sciences Education
College of Education Studies
University of Cape Coast
Cape Coast, Ghana West Africa

……...…..

ABSTRACT

This paper looked at parenting styles, social development, and academic performance of pupils in the Assin north district of the Central region. The cross-sectional survey design premised on the quantitative approach which is also seated in the positivist orientation to research was adopted. Using the proportionate random sampling procedure, 327 pupils from 30 Junior High Schools in the District were sampled. Data collected were analysed using both descriptive (frequencies and percentages) and inferential (Spearman rank and Pearson correlation) statistics. It was found among others that, the majority of parents of pupils in the Assin north district used an authoritative parenting style. Again, most of the pupils in the Assin north district have high social development. There was a weak positive non-significant relationship between parenting styles and the social development of the pupils (r=0.035, sig.=0.052). Also, there was a weak negative significant relationship between parenting style and the academic performance of the pupils (r=-0.111, sig.=0.044). It was recommended among others that, parents in the district are educated through District Assembly policies and programmes on the importance and influence of their parenting styles. Also, the District Assembly, chiefs, parents, and teachers in the district should put in measures to ensure the continuous and optimum social development of JHS pupils.

Keywords: *Parenting styles, Social development, Academic performance, Pupils*

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

I. INTRODUCTION

Parenting types are crucial in adolescents' development and have been linked to diverse facets of their emotional, mental, societal, and scholastic competence. It is a psychological explanation of normal approaches for child-rearing determinations adopted by parents (Morris et al, 2007). Baumrind (2012) revealed that parents who use different parenting types to raise their children have varying degrees of social competence. Parenting styles grab two crucial elements of parenting, that is, parental reaction and parental demandingness (Martinez, Garcia, & Yubero, 2007). The parental responsiveness dimension states how the parents show love and affection, talk, support, and reason with their children (Martinez et al., 2020). On the other hand, parental demandingness (Behavioural control) specifies the extent to which parents practise supervision and control, to uphold the position of authority, and create norms for children (Baumrind, 1991; Garcia & Serra, 2019).

There are four types of styles; Authoritative (highly demanding and responsive), Authoritarian (highly demanding and lowly responsive), Permissive (lowly demanding and highly responsive), and Neglectful (lowly demanding and responsive). An Authoritative parenting style requires a child-centred pattern defined by a clear set of rules and expectations, and the use of reasoning and discussion to achieve adherence to rules (Ballantine, 2001; Varela et al, 2004). An Authoritarian parenting style requires an adult-centred pattern portrayed by a clear set of rules and expectations awaited to be obeyed without explanation. Authoritarian parenting is illustrated by parents speaking to their children rather than with their (Alegre, 2011; Gronlnick & Pomerantz, 2009 as cited by Rosli, 2014). The permissive parenting style is child-centred and a non-demanding pattern. Parents with a permissive parenting style are too lenient and tolerant of their children without setting limits (Rosli, 2014). The uninvolved or neglectful parenting

style was an expansion of Baumrind's three types of parenting styles (Rosli, 2014).   Benson and Haith (2010) described an uninvolved parent as one who is not dedicated to parenting rules and is disinterested in helping to foster the optimal development of the child. An uninvolved parent is also described as having little knowledge or involvement in the child's personal life, never showing concern for what goes on at school or with the child's friends, and occasionally affecting the child's opinion in the decision-making process. According to Rosli (2014), a neglectful parenting style leads to depression, aggression, anti-social behaviour, and delinquency.

The Ghanaian parent plays critical roles in the upbringing of children. However, other adults within the society do perform parental responsibilities. This concept is termed, social parenthood. According to Rego (2015), this concept approves for other adults within a given society to contribute their quota to child development in terms of discipline and corrections. Due to globalization and the importation of foreign cultures, this social parenthood has diminished from our societies (Abesha, 2012). In Ghana, adolescents comprise 22.4% of the total people. The frequencies of teenage pregnancies are astronomical. Thirty percent (30%) of all births recorded in 2014, were by adolescents, and 14% of adolescents aged between 15 and 19 years had commenced childbearing (Graphic Online, Accra, Ghana, 2016).

Though teenage pregnancy has been a discomforting menace in Ghana, the Central region has been the worse taking into reflection its upsetting statistics. Statistics from the Ghana Health Service (GHS) in 2014, indicate that 75,000 teenagers between the ages of 15-19 got pregnant within the year, with the Central region chronicling the highest number – 14,000. In 2017, statistics show that a total of 497 teenagers got pregnant between January and September in the Komenda Edina Eguafo Abrem (KEEA) municipality of the Central Region alone. Coming to the Abura Asebu Kwamankese District, 280 teenage girls were chronicled pregnant by health facilities in the district for the first half of the year. In 2016, the GHS also reported that 12,048 teenage girls between the ages of 13 and 19 got impregnated in the Central Region alone. In 2016, 12,404 adolescents involved in premature sex; resulting to pregnancy. In 2017, about 11,474 adolescents got pregnant, and in 2018, 11,350 young teenagers were also impregnated. In 2019 and 2020, the region recorded 10,914 and 10,301 cases of teenage pregnancy respectively. Questions that are raised critically point at parenting, asking about how parents of these teenagers play their role as parents. Recognising that parenting plays a significant role in the social development of teenagers, Owusu-Gyan (2013) in his study asked critical questions about parenting styles and found that parents in Elmina are democratic. Is that the reason for the number of teenage pregnancies?

