

UNIVERSITY OF GHANA



DEPARTMENT OF SOCIOLOGY

**INFLUENCE OF PARENTING STYLE ON ADOLESCENT BEHAVIOUR
IN THE TEMA METROPOLIS.**

BY

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DECLARATION

I, Rose Mina Agyeibea, hereby declare that this thesis entitled “Influence of Parenting Style on Adolescent Behaviour in the Tema Metropolis” excluding the works of others, which have been duly acknowledged is the result of my original research conducted at the Sociology Department, University of Ghana, under the joint supervision of Prof. Steve Tonah and Dr. Susan Langmagne. Also, to the best of my knowledge, this thesis either in whole or in part has not been submitted or published in any institution for an academic award.

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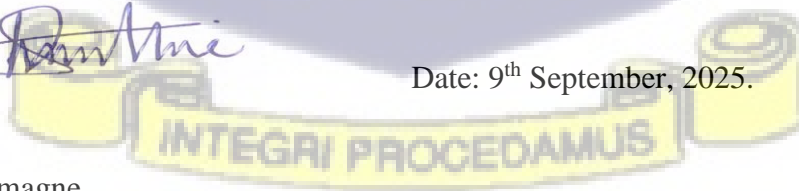
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DEDICATION

This thesis is dedicated to my beloved husband, Mr. Daniel Nti Ankomah, whose unwavering support and encouragement have been invaluable throughout my academic journey.



ACKNOWLEDGEMENT

I would like to express my sincere gratitude to my supervisors, Prof. Steve Tonah and Dr. Susan Langmagne, for their invaluable guidance, support, and encouragement throughout the research process. Their insightful feedback and expertise were instrumental in shaping this thesis.

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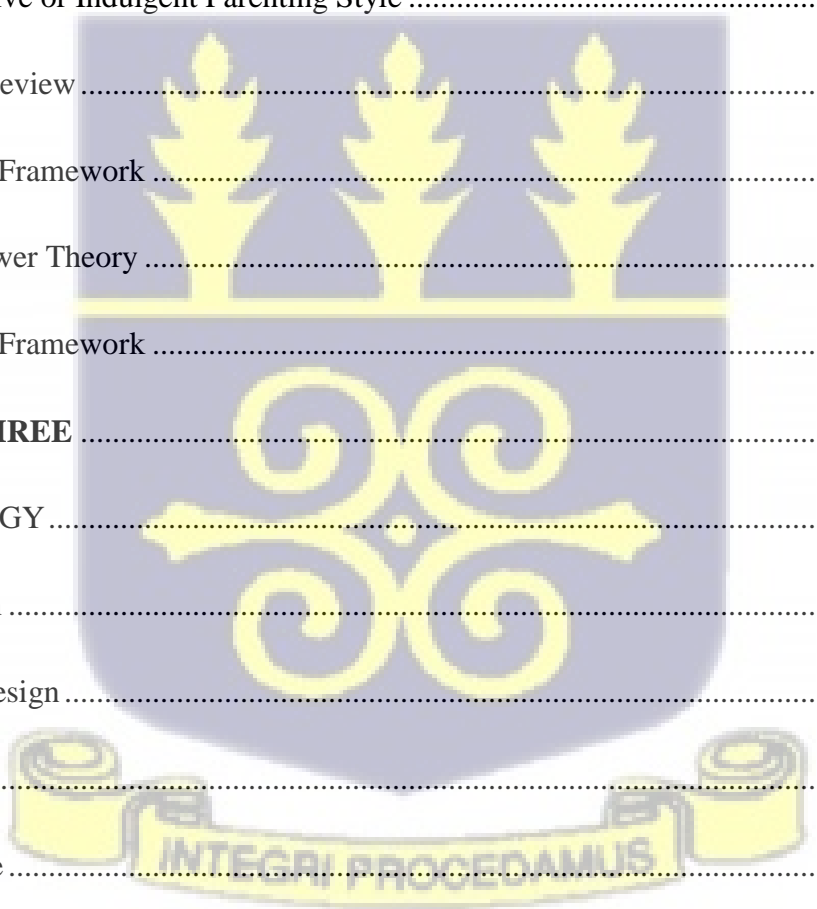
Lastly, I am grateful to the Department of Sociology at the University of Ghana, Legon, for providing the platform and resources to undertake this study. The contributions of the faculty and staff members are greatly appreciated.



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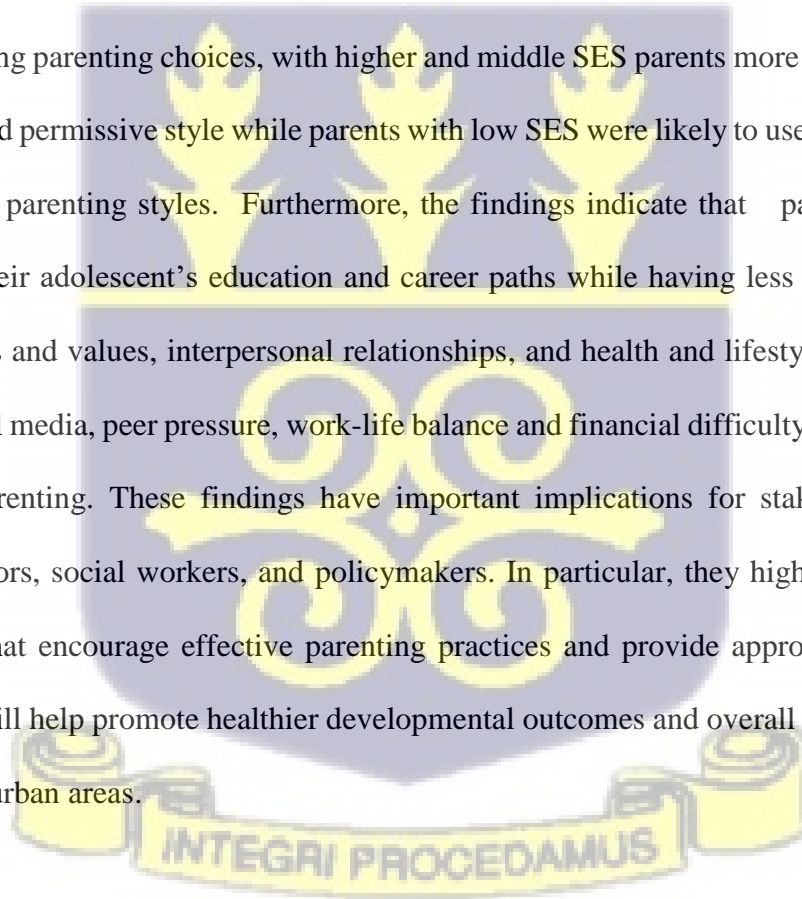
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ABSTRACT

This study sought to investigate the influence of parenting style on the behaviour of adolescents in the Tema Metropolis. The research adopted a mixed-method research design. A total sample of 200 adolescents and 50 parents of the adolescents were recruited from selected senior high schools in the Tema Metropolis. Structured questionnaires and in-depth personal interviews were used to collect data for the study. Statistical analysis was used on the quantitative data by calculating the frequency distribution while thematic analysis was used on the qualitative data. The findings demonstrated that authoritative parenting is the most dominant style, adopted by 58% of parents. Additionally, the socioeconomic status (SES) of parents was found to be a key factor influencing parenting choices, with higher and middle SES parents more likely to adopt the authoritative and permissive style while parents with low SES were likely to use the authoritarian and permissive parenting styles. Furthermore, the findings indicate that parents have strong influence on their adolescent's education and career paths while having less influence on their personal beliefs and values, interpersonal relationships, and health and lifestyle. The study also identified social media, peer pressure, work-life balance and financial difficulty as key challenges to effective parenting. These findings have important implications for stakeholders such as parents, educators, social workers, and policymakers. In particular, they highlight the need for interventions that encourage effective parenting practices and provide appropriate support for families, this will help promote healthier developmental outcomes and overall well-being among adolescents in urban areas.



CHAPTER ONE

1.0 Introduction

Parenting is process of guiding and nurturing children to navigate their lives from childhood to adulthood. Adolescence is also a defining period where parents' influence is most critical as adolescence is marked with psychological, physical, and emotional development. It is a period where adolescents have the urge and curiosity to try new things and if there is no guidance, adolescents could develop irresponsible behaviours. Parents, therefore, have different approaches at their disposal to help shape their adolescent children's behaviour; but the most influential is their parenting style. The apparent reason is that parenting styles whether authoritative or authoritarian influences the extent of receptiveness of adolescents to instructions.

1.1 Background to the Study

Parenting is universally recognised as one of the most influential factors shaping children's development and behaviour. It serves as the primary context in which children are socialised into societal values, emotional regulation, and coping skills. Scholars such as Baumrind (1966, 1991) and Maccoby and Martin (1983) conceptualised parenting styles into four main typologies authoritative, authoritarian, permissive, and neglectful based on the dimensions of responsiveness and demandingness. Each of these parenting styles produces different outcomes in children's emotional, social, and academic lives. For example, authoritative parenting, characterised by warmth and firm control, is consistently associated with positive developmental outcomes, while authoritarian, permissive, and neglectful styles have been linked to behavioural and psychological difficulties (Yazdani & Daryei, 2016; Raboteg-Saric & Sakic, 2014).

Globally, extensive research has demonstrated that parenting styles are crucial predictors of adolescent well-being. Studies in Western contexts highlight strong links between authoritative parenting and higher self-esteem, academic success, and prosocial behaviour (Simons & Conger, 2007; Kuppens & Ceulemans, 2019). Conversely, authoritarian and neglectful parenting styles have been associated with anxiety, aggression, delinquency, and risky behaviours such as substance abuse and unsafe sexual activity (Sawyer et al., 2012). In Asia and the Middle East, where collectivist norms and respect for authority are deeply embedded, authoritarian parenting is often more common, though its outcomes are not always consistent across cultural settings (Smetana, 2017).