There is a relationship between school and social development. It has been found that one of the roles of school(education) is to help in the social development of pupils. Education exposes pupils to critical social issues and how to focus on attaining life goals. These aims, if are being attained are somehow reflected in the performance of pupils in school. The other issue has to do with the fact that academic progression, which is related to social development is closely tied to academic performance in school. Unfortunately, Ghana's Education System is on a decline as the academic performance of pupils in the central region has become a great concern for both the parents and the government as well (Boateng et al, 2021). Statistics from the BECE results from the region have not been good. This is evidenced in the chief examiners' reports for BECE from 2019-2021.

These issues have led to a lot of research in education in the quest for knowledge to eradicate this problem. The arguments to find a solution to these issues has circled the parenting styles parents adopted in parenting these teenagers. Whiles some (Zurcher et al, 2018; Fatima, Dawood, & Munir, 2020; Rizka & Bacotang, 2019) have linked parenting style strongly to teenage pregnancy (social development), others (Sawar, 2016; Malik & Shujja, 2013; Boateng, et al, 2021) are of the view that parenting styles affect the academic performance of pupils. There are also those (Gerbino et al., 2018; Guo et al, 2018; Tabassum et al, 2020) who believe strongly that, attitude towards school is crucial and that schooling helps in social development which in turn helps teenagers to be focused and ambitious in life.

1.1 Problem Statement

Parenting styles parents adopted in raising children have a tremendous effect on how these children will see the world and process information). Education is said to be a significant factor that helps in moulding the personality of the individual because it has the key to an individual's development (Ali, McWhirter, & Chronister, 2005). Considering the surge in teenage pregnancy and the falling standards of education and its quality in the country, as well as the efforts being made by the government, one would have thought that some strides would have been made. Also, one would have thought that the problems that are still immanent in our educational system, reflected in the poor performances among junior high school pupils would have gone down by now. This disturbing situation is not only the responsibility of the government but also of the parents involved in raising children. Society's development depends on the quality of parenting a child is given. The type of parenting style used in enforcing parenting by parents shares a sustaining relationship with the child's personality characteristics, social development, academic

performance, emotional, psychological, and physical development. The lack of parental and family involvement and recognition of the essential roles needed in the children's upbringing has contributed to the falling standards in the education system forgetting that the family serves as the early growing stage and the primary point of the child's contact in socialization within the society. Valeeva and Karimova (2014) opined that parenting styles adopted in raising children can lead to confusion and instability in children resulting in poor social development and academic performance.

Disturbingly, recent reports of teenage pregnancy and its resultant poor performance are on the rise in the Assin North District of the Central region. Mr. Shadrack Ayan-Acquah, the Assemblyman for Assin Bereku Electoral Area in the District on March 28, 2018, was speaking in an interview with the Ghana News Agency and observed that teenage pregnancy and truancy are rampant. He continued in the case of teenage pregnancy that most of the men who impregnated the girls were boys of the same age and a few unscrupulous adults most of whom could not provide for their upkeep. He also expressed regret at the increasing numbers of pregnant girls of school-going age, adding that, due to the high levels of poverty in the area, some men lure the girls with money and materialism and end up impregnating them. Sadly, this has led to a lot of pupils dropping out of school. It is not surprising that academically, most of the pupils do not perform well at school as evidenced in the Chief examiners' reports for BECE from 2019-202. Questions are therefore asked of the parenting styles used by parents of the pupils and their effect on the social development and academic performance of the pupils in the district.

Several studies have been conducted on the parent-child relationship and their academic performance coupled with the social competency that is required for a successful adaptation to society and the family (Gresham, 2016). Whiles some (Zurcher et al, 2018; Fatima, Dawood, & Munir, 2020; Rizka & Bacotang, 2019; Sawar, 2016; Baidoo-Anu et al, 2019; Boateng et al, 2021; Gerbino et al., 2018; Guo et al, 2018; Tabassum et al, 2020). Most of the studies carried out have generally emphasized developed countries that have different characteristics and experiences. Only a few (Mensah & Kuranchie, 2013; Owusu-Gyan, 2013; Fatima, Dawood & Munir, 2020; Baidoo-Anu et al, 2019) have focused on the parenting style, social development, and academic performance of pupils in Ghana, and in the Assin North District. It is therefore imperative to conduct this study. To this end, the following research questions and hypotheses were formulated.

1.2 Research questions
1. What is the most prevalent parenting style used by parents in the Assin north district?
2. What is the level of social development of JHS pupils in the Assin north district?
3. What is the academic performance of JHS pupils in the Assin north district?

1.3 Hypotheses
H_{01} There is no relationship between parenting styles and the social development of pupils

H_{02} There is no relationship between parenting styles and the academic performance of pupils

H_{03} There is no relationship between social development and the academic performance of pupils

II. METHODOLOGY

Premised on the positivist orientation to research, quantitative information was collected from junior high school pupils to assess the parenting styles used by their parents as well as their social development and academic performance. Therefore, the descriptive cross-sectional survey design was employed for this study (Creswell, 2014). Leavy (2017) has described this design as one that includes identifying the features of an observed fact and finding out the likely correlation among two or more occurrences. A Cross-sectional survey design justifies the process of collecting data on specific social phenomena at a single point in time to verify the relationships among stated variables (Bryman & Cramer, 2012).

2.1 Sample
The population of the study was Junior high school students in the Assin North District of the Central region of Ghana. was made up of junior high school pupils in the Assin north district of the Central region. There are 3,437 from one, two, and three pupils in 60 Junior high schools. Using the simple random sampling procedure as part of a multistage sampling, 30 JHSs out of the 60, were selected. There are 2,188 pupils in the 30 schools. Out of this number, 327 (Krejcie & Morgan, 1970) were selected using the proportionate simple random sampling procedure. This technique allows for the selection of pupils from the 30 JHSs based on the proportion of a school's population to the entire aggregate of pupils from the 30 JHSs (Neuman, 2014). The number of pupils from each of the JHSs was

determined and formed the basis for estimating the sample size for each based on the total sample size of 327 pupils. In each school, the table of random numbers through a simple random sampling technique was employed to select the pupils.

2.2 Instrument

The questionnaire was used for data collection. The questionnaire was made up of three sections. Section 'A' of the questionnaire solicited information on the demographic characteristics (sex, age, parenting status, form) of the respondents. Section 'B' constituted 4 items from which the pupils were asked to tick which of them reflects their parents' parenting style. Section 'C', comprised thirteen statements that reflected the social development of pupils. The respondents were to respond to the items by indicating the degree to which they agree or disagree with the statements made on a four-point Likert scale. The weight for the scale was Strongly disagree=1; Disagree=2; Agree=3, and Strongly disagree=4.

2.3 Validity and Reliability

To ensure content and face validity, the objectives of the study were used as a yardstick to scrutinize the instrument for data collection. Also, a pilot test was conducted in the junior high schools in the Assin north district that were not part of the selected schools for the study. The reliability coefficient (Cronbach alpha) was determined to be .847 which is reliable (Neuman, 2014).

2.4 Ethical consideration

Various ethical issues were taken into consideration. Appointments were made with the Assin North District Education office of Ghana Education Service to seek permission to have access to the Junior high schools in the District. After this, permission was sought from the headteachers of the various schools, and scheduling for convenient times for sampling and data collection in the schools.

2.5 Statistical Treatment of Data

Data collected from the pupils were coded, processed, and analysed using Statistical Package Social Sciences (version 22) software. Data on demographics were analysed using frequencies and percentages with aid of pie and bar charts. The quantitative data to analyse the three research questions were done through the use of frequencies and percentages. Finally, data to test the three research hypotheses were analysed using Spearman rho correlation and Pearson correlation.

III. RESULTS AND DISCUSSION

This section presents the results of the data analysis and the discussion of the results. They are presented based on the research questions and hypotheses that guided the study.

3.1 What is the most prevalent parenting style used by parents in the Assin north district?

This research question sought to find out the views of pupils on the type of parenting styles used by their parents. Statements on the characteristics of the various parenting styles were formulated and pupils were asked to indicate the characteristics that matched their parents. Their responses indicated the parenting style of their parents (see Table 1).

Table 1:
Parenting Style used by Pupils' Parents

Parenting Style	No.	%
Authoritative	238	72.8
Authoritarian	61	18.7
Permissive	21	6.4
Neglectful	7	2.1
Total	**327**	**100**

It is evident from Table 1 most of the pupils (72.8%) have authoritative parents. These pupils observe their parents showing characters of authoritativeness. Parents labelled as such demonstrate behaviours such as urging their children to talk about their challenges, guiding them by reasoning, and giving praise when their children behave well.