Regionally, African studies reveal that parenting styles are strongly shaped by cultural constructs, economic realities, and extended family systems. Research in Nigeria and Kenya shows that authoritarian parenting is often prevalent, reflecting hierarchical family structures. Authoritarian parenting can however lead to rebellious adolescent and academic underperformance (Famolu, 2020; Mumina, 2022). Similarly, Ghanaian studies (for example, Mensah & Kuranchie, 2013; Nyarko, 2014) confirm that parenting is influenced by socioeconomic conditions and cultural norms, which in turn shape adolescents' attitudes and behaviours. Parenting in African settings is also complicated by rapid urbanization (Berhane et al. 2018), poverty (Dunn, & Keet, 2012), and shifting family structures (Duuki, 2023), which often reduce parental supervision and increase adolescents' exposure to peer and media influence.

In Ghana, adolescence represents a critical developmental stage marked by significant psychological, emotional, and social transitions. Adolescents are expected to prepare for adulthood, yet they often face challenges such as peer pressure, academic stress, substance use, sexual experimentation, and exposure to crime (Mensah, 2018; Oppong et al., 2022). While some

of these behaviours may be considered part of youthful exploration, others pose serious risks to health, academic achievement, self-esteem, and emotional well-being. Parents, therefore, play a central role in shaping whether adolescents develop resilience and responsibility or drift into delinquency and risky behaviours. Unfortunately, little is known about how specific parenting styles in urban Ghana influence these diverse aspects of adolescent behaviour.

The Ghanaian context is especially important because parenting styles generally reflect cultural constructs (Smetana, 2017). Ghana's urban areas, such as the Tema Metropolis, are characterised by long working hours, limited parental supervision, and high exposure of adolescents to peer and media influences (Boateman, 2013; Kerr et al., 2018). In these contexts, parents may adopt authoritarian or permissive approaches out of necessity rather than choice, creating behavioural tensions among adolescents. At the same time, Ghana's unique cultural setting where communal values, extended family involvement, and respect for authority coexist with the pressures of urban life provides a distinct environment for studying the effects of parenting on adolescent behaviour.

The motivation for this study, therefore, lies in bridging the gap in knowledge about how parenting styles influence adolescents' behavioural outcomes in urban Ghana. While global and regional literature has explored the link between parenting and adolescent health, this study extends the discussion to include academic achievement, self-esteem, social interaction, emotional well-being, and risk-taking behaviours. It sought to establish whether the challenges of urban parenting, including reduced supervision and economic stress, are significant predictors of adolescent behaviour in Tema. Understanding how different parenting styles impact Ghanaian adolescents is critical for designing interventions that support parents, reduce risky behaviours, and enhance adolescents' health, education, and social outcomes.

1.2 Problem Statement

Several studies across the globe have established a strong relationship between parenting styles and adolescent behaviour. Baumrind (1991) and Maccoby and Martin (1983) demonstrated that authoritative parenting fosters positive outcomes such as higher academic achievement, emotional well-being, and social competence, while authoritarian, permissive, and neglectful parenting styles have been linked to negative outcomes, including aggression, low self-esteem, poor academic performance, and risky behaviours. Regional studies in Africa (Mensah & Kuranchie, 2013; Nyarko, 2014; Famolu, 2020) show similar patterns, highlighting how cultural constructs and socioeconomic conditions shape parenting practices and, in turn, adolescent outcomes. In Ghana, research has associated poor parenting with adolescent challenges such as pre-marital sex, drug abuse, alcoholism, and school dropout (Boaterman, 2013; Sylvester, 2014; Mensah, 2018). These findings suggest that parenting plays a critical role in shaping adolescent behaviour across health, academic, psychological, and social domains.

Despite these findings, there are still significant gaps in the literature. Much of the research in Ghana and Africa has focused narrowly on adolescent delinquency or risky health behaviours, treating them primarily as public health concerns. While important, this perspective overlooks other dimensions of adolescent behaviour such as academic achievement, self-esteem, emotional well-being, and social interactions, which are equally shaped by parenting styles. Furthermore, many studies have not fully examined how urbanisation and socioeconomic factors mediate the relationship between parenting and adolescent outcomes in Ghana's urban settings. This creates a limited understanding of the holistic impact of parenting styles on adolescent development.

This study, therefore, sought to fill this gap by examining how different parenting styles influence multiple aspects of adolescent behaviour, namely, academic performance, self-esteem, emotional

well-being, social interaction, and engagement in risky behaviours within the urban context of the Tema Metropolis. By moving beyond a narrow health focus and adopting a multidimensional perspective, the study provided a more comprehensive understanding of adolescent behaviour in Ghana. This adds to the literature and provides evidence to guide parents, educators, and policymakers in supporting adolescents to develop into well-adjusted, responsible adults despite the pressures of urbanisation.

1.3 Research Objectives

The main objective of the study is to investigate the influence of parenting style on adolescent behaviour in the Tema Metropolis.

The study specifically sought to:

1. To identify the dominant parenting styles among parents in the Tema Metropolis and explore the reasons for their adoption as well as parents' perceptions of their effectiveness.
2. To examine how socioeconomic status (income, education, and occupation) and other demographic characteristics (age, gender, marital status, and household composition) influence the choice of parenting styles.
3. To assess the relationship between different parenting styles and various dimensions of adolescent behaviour, including academic performance, self-esteem, social interaction, emotional well-being, and engagement in risky behaviours.
4. To investigate the challenges parents face in adopting effective parenting styles and examine the implications of these challenges on adolescents' behavioural outcomes.

1.4 Significance of the Study

Scholarly research on how parenting styles influence adolescent behaviour in Ghana is scarce. As a result, this study adds to the scant literature and to our understanding of how parenting styles affect adolescents' social and personal behaviour as well as their development. The findings of the study will provide useful information on the best parenting styles that ensure adolescents' healthy personal and social development and also identifies those that should be avoided. Finally, the research would serve as a resource to guide the improvement of family policy interventions or decisions.

1.5 Delimitation of the Study

The study was limited in scope and geographical reach. The focus of the study was the influence of parenting styles on adolescent behaviour in the Tema Metropolis. The study was limited to students and parents of students of selected Senior High School in the Tema West Municipality and not the entire Tema Metropolis. Furthermore, this study investigates the influence of the four main parenting approaches by Baumrind, Maccoby and Martin. These are authoritarian parenting, permissive parenting, authoritative parenting, and neglectful parenting. Apart from these variables, no other variables were added.

1.7 Definition of Keywords

The keywords in the study as defined in the context of the study are as follows:

1. **Parenting:** the act of raising and nurturing a child.
2. **Parenting Styles:** the ways or actions adopted by parents in raising/nurturing their children.

3. **Adolescent:** Persons between the ages of 15-19 years
4. **Authoritative Parenting:** Parenting style that is characterised by high levels of warmth and support as well as clear expectations and boundaries.
5. **Authoritarian Parenting:** Parenting style that is characterised by high levels of control and discipline with little warmth or affection.
6. **Permissive Parenting:** Parenting style that is characterised by low levels of control and high levels of warmth.
7. **Neglectful Parenting:** Parenting style that is characterised by minimum contact and interactions and a hands-off approach.
8. **Behaviour:** The way a person acts or responds to situations in his or her environment.

1.8 Organization of Chapters

The study is organised into five chapters. Chapter one - provides the introduction to the study, which constitutes the background to the study, problem statement, the study's objectives, the research questions, the significance of the study, the delimitations and limitations of the study and the definition of keywords in the study. Chapter two is the review of relevant literature related to the study. It also included the theory underpinning the study and the conceptual framework for the study. Chapter three presents the methodology adopted for the study including the research approach, research design, sample size, sampling procedure, data collection instruments, data collection and procedure, and data analysis. Chapter four deals with the data presentation and discussion of findings. Chapter five covers the summary, conclusion, and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the empirical literature. Specifically, literature on the nature of dominant parenting styles of parents and how these styles influence adolescent behaviour, the socio-economic status of parent's influences their choice of parenting style and the challenges to effective parenting is reviewed extensively. The section also defines key concepts related to the study. The theory of Parenting Style propounded by Baumrind (1966, 1967, and 1971) which served as the theoretical framework underpinning this study is also discussed.

2.2 Definition of Key Concept

2.2.1 The Concept of Parenting

Parenting is broadly defined as the process of nurturing and guiding a child's physical, emotional, social, and intellectual development from infancy through adolescence to adulthood (Mahapatra & Batul, 2016). It involves meeting children's material needs, ensuring their protection, and transmitting skills and cultural values that prepare them for independent life (Nagaraju, 2012; Okorodudu, 2010). Beyond this, parenting is a crucial mechanism of socialization, shaping how children adapt to their environment and society.

A child's psychological adjustment is strongly influenced by the quality of parental care. Warmth, affection, and attention from parents foster positive development, while neglect or poor parenting practices often contribute to behavioural problems (Okorodudu, 2010; Hammed et al., 2013; Simuforosa & Rosemary, 2014). Adolescents exposed to supportive parenting are more likely to

display positive traits such as friendliness, emotional stability, and maturity. Conversely, children raised in homes lacking love and guidance are at greater risk of deviant behaviours (Omoponle & Olanrewaju, 2019; Omoponle, 2020).

Parenting therefore serves as both a developmental and socializing process. By creating an environment of love, structure, and cultural guidance, parents not only support the immediate growth of their children but also shape their long-term outcomes in areas such as emotional wellbeing, academic success, and social behaviour.

2.2.2 Concept of Parenting Style

Parenting style refers to the consistent patterns of attitudes, goals, and behaviours that parents use to nurture and control their children's development (Sarwar, 2016). It is more than a collection of isolated practices; rather, it represents an overall climate in which parental behaviours interact to influence outcomes in children. According to Ofori (2016) parenting styles serve as strategies through which parents shape their children's social, emotional, and intellectual growth. Effective parenting therefore empowers adolescents to become cooperative, responsible, and well-adjusted, while weak or inconsistent parenting practices can result in behavioural challenges. Sooriya (2017) also emphasises that parenting styles not only affect how children adapt psychologically but also determine the quality of the parent-child relationship.