99

Also, some parents of the pupils demonstrated features of authoritarian parenting (18.7%) as well as neglectful parenting (2.1%). Authoritarian parents demonstrate behaviours like setting strict rules for the children to follow, spanking the children when they disobey rules, and not offering explanations for punishments to children. The prevalent parenting style used by parents of pupils in JHSs in the Assin North district is Authoritative. If parents of the pupils practice the authoritarian parenting style, then why are there still issues of teenage pregnancy, school dropout, and poor academic performance?

This finding is similar to the findings of Appiah (2022); Mensah and Kuranchie (2013); Yun, Thing, and Hsoon (2019); Owusu-Gyan (2013); and Nwokocha et al (2017) who all found in their respective studies, irrespective of the differences in location, society, and culture, that the dominant parenting styles parents of JHS pupils used was the authoritative style. This may be because at the stage of their development, certain measures must be taken by parents to help their development. Parents who assume an authoritative parenting style are obliging and tolerant. These parents also generate an environment of warmth, love, and mutual understanding between themselves and their children to stimulate steady children's behaviour and further increase their performance in school (Hong, 2012; & Ofosu-Asiamah, 2013).

3.2 What is the level of social development of the JHS pupils in the Assin north district?

This research question sought to establish the level of social development of JHS pupils who were selected for the study. Pupils' level of social development was determined by asking them to indicate their agreement or disagreement to statements related to social development. Statements one to four were positive with a scale, strongly disagree=1; Disagree=2; Agree=3 and Strongly Agree=4. Statements five to eleven were negative with a scale strongly agree= 1; Agree= 2; Disagree=3 and Strongly Disagree=4. Details are in Table 2

Table 2
Social Development of Pupils

Items	SD		D		A		SA		M	SD
	N	%	N	%	n	%	n	%		
I am confident that I can cater to most of my needs and some of my wants.	52	15.9	66	20.2	105	32.1	104	31.8	2.8	1.0
I think I am self-reliant.	18	5.5	41	12.5	89	27.2	179	54.7	3.3	0.9
I think I am friendly to most of my acquaintances	68	20.8	109	33.3	87	26.6	63	19.3	2.4	1.0
I think I am open to my peers	116	35.5	115	35.2	68	20.8	28	8.6	3.3	0.7
I think I am rebellious to authority most of the time.	119	36.4	89	27.2	73	22.3	46	14.1	3.6	0.9
I think I am disobedient to people and authority most of the time.	163	49.8	81	24.8	37	11.3	46	14.1	3.1	0.8
I feel my peers think of me to be annoying.	110	33.6	107	32.7	66	20.2	44	13.5	3.6	0.9
I mostly feel immature in most of my life choices and decisions.	121	37.0	88	26.9	73	22.3	45	13.8	3.4	0.6
I feel deserted on most occasions.	103	31.5	123	37.6	65	19.9	36	11.0	3.6	0.8
I think I am depressed most of the time	122	37.3	105	32.1	64	19.6	36	11.0	3.7	0.5
I think I mostly feel withdrawn from my peers and society in general.	178	54.4	79	24.2	32	9.8	38	11.6	3.8	0.8
									3.5	**0.7**

Table 2 represents the results of the analysis of pupils' responses to the statements made related to their social development. The results show that the majority (63.9%) of the respondents either strongly agreed or agreed that they were able to cater to most of their needs and wants (M=2.8, SD, 1.0). Also, majority (82.9%) either strongly agreed or agreed that they are self-reliant (M=3.3, SD=0.9). Again, most (70.7%) of the respondents either strongly disagreed or disagreed that they are open to their peers (M=3.3, SD= 0.7). Interestingly, majority of the respondents disagreed with

most of the negative statements. For instance,78.6% either strongly disagreed or disagreed that they mostly feel withdrawn from their peers and society in general (M=3.8, SD=0.8), 69.1% either strongly disagreed or disagreed that they feel deserted on most occasions (M=3.6, SD=0.8), and finally 74.6% also strongly disagreed or disagreed that they are disobedient to people and authority most of the time (M=3.1, SD=0.8). The average mean of means was 3.5(SD=0.7). This shows that, the pupils in the district are socially developed based on their responses to the statements.

To be able to categorise the pupils in terms of their level of social development, the sum of the values related to their individual responses to the statements were computed. The values were 1, 2, 3, and 4 as seen with the scale. For the 11 statements, the sum will range from 11 to 44. From 11-22 was categorised as low, 23-33 as moderate and 34-44 as high. See Table 3.

Table 3
Overall Social Development

Social development	No.	%
Low social development	50	15.3
Moderate Social Development	86	26.4
High social development	191	58.4
Total	**327**	**100**

The results show that more than half of the pupils (58.4%) had high social development. This means pupils can improve their well-being as members of society to improve their full potential. It has been established social development is a skill that all pupils need to learn (Agran et al, 2016; Chu & Zhang, 2015; Rawles, 2016; Sanchez, Brown, & DeRosier, 2015; Yoder, 2015). This finding comes in as very interesting considering the high level of teenage pregnancy, school dropouts, and poor performance academically in the district. This may have come out this way because the pupils in school may not be involved in the vices identified as a problem in the district.

There are not many studies concentrating on social development. Jung (2014) and Rawles (2016) in corroborating the findings of this study, indicated in their respective studies that, pupils between the ages of 13-17 are mostly socially competent and exhibit decent social communication skills, establishing and maintaining a positive relationship with others. However, Parflova and Karimova (2015) in their study had a contradictory finding. Their study revealed that pupils at this age suffer from identity crises which makes it difficult for them to develop the needed social skills.

3.3 What is the academic performance of JHS pupils in the Assin north district?

The purpose of this research question was to find out the level of performance of the pupils in the school based on the subjects they study. To do this, the pupils' scores in the subjects were obtained from the School Based Assessment (SBA). Scores below 50 were categorised as failed and scores above 50 marks as passed, which is the Basic Education Certificate Examination (BECE) criteria for grading. Based on the scores obtained, pupils were tagged as passed less than 6 subjects and passed more than 6 subjects. Table 4 gives details of the results.

Table 4
Academic Performance of Pupils

Academic performance	No.	%
Passed less than 6 subjects	191	54.4
Passed more than 6 subjects	136	41.6
Total	**327**	**100**

The results in Table 4 show that the majority (54.4%) of the pupils selected for this study could not pass more than 6 subjects indicating a low or poor academic performance although 136 of them did pass. This finding is interesting because the same number of pupils were found to be socially developed. Socially developed people according to Padilla-Walker et al (2015) and Parflova and Karimova (2015) possess skills that enable them to excel in every endeavour they find themselves. On this note, one would have expected that the pupils would perform well academically. So, if the pupils are socially developed but perform poorly in academics, what could be the setback? The parenting style adopted by their parents?

The present finding corroborates the lamentations of Mr. Shadrack Ayan-Acquah, the Assemblyman for Assin Bereku Electoral Area in the District who attributed the poor performance of pupils in the district to teenage

pregnancy, school dropout, and poor attitude towards school. This poor performance sadly is corroborated by the Chief examiners' reports for BECE from 2019-2022 on the district.

3.4 H_{01}: There is no relationship between parenting style and social development of JHS pupils

This hypothesis was formulated to find out if there is a relationship between the parenting styles adopted by parents of the pupils and their social development. To test this hypothesis, the Spearman rank correlation was employed for the analysis. This was because both variables (parenting style and Social development) were neither interval nor ratio in measurement. All the assumptions for spearman rank correlation were checked and not violated. Table 5 displays the results of the analysis.

Table 5
Relationship between Parenting Style and Social Development

Variable	Correlation Coefficient	Sig- value
Parenting style	1.00	
Social development	.035	.522

The results in Table 5 indicate a weak positive non-significant relationship between pupils' social development and their parents' parenting style (r= .035, sig.= 0.522). Therefore, the null hypothesis was rejected. This means that parenting styles relate to pupils' social development to a very little extent. This relationship, because of its magnitude is not significant.

Several studies have revealed that parenting styles correlate with the social development of pupils. Zurcher et al (2018) noticed that authoritarian parenting serves as a risk factor for cyberbullying. Fatima, Dawood, and Munir (2020) in their study found that permissive parenting correlated strongly with moral identity and prosocial behaviours in adolescents. Berge et al (2016) maintained that a neglectful parenting style was associated with worse substance use outcomes across all substances. Gatune (2020), Rizka and Bacotang (2019) observed in their studies that, parenting styles individually have no significant relationship with social development These social vices are all encapsulated in the concept of social development. Although these studies differ from the present study in terms of location and setting, the findings are the same. Issues of social development and parenting styles are universal in terms of application and jurisdiction.

3.5 H_{02}: There is no relationship between parenting styles and the academic performance of JHS pupils

This hypothesis sought to find out if there was a relationship between the parenting style used by the pupils' parents and the pupils' academic performance. Spearman rank correlation was used to determine this relationship. This was because both variables (parenting style and academic performance) were neither interval nor ratio in measurement. All the assumptions for spearman rank correlation were checked and not violated. The results of the analysis are presented in Table 6.

Table 6 shows the Spearman rank correlation results on parenting styles and academic performance of the pupils. The results indicate a weak negative (inverse) significant relationship between parenting style and academic performance of JHS pupils (r=-0.111, sig.=0.044). Therefore, the null hypothesis was rejected. This means that parenting styles adopted by parents relate to pupils' academic performance to a very little extent. The relationship, despite its magnitude and direction, is significant.