Baumrind (1996) provides the most widely recognised classification of parenting styles, which includes authoritative, authoritarian, permissive, and neglectful parenting. These four styles are defined along two key dimensions: demandingness (the extent to which parents enforce control, discipline, and expectations) and responsiveness (the degree of warmth, support, and sensitivity to children's needs). Authoritative parenting, which balances high control with warmth, is often

associated with positive developmental outcomes such as self-regulation and academic success, while authoritarian, permissive, and neglectful styles have been linked to negative behaviours like low self-esteem, poor social adjustment, or risky behaviours. This typology is central to the present study, as it provides a framework for examining how the different approaches to parenting influence adolescent behaviour in the Ghanaian context.

2.2.3 Types of Parenting Style

Parenting styles include how parents interact with their kids and the actions they take when they're around them (Okorodudu, 2010). Parenting practices set the stage for interactions between parents and children. Parenting styles include authoritarian, authoritative, permissive, and neglectful parenting (Baumrind, 1967; Shahsavari, 2012). However, this study uses authoritative, authoritarian, and permissive parenting styles. The reason for focusing exclusively on these three parenting styles stems from their prominence in scholarly research and their strong establishment within the field of parenting and child development. Also, the researcher wanted to focus on active parenting styles that are directly engaged in guiding children's development, providing clearer insights into parenting influences. Therefore, concentrating on these specific styles, the study can explore nuanced differences on how each style affects adolescent behaviour, contributing valuable insights to the existing body of research on parenting and youth outcomes.

Authoritative Parenting Style

The authoritative parenting style, first proposed by Baumrind (1966), is characterized by a balance of high responsiveness and high demandingness. Parents who adopt this approach set clear rules and expectations but remain sensitive to their children's needs, encouraging open communication and reasoning (Baumrind, 1991; Okorodudu, 2010). Authoritative parents

promote democratic rules that emphasize fairness, dialogue, and mutual respect, making discipline supportive rather than punitive. This balance allows parents to guide their children logically while maintaining warmth, love, and adaptability. According to Hoskin (2014) authoritative parents also employ effective communication, persuasion, and reciprocity, which fosters trust and cooperation. Unlike authoritarian or permissive approaches, this style is associated with strong parent-child bonds and is widely regarded as the most beneficial form of parenting (Panetta, 2014; Awiszus, Koenig, & Vaisarova, 2022).

Extensive research highlights the positive developmental outcomes linked to authoritative parenting. Adolescents raised under this style exhibit higher levels of self-esteem, self-reliance, and resilience compared to those raised by authoritarian, permissive, or neglectful parents (Simons & Conger, 2007; Kiadarbandsari et al., 2016; Onsando et al., 2021; Choong, 2023). Furthermore, such adolescents are reported to be more sociable, cooperative, and academically motivated (Baumrind, 2013; Mo, 2019; Joel Dean, 2020; Mahlaela, 2021). By promoting discipline that is encouraging rather than harsh, authoritative parents nurture children who are courageous, compassionate, and capable of adopting effective coping strategies. In the context of adolescent behaviour, this parenting style is particularly important because it not only reduces the risk of deviant or risky behaviours but also enhances emotional well-being, social competence, and academic achievement, making it the most advantageous approach for adolescent development.

Authoritarian Parenting Style

The authoritarian parenting style, as defined by Baumrind (2013), emphasizes strict control, conformity, and obedience to an “absolute standard” of moral guidelines established by parents. In this approach, rules are rigidly enforced, and disobedience is often met with punishment, with

little to no justification provided to the child (Cherry, 2015). Authoritarian parents are typically unresponsive and extremely demanding, creating an environment where obedience is valued over open communication and trust (Hoskins, 2014). Such parents often limit dialogue, discourage independence, and enforce a family structure where children have minimal autonomy (Balantekin et al., 2020). This emphasis on strict control and discipline can stifle creativity and free expression, leaving adolescents with fewer opportunities to develop self-regulation and decision-making skills (Popescu, 2020; Jacob et al., 2022).

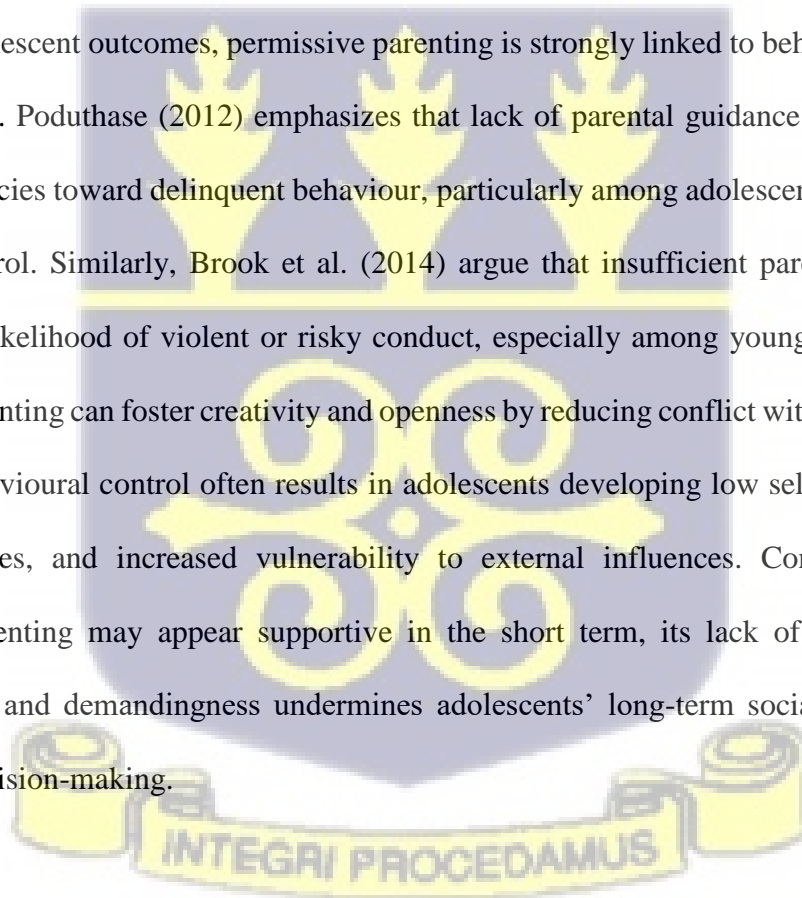
In terms of adolescent behaviour, the authoritarian style has both advantages and drawbacks. On one hand, children raised in authoritarian households may excel academically and display fewer externalizing problem behaviours, as compliance and discipline are strongly reinforced (Baumrind, 2013). On the other hand, authoritarian parenting is linked to lower social skills, diminished self-esteem, and higher levels of anxiety and depression among adolescents (Jacob et al., 2022). These adolescents may develop conflicted or irritable temperaments, often characterized by moodiness, stress-proneness, dissatisfaction, and social withdrawal (Rizwan & Talha, 2021). Moreover, strict parental control without emotional support may lead to rebellion during adolescence, as teenagers struggle against rigid expectations and limited autonomy. Ultimately, while authoritarian parenting enforces discipline and structure, its restrictive nature often undermines adolescents' emotional well-being and social competence.

Permissive or Indulgent Parenting Style

Permissive or indulgent parenting is characterized by high responsiveness and low demandingness, where parents adopt a lenient and tolerant approach towards their children (Baumrind, 2013). Such parents avoid strict behavioural control and rarely enforce rules,

preferring instead to allow their children considerable autonomy and self-regulation (Sawar, 2016). They often act in an affirming, accepting, and non-punitive manner toward their children's actions and desires, encouraging open participation in family discussions while minimizing confrontation (Hoskins, 2014). Unlike neglectful parents, permissive parents remain emotionally involved but shy away from imposing maturity demands, leading to minimal guidance in critical areas of adolescent decision-making. While this style nurtures warmth and acceptance, it also creates an environment where boundaries are weak, and adolescents may lack structure in managing responsibilities.

In terms of adolescent outcomes, permissive parenting is strongly linked to behavioural risks and poor regulation. Poduthase (2012) emphasizes that lack of parental guidance and structure can increase tendencies toward delinquent behaviour, particularly among adolescents struggling with emotional control. Similarly, Brook et al. (2014) argue that insufficient parental involvement heightens the likelihood of violent or risky conduct, especially among young males. Although permissive parenting can foster creativity and openness by reducing conflict within the household, its limited behavioural control often results in adolescents developing low self-discipline, weak coping strategies, and increased vulnerability to external influences. Consequently, while permissive parenting may appear supportive in the short term, its lack of balance between responsiveness and demandingness undermines adolescents' long-term social adjustment and responsible decision-making.



2.3 Theoretical Framework

This section presents the theories that guide the study. The study draws on the Pillar Theory, Attachment Theory, and Social Power Theory. These theories provide different but complementary perspectives for understanding the link between parenting style and adolescent behaviour in the Tema Metropolis.

2.3.1 Pillar Theory

The Pillar Theory was developed after Psychologist Diana Baumrind conducted a study on preschoolers in the 1960s in Berkeley Hills, U.S.A. Baumrind observed how children's behaviour was influenced by their parents. From this study, she identified three main parenting styles: authoritative, authoritarian, and permissive/indulgent. These styles were later revised into four by Eleanor E. Maccoby and Martin (1983), who added an uninvolved (neglectful) parenting style (Gatune, 2020). According to Baumrind, children need a certain set of rules to develop strong relationships with their parents. She therefore categorised parenting styles into two key dimensions: responsiveness and demandingness. The classification of the four parenting styles reflects whether parents score high or low on these two dimensions (Sarwar, 2016). Demandingness, as explained by Baumrind (1991), refers to the claims parents make on children to become integrated into the family unit through maturity demands, supervision, disciplinary efforts, and willingness to confront the child who disobeys. Responsiveness, on the other hand, refers to the extent to which parents' foster individuality, self-regulation, and self-assertion by being attuned, supportive, and responsive to their children's needs (Baumrind, 1991, p. 62).