Table 6
Relationship between Parenting Style and Academic Performance

Variable	Correlation Coefficient	p-value
Parenting styles	1.00	
Academic performance	-.111*	.044

Correlation is significant at the 0.05 level (2-tailed)

This finding is similar to findings from previous studies on parenting style and academic performance. Besharat et al (2011) and Masud, Thursasamy, and Ahmad (2015) in their respective studies found that there is a relationship between the two variables and saw parenting style as the most effective in enhancing the academic performance of pupils. Other studies (Baidoo-Anu et al., 2019; Darko, 2018; Juan & Xinhui, 2020; Boateng et al, 2021) had similar findings but the relationship between the two variables was rather strong in magnitude and positive in direction.

3.6 H$_{03}$: There is no relationship between social development and academic performance of JHS pupils

This hypothesis was formulated to ascertain if there is a relationship between pupils' social development and their academic performance. To this end, the Pearson correlation was adopted because both variables (Social development and academic performance) were continuous in measurement. All the assumptions for Pearson correlation were checked and not violated. See Table 7 for details.

Table 7
Relationship between Social Development and Academic Performance

Variable	Correlation Coefficient	p-value
Social development	1.00	
Academic performance	-.182**	.001

**Correlation is significant at the 0.01 level (2-tailed)

Table 7 shows the results of the Pearson Correlation between social development and the academic performance of the pupils. The result indicates a weak negative (inverse) significant relationship between social development the and academic performance of pupils (r=-0.182, sig.=0.001). The null hypothesis was therefore rejected. This means that pupils' social development relates to their performance in academics to a very little extent. The relationship is significant, irrespective of the magnitude and direction. Social development encapsulates skills that enhance academic performance so this finding is not unexpected.

Confirming this finding, Tabassum et al (2020) indicated that there was a significant relationship between academic achievement and social competence (development) of university students. Although there are level and age differences between their study and the present, it is relevant. Dehyadegary et al (2012) revealed that children without adequate social skills are at risk to face difficulties with academic achievement. Gerbino et al. (2018) demonstrated that prosocial behaviour remained a significant predictor of grades. This suggests that pupils who have struggles in interacting with their peers normally face academic problems. More so, Guo et al (2018) found that children's pro-social behaviour was predictive of academic success.

IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

It is obvious from the findings that, parents of pupils in the Assin North district are authoritative, urge their children to talk about their challenges, and guide them to make decisions. This implies that these parents have high demands and expectations of their children. The parents would therefore be worried over the level of vices reported in the district. Also, it can be concluded that pupils in the district have the potential of improving their well-being as members of society to reach their full potential. This indicates that the majority of the pupils are good at forming positive and everlasting social interactions with their counterparts and grown-ups in a very respectable way, which permits them to ultimately form a healthy association, fit into a social situation and have the ability to develop academically. Parents of the pupils adopt a democratic approach that enhances development and pupils are socially developed which also enables and nurtures good academic performance. Based on the finding it can be concluded that there may be other factors in the district, responsible for the poor academic performance. Are teachers not using the appropriate teaching strategies? Are pupils provided with the needed support both at school and at home? On the relationship between parenting style and social development, it can be concluded that the characteristics of pupils' parents relate to their social development to a very little extent. This implies that pupils would develop and improve their well-being as members of society to improve their full potential in life depending on the characteristics of their parents. Again, it can be concluded that the characteristics of pupils' parents relate to their academic performance. This implies that the poor academic performance of the pupils in the district is due to the style of parenting adopted by their parents. But if they are socially development shouldn't that lead to good performance academically? It is not surprising that the social development of the pupils relates to their academic performance. This implies that a pupil's performance in school depends on his/her social skills and experiences which ensure the ability to fit into a social situation and develop academically.

4.2 Recommendations

It is recommended that parents in the district are educated through District Assembly policies and programmes on the importance and influence of their parenting styles. This will go a long way to expose them to issues they may

be ignorant of when it comes to parenting. This will help in curbing the social vices reported in the area. Also, the District Assembly, chiefs, parents, and teachers in the district should put in measures to ensure the continuous and optimum social development of JHS pupils. This can be done by developing tailor-measured deliberate lessons, seminars, Speech and Prize Giving Days, Open Days, counselling, and workshops in schools to expose the pupils to the constituent and benefits of being socially developed. Again, educational administrators should be able to structure the curriculum to provide a learning experience that addresses students' development in the cognitive/academic, social, and moral domains. Efforts should be made by teachers to employ different teaching strategies to cater for individual differences exhibited by pupils in the classroom. This will ensure a healthy learning environment, which will in turn help improve the academic performance of pupils. The district education office should develop strategic policies to help improve the performance of pupils during the Basic Education Certificate Examinations.

An attempt has been made through this study to verify the findings of the few studies conducted concerning parenting styles, social development, and the academic performance of pupils. The findings of this study contradict as well as corroborate the findings of previous studies. However, it has added up and filled the knowledge gaps in the literature on parenting styles, social development, and the academic performance of pupils.