Within this framework, authoritative parents are both demanding and responsive. They monitor their children, set clear standards for conduct, and use disciplinary methods that are supportive rather than punitive. Children of authoritative parents tend to perform well in school, exhibit fewer

behavioural problems, and develop stronger prosocial skills than other children (Estlein, 2016). Authoritarian parents, by contrast, are demanding and directive but not responsive. They are obedience-and status-oriented, expecting their orders to be followed without explanation. Children raised in authoritarian households often have lower self-esteem and reduced independence (Baumrind, 1991). Permissive parents are more responsive than demanding. They are non-traditional, lenient, and avoid confrontation, allowing significant self-regulation. Permissive parents often act more as friends than authority figures, which can result in indulgent behaviour in adolescents (Baumrind, 2013). The uninvolved or neglectful parenting style is characterised by the absence of both responsiveness and demandingness. Such parents do not provide adequate structure or monitoring and may actively neglect their child-rearing responsibilities.

The Pillar Theory has been widely applied in studies on adolescent behaviour. Ngwaka, Chigbu, Oguzie, and Nwadinobi (2024) employed the theory to explain how parenting styles correlate with teenage pregnancy among adolescents in Enugu State, Nigeria. The study found that authoritative parenting was linked to more positive adolescent outcomes, while authoritarian, permissive, and neglectful parenting styles showed significant associations with teenage pregnancy. Similarly, Waddell (2024) employed Baumrind's theory to analyse the effect of parenting styles on adolescents' behavioural and educational outcomes. The study demonstrated that authoritative parenting tended to foster self-reliance, positive self-esteem, and better academic outcomes, whereas authoritarian and neglectful styles were associated with adverse developmental outcomes.

The relationship between Pillar theory and the key variables of this study, parenting style and adolescent behaviour is particularly important. Each parenting style provides a perspective for

analysing how parental approaches influence adolescent outcomes. Adolescents' perceptions of parental control (demandingness) and warmth (responsiveness) are central to this study, as they are examined in relation to academic performance, social relationships, emotional well-being, and engagement in risky behaviours. The theory predicts that authoritative parents, through a balanced approach of clear expectations and emotional support, foster self-regulation (Jabeen, Anis-ul-Haque, & Ria, 2013) and problem-solving skills (Abdelaziz et al., 2024) in adolescents. On the other hand, authoritarian parents may regulate behaviour through fear and discipline but fail to cultivate the emotional intelligence necessary for independent decision-making (Argyriou, Bakoyannis, & Tantaros, 2016; Uma & Devi, 2014). Permissive parents, although warm and supportive, may fail to set appropriate boundaries (Watson, Little, & Biderman, 1992), thereby exposing adolescents to risky behaviours such as substance abuse and early sexual activity (Ashraf, Khan, & Atta, 2024). Neglectful parents, by withdrawing both warmth and structure, often create environments where adolescents lack guidance and support, which may predispose them to poor academic outcomes and delinquent behaviours.

Despite its wide application, the pillar theory has certain limitations. Scholars argue that it oversimplifies parenting by reducing it to four rigid categories, overlooking the fluid and context-specific nature of parenting practices (Smetana, 2017). The theory was also developed in Western contexts, which makes its application in African societies more complex. In Ghana, for instance, the communal child-rearing system and strong extended family influence often blur the distinctions between Baumrind's typologies. Parents may simultaneously combine authoritarian discipline with warmth and support from extended family members, creating hybrid parenting forms that do not neatly fit into the four styles. Furthermore, the pillar theory focuses heavily on the parent-child dyad, underemphasising the impact of broader sociological factors such as

urbanisation, poverty, cultural constructs, and peer or media exposure, which significantly shape adolescent behaviour in Ghana.

Nevertheless, the Pillar Theory remains highly relevant in providing a structural typology of parenting practices that can be operationalised in this study. Its focus on responsiveness and demandingness allows for a systematic analysis of how parenting styles influence adolescent behaviour in Tema, particularly in contexts where urbanisation, socioeconomic challenges, and cultural expectations interact. Thus, although limited in some respects, the theory provides an essential foundation for linking parenting practices to adolescent outcomes in academic performance, social adjustment, emotional well-being, and risky behaviours.

2.3.2 Attachment Theory

John Bowlby first introduced attachment theory in the late 1950s, providing an alternative perspective on the inherent nature of human beings. The origins of the theory can be traced back to the 1930s and 1940s, when medical professionals began observing the negative consequences of early maternal separation. Among the earliest and most influential works was Bowlby's (1946) study of young thieves, which demonstrated how poor parenting and disrupted attachment bonds were linked to behavioural difficulties. These observations laid the foundation for attachment theory, which highlights the significance of the early relationship between children and their caregivers in shaping developmental outcomes.

The theory examines various key elements of a person's emotional life, particularly their propensity to form attachment relationships and the critical role of caregivers. It addresses not only the emotional bonds individuals create but also the anxiety, distress, and anger experienced during periods of loss or separation, as well as the grief processes that follow the loss of an attachment figure. As Manassas (2001) explains, these emotional dynamics underscore the

theory's focus on understanding the deep-rooted connection between attachment and human behaviour.

Attachment theory posits that the initial attachment relationships a child forms have a lasting impact on their future development (Fletcher & Gallichan, 2016). According to Egeland and Susman-Stillman (1996) and Holmes (2001), closeness to an attachment figure provides both physical protection and psychological security. Such bonds enable children to explore their environment with confidence, develop autonomy, and build the resilience needed to face challenges. Furthermore, attachment theory highlights the evolving and dynamic nature of attachment behaviours and representational models (Thompson, 2000; Waters & Waters, 2006). Experiences across the lifespan, particularly those involving new attachment figures, can reshape internal models and influence behaviours (Main, 1990). This adaptability demonstrates that while early attachments are foundational, they are not fixed but responsive to later life experiences.

The relationship between attachment theory and the key variables of this study is particularly relevant. The quality of attachment, which depends heavily on the caregiver's responsiveness and sensitivity (Madigan et al., 2024), parallels the dimensions of parenting styles: demandingness and responsiveness. Parenting styles that foster secure attachment, such as authoritative parenting, are associated with positive adolescent outcomes, including emotional stability, social competence, and good mental health. Conversely, parenting styles linked to insecure attachments, such as authoritarian or neglectful parenting, often result in negative outcomes such as anxiety, aggression, or social withdrawal. Karavasilis, Doyle, and Markiewicz (2003) demonstrated that secure attachment in adolescence is strongly associated with authoritative parenting, leading to better emotional regulation and stronger social skills. In contrast, insecure attachments, more commonly observed among children of authoritarian or neglectful parents, are linked to emotional

difficulties and antisocial behaviours (Kobak, Cole, Ferenz-Gillies, Fleming, & Gamble, 1993; Voss, 1999; Pasalich et al., 2012; Bachmann et al., 2019).

However, Howe (2011) contends that the attachment theory places disproportionate emphasis on the mother–child relationship, often overlooking the influence of fathers, siblings, peers, and extended families. Moreover, the theory has been critiqued for assuming the universality of attachment patterns, which may not hold across different cultural contexts. In societies such as Ghana, where child-rearing is often communal and extended families play an integral role in caregiving (Waterhouse, Hill, & Hinde, 2017), the applicability of traditional attachment classifications can be complex. Additionally, the theory tends to focus on emotional bonds without adequately accounting for structural factors such as poverty, urbanisation, or cultural expectations (Keller, 2018), all of which shape parenting practices and adolescent outcomes in Ghana.

Nevertheless, attachment theory remains relevant for this study as it complements Baumrind’s Pillar Theory by offering a psychological perspective on the mechanisms through which parenting styles influence adolescent behaviour. While the pillar theory categorises parenting into structural typologies, attachment theory sheds light on the emotional quality of parent–child interactions and their long-term effects. By combining both frameworks, this study is better positioned to capture the interplay between parental practices and the emotional and behavioural development of adolescents in the Ghanaian context.

2.3.3 Social Power Theory

Social Power Theory, originally developed by French and Raven (1959), is concerned with the bases of social influence and the mechanisms through which individuals or groups exert control

over others. The theory posits that power is not a fixed personal trait but a relational construct that arises within the interactions between those who exert influence and those who respond to it. French and Raven initially identified five bases of power, namely coercive power, which relies on the threat of punishment; reward power, which is grounded in the ability to provide valued benefits; legitimate power, which is derived from social roles and formal authority; referent power, which stems from admiration, respect, or identification with the influencer; and expert power, which is based on specialized knowledge, skill, or expertise. Later, informational power was introduced to account for the role of persuasive communication and reasoning in shaping behaviour.

Applied to parenting and adolescent behaviour, Social Power Theory provides a useful framework for understanding the strategies parents employ to influence their children. For instance, authoritarian parents often rely heavily on coercive and legitimate power, demanding strict obedience with little room for dialogue or negotiation (Hoskins, 2014). This reliance on authority and punishment may achieve short-term compliance but often undermines adolescents' autonomy and self-confidence. In contrast, authoritative parents draw on a blend of expert and referent power alongside legitimate authority, combining rule enforcement with warmth, explanation, and responsiveness (Baumrind, 1991; Okorodudu, 2010). Such an approach promotes respect for parental authority while still fostering trust and emotional closeness, which enhances positive adolescent outcomes. Permissive parents, on the other hand, lean more on referent power, positioning themselves as friends rather than disciplinarians and therefore minimizing confrontation or demands (Sarwar, 2016). Uninvolved parents typically demonstrate a lack of influence across most bases of power, as their disengagement reduces both their authority and capacity to shape adolescent behaviour.

In the Ghanaian context, particularly in urban areas such as the Tema Metropolis, Social Power Theory offers insights into how socioeconomic conditions shape parental authority. Parents with limited economic resources may rely more on coercive and legitimate forms of power to enforce discipline, perceiving strict control as necessary to shield adolescents from negative urban influences such as peer pressure, delinquency, or substance abuse. Conversely, parents with higher levels of education or professional expertise may draw more on expert and informational power, using reasoning, advice, and guidance to shape their children's decision-making (Rainy et al., 2019; Samuel & Changwony, 2019). This suggests that the type of power parents employ is often context-dependent and may shift depending on access to resources, cultural norms, and perceived threats to adolescent well-being.

The theory, however, tends to reduce complex parent-child dynamics to mechanistic power exchanges, overlooking the role of emotions, cultural expectations, and evolving family structures in shaping behaviour (Raven, 1993). Additionally, the theory has been critiqued for its Western origins, where individualism and autonomy are emphasized, making its direct application in collectivist contexts such as Ghana more complex. In Ghanaian households, where child-rearing often involves extended families and communal authority, power is not exercised by parents alone but shared among relatives, elders, and community figures. This communal influence means adolescents may be subject to multiple power bases simultaneously, a reality not fully captured by French and Raven's typology.

Nevertheless, Social Power Theory remains highly relevant for this study because it complements Baumrind's Pillar Theory and Bowlby's Attachment Theory by offering a sociological perspective on the mechanisms through which parenting styles are enacted. While Pillar Theory classifies parenting into structural categories and Attachment Theory explains the emotional

bonds underlying parent–child relationships, Social Power Theory highlights the strategies parents use to exert authority and influence adolescent behaviour. These theories provide a multidimensional understanding of how parenting styles influence adolescent outcomes in Ghana, encompassing the structural, emotional, and power-based dimensions of parent–child interactions.

2.3 Empirical Review

This section of the chapter seeks to provide insight into the problem and what has already been done, while helping to clarify the researcher’s thoughts on the topic under investigation.

2.3.1 Dominant Parenting Styles and Influence on Adolescent Behaviour

Studies across different contexts have consistently shown that parenting styles significantly shape adolescent development, though their influence often varies depending on the cultural and social environment. In the Ghanaian context, Dorgbetor (2014) examined the impact of parenting style on junior high school students' self-esteem and school attendance in the Sefwi Wiawso Municipality and found that the authoritative parenting style had a positive influence on both outcomes. This finding aligns with global evidence that authoritative parenting tends to foster resilience, confidence, and stronger school performance among adolescents. Similarly, Ayisi-Boateng et al. (2022), working within the Asokore-Mampong Municipality, confirmed that students experienced authoritative parenting more than other styles and that this had a moderately positive and statistically significant association with academic performance. Appiah (2022) also found that pupils raised in authoritative parenting environments in the Aowin Municipality achieved higher academic performance than their peers from authoritarian, permissive, or neglectful homes. These Ghanaian studies provide strong support for the view that authoritative parenting remains the most effective approach for promoting positive adolescent outcomes.

However, evidence from other contexts reveals nuances that highlight cultural and gender differences. Hassan and Ee (2015), studying elementary school students in Malacca, Malaysia, observed that parents tended to employ permissive and authoritarian parenting more with boys than with girls, while authoritative parenting by both parents had a stronger positive effect on females. Firoze and Sathar (2015), studying adolescents in India, also found a significant association between authoritative parenting and resilience, with girls exhibiting greater resilience than boys. These findings suggest that while authoritative parenting is widely beneficial, its outcomes may differ based on gender, pointing to the need for studies such as this one to consider gender dynamics in analysing parenting and adolescent behaviour in Ghana.

The literature also highlights differences between mothers and fathers in terms of parenting practices. Yaff's (2020) systematic review established that mothers are generally more accepting, responsive, and supportive compared to fathers, but are also more behaviourally controlling while still granting autonomy. Mothers, therefore, tended to be more authoritative than fathers overall. This is particularly relevant in the Ghanaian setting, where mothers often play a primary caregiving role, but fathers retain authority in decision-making within households. Mensah (2022), for instance, found that parents in the Assin North District exhibited predominantly authoritarian parenting styles, which correlated negatively, though weakly, with academic achievement. This finding contrasts with the more positive outcomes linked to authoritative parenting elsewhere in Ghana, suggesting that paternal dominance in authoritarian households may undermine adolescents' academic and social growth.

Research has also examined the intergenerational transmission of parenting styles. Lawall et al. (2020) found that sons who experienced authoritarian or permissive parenting were more likely to adopt the same style as fathers themselves, demonstrating how parental influence can extend across generations. Such evidence is critical in Ghana, where parenting philosophies are often

shaped not only by socioeconomic status but also by inherited cultural norms and expectations passed down through families. This intergenerational continuity may partly explain why authoritarian parenting styles remain common despite evidence of their negative implications for adolescent well-being.

These studies illustrate both consensus and divergence in the literature. Authoritative parenting is consistently associated with better academic performance, resilience, and self-esteem (Dorgbetor, 2014; Ayisi-Boateng et al., 2022; Appiah, 2022), yet authoritarian and permissive styles remain prevalent in many communities (Hassan & Ee, 2015; Mensah, 2022). Cross-cultural findings suggest that gender, parental roles, and intergenerational dynamics shape how parenting styles influence adolescents. What is lacking, however, is a nuanced understanding of how these dynamics play out in cosmopolitan settings such as Tema, where diverse ethnic groups (Akan, Ga-Dangme, Ewe, Mole-Dagbani, and Guan) and inter-ethnic marriages contribute to shifting parenting practices.

2.3.2 Socioeconomic Status and Parenting Style

Socioeconomic status (SES) has been widely recognised as a significant factor shaping parenting practices, influencing not only the style parents adopt but also the outcomes of adolescent development. Research from different contexts has shown both consistent and contrasting findings, underscoring the complexity of the relationship between SES and parenting. September et al. (2016) studied parenting practices in early childhood development (ECD) centres in South Africa and found that parents from low socioeconomic groups were more likely to adopt authoritarian and permissive parenting styles compared to those from higher socioeconomic groups. Interestingly, the study revealed no correlation between authoritative parenting and understanding of child development, suggesting that material resources and social class may limit parents' capacity to consistently practice authoritative parenting. Similarly, Rainy et al. (2019)

confirmed the strong link between SES and parenting style in Indonesia, though their findings were counterintuitive: lower SES parents who had stronger social support were more likely to practice authoritative parenting and less likely to be authoritarian. This highlights that while SES matters, the role of social networks and support systems can mitigate the negative effects of financial constraints on parenting quality.

Other studies have explored how SES shapes adolescent behaviour directly, often through parenting approaches. Samuel and Changwony (2019), investigating Nairobi city secondary schools, observed that children from wealthier families were more prone to indiscipline, particularly when given more financial independence, such as pocket money. By contrast, students from low socioeconomic backgrounds demonstrated comparatively better behaviour. This finding complicates the assumption that higher SES automatically results in better adolescent outcomes, instead suggesting that economic affluence can sometimes encourage permissive or neglectful parenting practices that fail to instill discipline. Similarly, Baiti et al. (2019) found that SES and parenting style directly affected parental communication, which in turn influenced children's language development. This emphasises that parenting style does not operate in isolation but interacts with economic conditions and the degree of parental involvement.

The implications of SES extend beyond immediate behaviour and communication to long-term aspirations and achievements. Famolu (2020) established that in Kwara State, Nigeria, socioeconomic status and parenting style jointly influenced children's career choices, as parents often supported decisions that enhanced family reputation and social standing. However, the study also indicated that parents' education, occupation, and age did not significantly differentiate the effect of SES on career choice. In Ghana, Kwarteng et al. (2022) demonstrated that SES indicators such as education, occupation, and income strongly shaped students' academic

outcomes in the Upper West Akim District. Children from homes where parents actively supervised their studies, provided learning resources, and maintained communication with teachers performed significantly better than their peers. This highlights the critical role of both economic capacity and parental involvement in shaping adolescent outcomes.

These studies show that SES exerts a powerful influence on parenting styles and adolescent behaviour, though the direction of influence varies by context. Higher SES can promote access to resources that enable supportive parenting (Kwarteng et al., 2022), but it may also lead to permissive tendencies that encourage indiscipline (Samuel & Changwony, 2019). Conversely, lower SES is often associated with authoritarian parenting (September et al., 2016), though strong social support can buffer its negative effects and promote more authoritative practices (Rainy et al., 2019). What remains underexplored in the Ghanaian context, particularly in cosmopolitan areas such as Tema, is how diverse socioeconomic realities intersect with cultural norms to shape parenting approaches.

2.3.3 Parental Influence on Adolescent Development

Parenting styles play a critical role in shaping multiple dimensions of adolescent development, including sexual behaviour, academic achievement, emotional regulation, and social adjustment. Sylvester (2014), in a study conducted in Ibadan, found that adolescents with low self-esteem, limited parental monitoring, and authoritative parenting reported significantly higher risky sexual behaviour, while authoritarian parenting showed no significant effect. Interestingly, permissive parenting was strongly linked to increased risky sexual behaviour. The study also revealed that adolescents from polygamous homes reported higher levels of risky sexual behaviour than those from monogamous homes, underscoring how family structure interacts with parenting practices

to shape adolescent outcomes. Collectively, the findings by Sylvester (2014) highlight the predictive value of parenting style, self-esteem, and monitoring in adolescent sexual health.

Parenting style has also been shown to influence academic motivation and achievement. Prabandari and Yuliati (2016) found that in Bogor, Indonesia, authoritative parenting was the dominant style and significantly influenced children's intrinsic motivation to learn. Excessive social media use and permissive parenting were associated with lower intrinsic motivation, while authoritarian parenting was linked to poorer academic attainment. Similarly, Mumina (2022), in a study from Lamu County, Kenya, established that authoritative parenting was strongly correlated with higher academic achievement among secondary school students, reinforcing the cross-context evidence of the positive impact of authoritative parenting on academic outcomes. In Ghana, these findings have particular significance, as academic performance is a central concern for both families and policymakers, yet few studies have directly linked parenting practices to behavioural outcomes in the Ghanaian adolescent population.

Interestingly, research in other contexts has revealed nuanced findings. Fuentes et al. (2019), in the Valencian Community of Spain, found that indulgent parenting, rather than authoritative, was associated with better school adjustment in terms of self-regulated learning and reduced academic stress. This challenges the often universal assumption that authoritative parenting is the most effective across all contexts, suggesting cultural differences in the impact of parenting approaches. Similarly, Agbaria and Bdier (2021), studying Muslim college students in Israel, demonstrated that authoritative parenting was associated with lower levels of internet addiction, while permissive and authoritarian parenting correlated with higher levels of addictive behaviours. This study adds an important dimension by linking parenting styles to behavioural

issues beyond academics and health, highlighting how authoritative parenting fosters self-regulation in the digital age.