REFERENCES

Abesha, A. G. (2012). *Effects of parenting styles, academic self-efficacy, and achievement motivation on the academic achievement*. University Students in Ethiopia.

Agran, M., Hughes, C., Thoma, C.A., & Scott, L. A. (2016). Employment social skills: What skills are really valued? *Career Development and Transition for Exceptional Individuals*, *39*(2), 111-120.

Alegre, A. (2011). Parenting styles and children's emotional intelligence: What do we know? *The Family Journal*, 19, 56– 62.

Ali, S. R., McWhirter, E. H., & Chronister, K. M. (2005). Self-efficacy and vocational outcome expectations for adolescents of lower socioeconomic status: A pilot study. *Journal of Career Assessment, 13*, 40-58.

Appiah, J. M. (2022). Dominant Parenting Style of Parents in Aowin Municipality in the Western North Region of Ghana. *Open Journal of Educational Research*, 70-81.

Askell-Williams, H., & Lawson, M. J. (2015). Relationships between students' mental health and their perspectives of life at school. *Health education*.

Baidoo-Anu, D., Abiaw, P., & Kaedebi-Donkor, R. (2019). Parenting styles as a predictor of academic achievement of junior high school students in Aowin and Suaman District, Ghana. *Parenting*, *10*(19), 47-61.

Ballantine J. (2001). Raising competent kids: The authoritative parenting style. Childhood Education 78(1):46-47

Baumrind D. (1991). Current theories of parental authority. *Developmental Psychology Monographs, 4(1, part 2), 1-103.*

Baumrind, D. (2012). The influence of parenting style on adolescent's competence and substance use. Journal of Early Adolescence, 11(1), 56-95.

Benson, J. B., & Haith, M. M. (Eds.). (2010). *Social and emotional development in infancy and early childhood*. Academic Press

Berge, J. Sundell, K., Öjehagen, A., & Håkansson, A. (2016). Role of parenting styles in adolescent substance use: Results from a Swedish longitudinal cohort study. British Medical Journal Open, 6(1).

Berger, K. S. (2018). The developing person through children and adolescents: challenges for caregivers and early childhood psychosocial (11th Ed.) Worth Publishers, 293-305.

Besharat, M. A., Azizi, K., & Poursharifi, H. (2011). The relationship between parenting styles and children's academic achievement in a sample of Iranian families. *Procedia-Social and Behavioral Sciences*, *15*, 1280-1283.

Boateng, S., Ampofo, E. T., Sefah, E. A., Baah, A., & Azewara, M. A. (2021). Pontificating the relationship between parenting styles and academic performance of senior high school students in the Kumasi Metropolis, Ghana. *Educational Research for Policy and Practice*, *20*(3), 247-262.

Bryman, A., & Cramer, D. (2012). *Quantitative data analysis with IBM SPSS 17, 18 & 19: A guide for social scientists*. Routledge.

Chu, Y. A., & Zhang, L. C. (2015). Are our special education students ready for work? an investigation of the teaching of job-related social skills in Northern Taiwan. *International Journal of Disability, Development, and Education*, *62*(6), 628-643.

Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches. Los Angeles: Sage Publication

Darko, R. (2018). Influence of Parenting Styles on Academic Performance of Senior High Schools in Ghana. *International Journal of Research and Innovation in Social Science (IJRISS)*, *2*(6), 110-117.

Dehyadegary, E., Yaacob, S. N., Juhari, R. B., & Talib, M. A. (2012). Relationship between parenting style and academic achievement among Iranian adolescents in Sirjan. *Asian Social Science*, *8*(1), 156.

Fatima, S., Dawood, S., & Munir, M. (2020). Parenting styles, moral identity and prosocial behaviours in adolescents. *Current psychology*, 1-9.

Gatune, H. M. (2020). *Influence of Parenting Styles on Substance use among youths from treatment centres in Kiambu County, Kenya* (Doctoral dissertation, Africa Nazarene University).

Gerbino, M., Zuffianò, A., Eisenberg, N., Castellani, V., Luengo Kanacri, B. P., Pastorelli, C., et al. (2018). Adolescents' prosocial behaviour predicts good grades beyond intelligence and personality traits. *J. Pers.* 86, 247–260

Gresham, F. M. (2016). Social skills assessment and intervention for children and youth. *Cambridge Journal of Education*, *46*(3), 319-332.

Guo, Q., Zhou, J., & Feng, L. (2018). Pro-social behaviour is predictive of academic success via peer acceptance: A study of Chinese primary school children. *Learning and Individual Differences*, *65*, 187-194.

Hong, E. (2012). Impacts of parenting on children's schooling. *Journal of Student Engagement:* Education Matters. *2* (1), 36–41

Jung, E. (2014). *Cultivating social competence in young children: Teachers' beliefs about and practices involving the development of children's social competence*. University of Illinois at Urbana-Champaign.