Parenting practices have also been found to influence adolescents' psychosocial and emotional outcomes. Ashley et al. (2022) showed that among Seventh-day Adventist college students, authoritative parenting and intrinsic religiosity were positively associated with sexual self-efficacy, whereas permissive and authoritarian styles were associated with lower outcomes. Similarly, Lanjeker et al. (2022) reviewed literature on parenting and adolescent development, concluding that harsh and intrusive parenting often leads to internalising and externalising symptoms, including pediatric depression. Supportive parenting, by contrast, was found to protect children from depression and help them cope better with peer pressure, social stress, and family-related challenges. These findings indicate that while parenting style strongly influences adolescent development, the outcomes vary across cultural, social, and religious contexts.

Studies show that authoritative parenting is consistently linked to positive outcomes such as academic achievement, self-regulation, and emotional well-being (Prabandari & Yuliati, 2016; Mumina, 2022; Agbaria & Bdier, 2021). However, Fuentes et al. (2019) suggest that cultural context can shape which parenting style is most effective, and that indulgent parenting may be more beneficial in some settings. In addition, permissive and authoritarian parenting tend to predict negative outcomes such as risky sexual behaviours (Sylvester, 2014), internet addiction (Agbaria & Bdier, 2021), and emotional problems (Lanjeker et al., 2022).

2.3.4 Parenting and Adolescent Behaviour in Ghana

Research has consistently shown that parenting experiences are shaped by stress, socioeconomic conditions, and social support, which in turn influence adolescent outcomes. Huang et al (2014) examined parenting stress and maternal depression among adolescent mothers six months after

childbirth, and their effects on infant development a year later. The findings revealed that higher levels of maternal depression were associated with elevated parenting stress and reduced perceptions of social support, which subsequently predicted developmental deficits in infants. Importantly, maternal depression acted as a mediator between stress and child outcomes, illustrating how parental psychological well-being is a critical determinant of child development.

Poverty has also been identified as a key factor influencing parenting behaviours. Ward et al (2015) argued that poverty increases parental stress and makes it more likely for parents to adopt emotionally distant, harsh, and inconsistent parenting approaches. Their findings further indicated that poverty constrains parental ability to support children's educational growth, often due to limited formal education among parents themselves. In the long term, these conditions perpetuate cycles of disadvantage, limiting children's life chances and increasing the intergenerational transmission of poverty. This is significant for the Ghanaian context, where structural inequalities and socioeconomic hardships remain major barriers to effective parenting (Asare, & Plahar, et al., 2025).

Parenting challenges are not limited to poverty but extend to the unique difficulties of raising children with specific needs or talents. Dewi et al (2021), using a descriptive phenomenological approach, explored the struggles of Javanese Muslim parents raising talented children. They highlighted issues such as managing academic and extracurricular activities, oppositional behaviours of children, and broader community-level challenges, including gender discrimination, limited institutional support, and financial constraints. Although conducted outside Ghana, the findings resonate with the difficulties faced by Ghanaian parents in supporting children with diverse abilities amidst financial and social limitations. At a broader level, Adebisi et al (2022) examined enablers and barriers to effective parenting, identifying support networks,

religion, knowledge, and expert guidance as key enablers. Contrarily, low socioeconomic conditions, lack of partner support, environmental stressors, and negative influences of technology were identified as major obstacles. This dual perspective suggests that parenting outcomes depend not only on individual effort but also on the broader structural and social environment in which parents operate.

3.4 Conceptual Framework

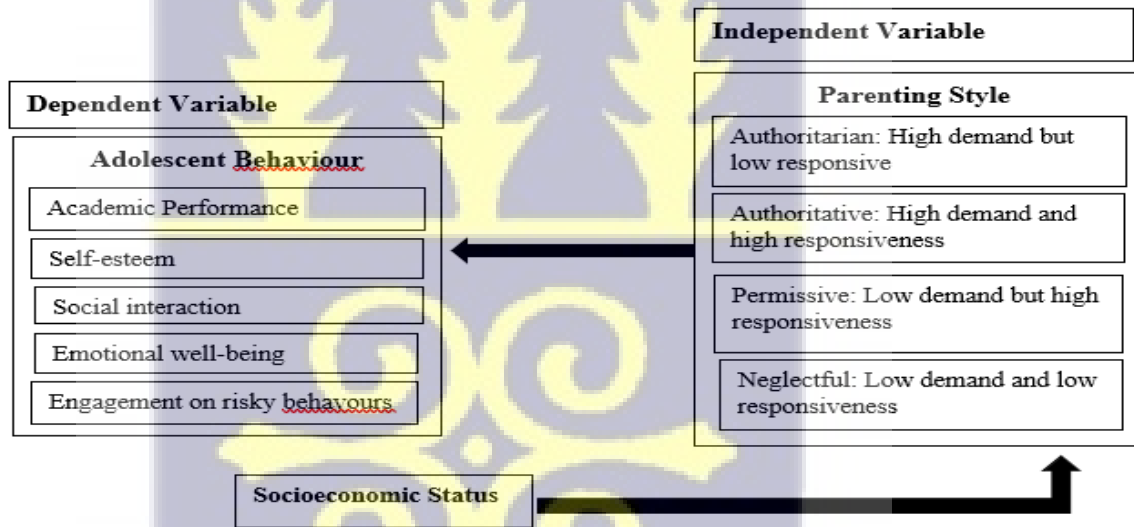
The conceptual framework is based on how the various types of parenting influence adolescent behaviour. The framework provided a structured approach to identify the key variables: parenting style as the independent variable and adolescent behaviour as the dependent variable. These forms of parenting are characterised by varying levels of responsiveness and demandingness, which impact the psychological and social processes in the development of the adolescent. The dependent variable was adolescent behaviour, which includes outcomes like performance, social interactions, and emotional well-being of risky behaviours among adolescents (Kar et al., 2015; Sawyer et al., 2012).

According to Baumrind's pillar theory, authoritative parenting, characterised by warmth, responsiveness, and clear boundaries, is expected to result in the most positive adolescent behaviours, such as higher academic achievement, better emotional well-being, and reduced risk-taking behaviours (Yazdani & Daryei, 2016). In contrast, authoritarian parenting, which is more rigid and controlling, often results in poorer social outcomes, such as low self-esteem, higher levels of anxiety, and rebellious behaviour (Raboteg-Saric & Sakic, 2014). Permissive parenting, marked by high responsiveness but low control, may lead to greater independence but also higher engagement in risky behaviours, while neglectful parenting is generally associated with the most

negative behavioural outcomes, including delinquency and emotional insecurity (Baumrind, 1967).

Moreover, socioeconomic status (SES) was considered a mediating variable in the relationship between parenting style and adolescent behaviour. Research indicates that parents with higher SES tend to adopt more authoritative styles, while lower SES parents may lean toward authoritarian or permissive styles due to financial stress or lack of educational resources (Rainy et al., 2019). This study, therefore, explored how SES influences parenting style in the Tema Metropolis and how this, in turn, affects adolescent behaviour.

Figure 1: Conceptual framework



Source: Researcher's own construct

The conceptual framework for this study illustrates the relationship between parenting styles (independent variable) and adolescent behaviour (dependent variable), with socioeconomic status (SES) as a mediating factor. Parenting styles, as conceptualised by Baumrind (1966, 1991) and expanded by Maccoby and Martin (1983), operate along two dimensions: responsiveness (warmth, support, sensitivity) and demandingness (control, supervision, expectations).

- **Independent Variable (Parenting Styles):** The framework captures four main types of parenting styles authoritative, authoritarian, permissive, and neglectful. Each of these styles represents a unique balance of responsiveness and demandingness that parents use in their relationship with adolescents.
- **Mediating Variable (Socioeconomic Status):** Parents' choices of parenting style are influenced by their socioeconomic conditions, such as education, income, and occupation. For instance, parents with higher SES may have the resources and time to engage in authoritative parenting, while parents with lower SES, under stress and limited resources, may rely more on authoritarian or permissive approaches (Rainy et al., 2019; September et al., 2016).
- **Dependent Variable (Adolescent Behaviour):** Adolescents' behavioural outcomes—such as academic performance, social interactions, emotional well-being, and engagement in risky behaviours are shaped by the parenting style they experience.

Thus, the framework provides a structured pathway for analyzing how parenting styles influence adolescent behaviour directly, and how this relationship is shaped by parents' socioeconomic background in the Tema Metropolis.

Impact of the Various Parenting Styles on Adolescent Behaviour

Authoritative Parenting

- Characterized by high responsiveness and high demandingness.
- Parents set clear expectations but also provide warmth and support.
- Adolescents from authoritative homes often display higher academic achievement, stronger self-esteem, resilience, better social competence, and reduced risk-taking behaviours (Yazdani & Daryei, 2016; Onsando et al., 2021).

- In Tema, authoritative parenting equips adolescents with coping skills and problem-solving abilities, helping them resist peer pressure and risky behaviours.

Authoritarian Parenting

- Characterized by low responsiveness and high demandingness.
- Parents emphasize obedience and control, often with little room for dialogue.
- Adolescents raised under this style may exhibit low self-esteem, anxiety, aggression, social withdrawal, or rebelliousness (Raboteg-Saric & Sakic, 2014; Rizwan & Talha, 2021).
- While some may perform well academically due to discipline, they often lack creativity, independence, and emotional regulation (Jacob et al., 2022).

Permissive Parenting

- Characterized by high responsiveness and low demandingness.
- Parents are indulgent, nurturing, and avoid imposing strict rules.
- Adolescents tend to develop independence and creativity, but may also struggle with self-discipline, impulsivity, and engagement in risky behaviours such as substance use or early sexual activity (Poduthase, 2012; Fuentes et al., 2019).
- In Tema, permissive parenting is linked to peer influence and vulnerability to social vices.