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 2(1) 4-8

Leavy, P. (2017). Research design: Quantitative, qualitative, mixed methods, arts-based and community-based participatory research approaches. New York: The Guilford Press.

Malik, F., & Shujja, S. (2013). Social Competence and School Systems as Predictor of Academic Achievement in High and Low Achieving Pakistani School Children. *Journal of Behavioural Sciences*, *23*(1).

Martinez, I., Garcia, F., Veiga, F., Garcia, O. F., Rodrigues, Y., & Serra, E. (2020). Parenting styles, internalization of values and self-esteem: A cross-cultural study in Spain, Portugal, and Brazil. *International Journal of Environmental Research and Public Health*, *17*(7), 2370.

Martínez, I., García, J. F., &s Yubero, S. (2007). Parenting styles and adolescents' self-esteem in Brazil. *Psychological reports*, *100*(3), 731-745

Masud, H., Thurasamy, R., & Ahmad, M. S. (2015). Parenting styles and academic achievement of young adolescents: A systematic literature review. *Quality & quantity*, *49*(6), 2411-2433.

Mensah, M. K., & Kuranchie, A. (2013). Influence of parenting styles on the social development of children. *Academic Journal of Interdisciplinary Studies*, *2*(3), 123-123.

Morris A. S., Silk J. S., Steinberg L., Myers S. S., Robinson L. R., (2007). The role of the family context in the development of emotion regulation. Social development 16(2):125-146.

Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Essex, UK: Pearson Education Ltd.

Nwokocha, A. R. C., Onukwuli, V., Chinawa, J. M., Ubesie, A., Manyike, P. C., Aniwada, E., & Chinawa, A. T. (2017). "College Students' Perception of Their Parents' Style of Parenting in Enugu and Abakiliki, South-East Nigeria. *International Journal of Tropical Disease & Health, 22*, 1-8.

Ofosu-Asiamah, D. K. (2013). *Examining the effects of parenting styles on academic performance of Senior High School students in the Ejisu-Juaben Municipality, Ashanti Region.* Doctoral dissertation, KNUST- Kumasi

Owusu-Gyan, J. (2013). *The impact of parenting styles on the personal and social development of children at Elmina-Central Region* (Doctoral dissertation, University of Cape Coast).

Padilla-Walker, L. M., Fraser, A. M., Black, B. B., & Bean, R. A. (2015). Associations between friendship, sympathy, and prosocial behaviour toward friends. *Journal of Research on Adolescence*, *25*(1), 28-35.

Parflova GG, Karimova LS (2015). Study of university students' social competence. Review of European Studies 7(5):10-16.

Rawles, J. (2016). Developing social work professional judgment skills: Enhancing learning in practice by researching learning in practice. *Journal of Teaching in Social Work*, *36*(1), 102-122.

Rego, T. (2015). The Concept of Authoritative Parenting and Its Effects on Academic Achievement. *Journal of Psychology & Clinical Psychiatry, 3*

Rizka, S. M., & Bacotang, J. B. (2019, May). The relationship between parenting styles and children's social skills. In *International conference on early childhood education* (pp. 258-262).

Rosli, N. A. (2014). Effect of parenting styles on children's emotional and behavioural problems among different ethnicities of Muslim children in the US.

Sanchez, R. P., Brown, E., & DeRosier, M. E. (2015). Teaching Social Skills: An Effective Online Program. *Society for Research on Educational Effectiveness*.

Sarwar, S. (2016). Influence of parenting style on children's behaviour. *Journal of Education and Educational Development*, *3*(2).

Tabassum, R., Akhter, N., & Iqbal, Z. (2020). Relationship between Social Competence and Academic Performance of University Students. *Journal of Educational Research (1027-9776)*, *23*(1).

Valeeva, R. A., & Karimova, L. S. (2014). Research of Future Pedagogue-Psychologists' Social Competency and Pedagogical Conditions of its Formation. *Procedia-Social and Behavioural Sciences*, *131*, 40-44.

Varela, R. E., Vemberg, E. M., Sanchez- Sosa, J. J., Riveros, A., Mitchell, M.& Mashunkashey, J. (2004). Parenting of Mexican American, and Caucasian-non- Hispanic families: social context and cultural influences. *Journal of family psychology, 18(4), 651.*

Yun, B. X., Thing, T. S., & Hsoon, N. C. (2019, March). A quantitative study of the relationship between parenting style and adolescent's self-esteem. In *4th ASEAN Conference on Psychology, Counselling, and Humanities (ACPCH 2018)* (pp. 441-446). Atlantis Press.

Zurcher, J. D., Holmgren, H. G., Coyne, S. M., Barlett, C. P., & Yang, C. (2018). Parenting and cyberbullying across adolescence. *Cyberpsychology, Behaviour, and Social Networking*, *21*(5), 294-303.