Neglectful/Uninvolved Parenting

- Characterized by low responsiveness and low demandingness.
- Parents provide minimal guidance or support, often due to personal or socioeconomic challenges.



- Adolescents from neglectful homes often show poor academic performance, low self-esteem, delinquent behaviour, depression, and lack of social competence (Baumrind, 1967; Brook et al., 2014).
- This style is particularly concerning in urban Ghana, where adolescents left unsupervised are more prone to peer pressure, drug use, and early school dropout.



CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discusses the research methods used in the study. It includes the research design, population, sample and sampling procedure, data collection procedure and data analysis.

3.2 Research Design

This study adopted a mixed-methods design, combining both quantitative and qualitative approaches. The quantitative design is “the systematic empirical investigation of social phenomena through statistical, mathematical or computational techniques” (Benaquisto & Given, 2008). This approach was useful for identifying the prevalence of different parenting styles and for generating numerical evidence that could be easily interpreted. The quantitative strand employed frequency and percentage distributions to illustrate the prevalence of different parenting styles and the extent of parental influence as perceived by adolescents, while the qualitative strand used thematic analysis to provide deeper insights into parents’ experiences, challenges, and perceptions of their parenting practices. The qualitative approach complemented this by providing narrative explanations and insights into the experiences, perspectives, and challenges associated with parenting. The qualitative component therefore enriched the study by capturing contextual insights and meanings that could not be obtained through quantitative measures alone. The integration of the two paradigms allowed for triangulation of findings and a more comprehensive understanding of parenting styles and their impact on adolescent behaviour.

3.3 Study Area

The study was conducted in a co-educational day senior high school located in the Tema Metropolis of the Greater Accra Region. The Tema metropolis comprises four districts—Tema East, Tema West, Tema North, and Tema South—with a total land area of 117.383 square kilometres and a population of 402,637 according to the 2010 census (Okyere, 2021). The metropolis is recognised as one of Ghana’s fastest-growing cities, with well-developed infrastructure and a concentration of industries (Acheampong & Owusu, 2023). The industrial enclave attracts a diverse population, which is reflected in the student body of the selected senior high school. Reports also highlight challenges in Tema, such as crime, teenage pregnancy, and school dropouts (Ghana Police, 2016; Tema Metropolitan Health Directorate, 2018), making it a relevant context for exploring parenting and adolescent development. At the time of data collection, the school had a population of approximately 1,800 students (1,000 boys and 800 girls), with students placed there through the nationwide computerized school placement system. The diversity of the student population was therefore assured, making the site suitable for this study.

3.4 Sample Size

The study population comprised 200 adolescents (students aged 15–19) and 50 parents. The adolescents’ responses were crucial for identifying the extent of parental influence in their lives, while the parents’ responses provided complementary insights into parenting practices and challenges. Parents were eligible if they were primary caregivers, involved in the adolescent’s daily life, and had children within the target age group. In line with September et al (2016) the study considered either a mother or a father as eligible to participate if they were the primary caregiver of the adolescent. Participation, however, was entirely voluntary, as parents were free

to decide whether or not to take part in the study. The selected sample sizes are consistent with similar research: for example, Bloomfield et al (2005) successfully employed 70 parents in a qualitative study, and Aunola and Nurmi (2005) worked with 210 children in a quantitative design.

3.5 Sampling Technique

Purposive and systematic sampling approaches were utilised. For adolescents, names were drawn systematically from the registers of forms 1 and 2. Each stream contributed five boys and five girls, making a total of 200 adolescents. Only students from forms 1 and 2 participated in the research as form 3 students had completed school at the time of the study. This approach avoided bias while ensuring representation across gender and year groups. Parents were purposively selected during a school meeting; among those present, 50 who lived within the Tema Metropolis were identified for accessibility, and only those who willingly consented were included in the study

3.8 Measurement

The study also ascertained the socio-economic status of parents, which helped to describe the influence of parents' socio-economic statuses on their parenting style and practices. There are different instruments for measuring socio-economic status (SES). Different studies have used different variables to measure SES. For example, Sirin (2005) emphasised parental education and income as key indicators, while Cowan et al. (2012) highlighted occupation and social status. Other studies have included housing quality (Gough & Yankson, 2011), access to household resources and assets (McKenzie, 2005), or neighbourhood characteristics (Lee et al., 2014) as proxies for SES. Four variables: educational attainment, income, social status, and occupation are consistent in measuring socioeconomic status across studies (Cowan et. al, 2012; Sirin, 2005).

These variables were used to measure the SES of parents. Parents with tertiary education were categorised under the feature of *high socio-economic status*. On the other hand, those whose level of education were below tertiary education were categorized under the feature of *middle and low economic status*. The viability of education as one of the variables of SES is partly confirmed by Knight and Sabot (1990). They suggest that education can influence wages by determining the choice of occupation, sector, or firm size a worker finds themselves in. This assertion is further supported by Baffour (2015:1), who states that “the important role education plays in labour market success is not by only increasing earnings but by the indirect promotion of entry into well-paid occupations”.

Income is one of the variables used to determine the socioeconomic status of parents. A World Bank study on the income status of Ghanaians in urban areas pegged income per month at 698.22–930.95 dollars for high-income earners, as cited in Asante et al. (2018:4). The cedi equivalent of the quoted amount in dollars by the World Bank as a mark of high income in Ghana is GHC 8,364 in this present economy. Drawing on the income information, the study estimated the income of middle-and lower-income earners by categorising income groups according to the percentage ranges used in economic studies and financial planning. As noted by Hyde (2020), the middle-income earner receives 60% of the higher-income earner's amount while the lower-income earner receives 40% of the high-income earner's amount. On this basis, and given that the higher income earner receives GHC 8,363, the study estimated middle income as GHC 836-4,182 and lower income at not more than GHC 4,182. Jami, (2018) used a similar method to classify income levels into three distinct categories according to percentiles: low (below the 50th percentile), middle (50th–75th percentile), and high (above the 75th percentile).

On the issue of the area where adolescents are influenced by their parents, a 5-point Likert scale questionnaire with three survey blocks in four different sections was created to gather students' views on the areas where their parents have the most influence in their lives. Additionally, another 5-point Likert scale, ranging from "never" to "always," was used to assess ten statements for each of the four parenting styles—authoritative, authoritarian, permissive, and uninvolved—based on the models by Baumrind (1971) and Maccoby (1983), to determine which parenting styles are most commonly adopted by parents.

Through three Likert scale items, each on a 5-point scale with options ranging from *strongly disagree*, *disagree*, *neutral*, *agree*, and *strongly agree* on a continuum, adolescents indicated how their parents have influenced them (students). Representing the following areas: *education and career*, *personal values and beliefs*, *interpersonal relationships*, *lifestyle*, and *health*, the researcher sought students' views on the areas their parents have influenced most in their lives. The choice of the four major areas: physical, social, emotional, and cognitive development, was inspired by the literature that emphasises the critical role of parents in these aspects of their children's growth (Bloomfield et al., 2005:4; Ehrensaft et al., 2003; Brody et al., 1999; Cunningham & Boyle, 2002; Serketich & Dumas, 1996). The themes explored in this study to understand the parental influence on adolescents' behaviour are guided by Lamug's (1989:48) study. Lamug's study identified three key areas where parents influence their children: education, heterosexual relationships, and domestic roles, which involve household responsibilities and family life. Despite seeming outdated, his study remains crucial in understanding the primary areas where parents impact their children's lives.

3.9 Data Collection and Procedure

Two main instruments were employed: structured questionnaire and interview guide. For the adolescents, a structured questionnaire was used, comprising demographic items and Likert-scale statements (strongly disagree to strongly agree) on areas of parental influence, including education, values, relationships, lifestyle, and health. The Likert scale allowed for quantitative analysis of patterns in adolescent perceptions. For the parents, two instruments were employed. First, the Parenting Style Dimension Questionnaire (PSDQ) developed by Robinson et al. (1995) was adapted and administered to measure authoritative, authoritarian, and permissive parenting styles. The PSDQ has been found to be valid and reliable in several contexts (Topham et al., 2010; Kimble, 2014). Second, a semi-structured interview guide was used to explore parental challenges and the effects of socio-economic status on parenting. The guide included both open-ended and structured questions across seven thematic areas, such as financial constraints, adolescents' behaviour, social influences, and parental psychological state. While the combination of instruments generated a large volume of data, it was necessary to capture both breadth and depth in understanding parenting.

3.10 Data Analysis

Quantitative data from the PSDQ and adolescent questionnaires were analysed using descriptive statistics such as frequencies and percentages. This allowed identification of the dominant parenting styles and the areas of life most influenced by parents. In addition, cross-tabulations were used to examine relationships between demographic factors and parenting styles. For qualitative data, the study employed Braun and Clarke's (2006) thematic analysis framework, which involved six stages: familiarisation with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. Quantitative

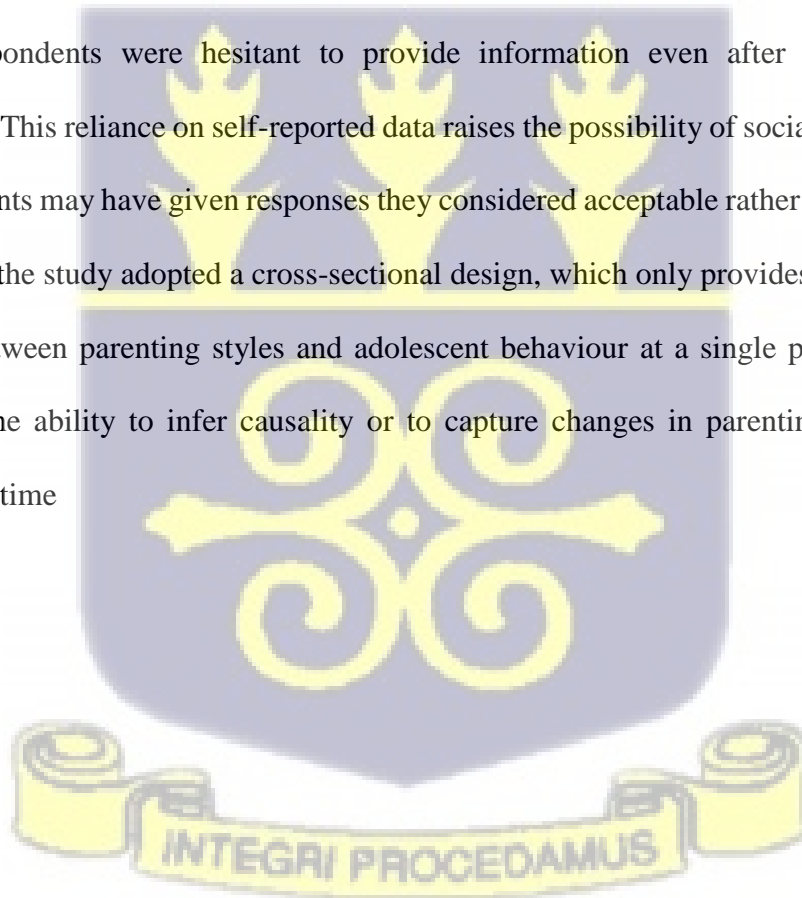
data from the questionnaires were coded and entered into SPSS (Version 26) for analysis. Descriptive statistics such as frequencies and percentages were generated. This method provided a systematic way to identify patterns in parents' responses regarding challenges and socio-economic influences. By integrating quantitative findings with qualitative themes, the study ensured triangulation and rigorous interpretation of the data. The analysis was further guided by theoretical frameworks such as Social Power Theory, Attachment Theory, and the Pillar Theory, which informed the interpretation of the parent–adolescent dynamics.

3.11 Ethical Consideration

Ethics governing the conduct of research were duly observed in the study. The researcher sought ethical clearance with the code **ECH 015/23-24** from the University of Ghana Ethics Committee for Humanities (ECH). Regarding the informed consent, each respondent was briefed on the study and the objective of the research. A written consent form was given to respondents to sign to signify their signatory to the collection of the information they provided used as data for this study. Recruitment of participants in the research was voluntary. To ensure anonymity, pseudonyms were used to protect the identity of both the parent sample and the adolescent sample. Also, information about the respondents' names, residents' addresses, and phone numbers that could expose their identity were not included in the study report. Respondents were given a cooling-off period to decide on whether to have the information they had given discarded or used for the study. This offered them relief from changing information if found too confidential or damning after giving it out to the researcher and her team. To ensure confidentiality, the data including recorded audio were not shared with any third party. Based on the sensitivity of the information, all electronic data were password-protected and encrypted to prevent access by unauthorized parties, damage, theft, or alteration.

3.12 Limitations

This study faced several limitations that should be acknowledged. First, the findings may not be generalisable to other regions or cultures due to the unique societal norms in the Tema Metropolis. Parenting styles and their influence on adolescent behaviour can vary significantly across different cultural and social contexts, and what was observed in Tema may not apply elsewhere in Ghana or beyond. Second, the study was limited to selected senior high schools in the Tema West Municipality because of time and financial constraints, which prevented coverage of the entire metropolis. This restriction, combined with a relatively modest sample size, limits the extent to which the findings can be generalised. Third, participation in the study was voluntary, and some respondents were hesitant to provide information even after being assured of confidentiality. This reliance on self-reported data raises the possibility of social desirability bias, where participants may have given responses they considered acceptable rather than their genuine views. Finally, the study adopted a cross-sectional design, which only provides a snapshot of the relationship between parenting styles and adolescent behaviour at a single point in time. This design limits the ability to infer causality or to capture changes in parenting and adolescent behaviour over time



CHAPTER FOUR

DATA ANALYSIS, PRESENTATION OF RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results, analyses and discussions on the findings of the study. The findings answer the objectives of the study which include finding the dominant parenting style of the parent sample; parental influence on adolescents' behaviour; the effect of socioeconomic status of parents on parenting; and challenges to effective parenting. The preceding sections provide detailed results and discussions for each objective.

4.2 Results

Table 1 : Socio-Demographic Background of Adolescents

Table 1 presents the socio-demographic background of adolescent, highlighting key variables such as age, gender, class level, and household composition. These characteristics provide a foundation for understanding how demographic factors may relate to parenting styles and adolescent behaviour.

Variable	Frequency (N=200)	Percentage%
<u>Gender</u>		
Male	99	49.0
Female	101	51.0
<u>Age</u>		
15-17 years	121	61.0
18-19 years	79	39.0
<u>Current Level</u>		
Form 1	100	50.0
Form 2	100	50.0
<u>Parents Marital Status</u>		
Married	78	39.0
Unmarried	45	23.0
Separated	23	11.0
Divorced	24	12.0
Widowed	30	15.0

Whom do you stay with?

Biological parents	81	41.0
Mother only	35	17.0
Father only	38	19.0
Guardian	46	23.0

Source: Research Fieldwork, 2024

Table 4 1 depicts the findings on the demographic background of adolescents. From the data obtained, it was observed that adolescent students were almost equally distributed by gender, with 49% being male, while females comprised 51%. This result implies that the study is not influenced by gender, and hence the finding can be generalized among male and female adolescents. The age distribution reveals that 61% of the students fall in the age range of 15-17 years, while 39% fall in the 18-19 years age range. From the data, 50.0% of the respondents are in Form 1, and 50.0% are in Form 2. Analyzing the family status of the sample adolescents, the study finds that the majority of adolescents (39%) are from families where their parents are together. Regarding the issue of whom the adolescents are living with, it was determined that the majority of the sample adolescents (41%) are living with both their parents.

Table 2: Socio-Demographic Background of Parents

Variable	Frequency (N=50)	Percentage%
Male	24	48
Female	26	52
<u>Age</u>		
30-39 years	2	4
40-49	28	56
50-59	19	38
60 years and above	2	4
<u>Level of Education</u>		
No Formal Education	6	12
Junior High	9	18
Senior High	17	34
Tertiary Education	18	36

Employment Status

Employed	25	50
Unemployed	5	10
Self-employed/business owner	20	40

Relationship with the adolescent

Biological parent	50	100
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Marital Status

Married	27	54
Unmarried	12	24
Divorced	5	10
Widowed	6	12

Monthly income

GHS ≤ 4,182	11	22
GHS 4,183 – 8,363	26	52
GHS ≥ 8,364s	13	26

Source: Research Fieldwork, 2024

Table 2 describes the demographic profile of the parents. There are almost equal numbers of male and female participants; 48% of the participants are male, while 52% are female. From the age distribution, it can be deduced that a significant number of parents (56%) are aged between 40 and 49 years, with 38% falling between the ages of 50 and 59. The level of education of parents differs and a significant percentage of parents have attained a tertiary level of education (36%) and senior high level of education (34%). With regard to the employment status of the parental sample, it was established that half of the parents are employed, 40% are self-employed or run their own businesses, and 10% are unemployed. The parent-adolescent relationship demonstrates that all the participants (100%) are biological parents. On the marital status of the parents, it was established that the majority of them are married (54%) while the rest are single parents (24%), divorced parents (10%), and widowed parents (12%). Finally, the monthly income data reveal that 52% of parents earned between GHC 8,363-4,182, 26% earned GHC 8,364 or above, and 22% earned GHC 4,182 or below.

4.2.1 Dominant Parenting Style

As indicated in the previous chapter, a parent’s preference for a parenting style was arrived at by adding up a parent’s scores on a Likert scale and dividing the total scores by the total number of questions on a particular parenting style questionnaire. The score represents the parent's choice of parenting style. While 5 is the highest score on the Likert scale representing *strongly agree*, 1 is the least denoting *strongly disagree*. The second highest on the Likert scale is 4 representing *agree*, 3 representing *neutral or medium* and 2 denotes *disagree*. This mode of determining a parenting style is consistent with the methods used by September (2014:73) and Dickson (2014:121).

Table 3 : Frequency Distribution of Parenting Styles Adopted by Parents

Parenting style	Frequency (N=50)	Percentage (%)
Authoritative	29	58
Authoritarian	14	28
Permissive	7	14
Neglectful	0	0

Source: Research Fieldwork, 2024

The study shows that the authoritative parenting style remains dominant among parents, representing 58% of parent respondents. The second most common parenting style is the authoritarian style, adopted by 28% of parents. A smaller proportion, 14% reported practicing permissive parenting. Surprisingly, none of the parents in the study used neglectful type of parenting.



4.2.2 Influence of Socio-Economic Status of Parents on Choice of Parenting Style

In examining the influence of the socioeconomic status of parents on their choice of parenting style, the researcher categorised the parents into high, middle, and low socioeconomic status based on three socioeconomic indicators: employment, income, and education. The results on the socio-economic status of the parents are presented in Tables 4 and 5.

Table 4: Frequency Distribution of Parents by Socioeconomic Criteria

Socioeconomic Status	Criteria	Frequency (N=50)	Percentage %
Higher SES	Tertiary Education	18	36
	Employed or self-employed/business owner	45	90
	Monthly income GHC 8,364 or higher	13	26
Middle SES	Senior High Education	17	34
	Employed or Self-employed/business owner	45	90
	Monthly income GHC 8,363-4,182	26	52
Lower SES	No Formal Education or Junior High Education	15	30
	Unemployed	5	10
	Monthly income GHC 4,182 or less	11	22

Source: Research Fieldwork, 2024

The categorization of the parental sample based on their respective socioeconomic status was conducted using three socioeconomic indicators: education, employment, and income. The tabulated data in Table 4 illustrate the statistical distribution of parents according to socioeconomic criteria. Within the Higher SES classification, 18 participants (36%) have tertiary education, 45 participants (90%) are engaged in employment or are self-employed/business owners, and 13 participants (26%) earn a monthly income of GHC 8,364 or above. Among the

Middle SES group, 17 participants (34%) have completed senior high education, 45 participants (90%) are engaged in employment or are self-employed/business owners, and 26 participants (52%) earn a monthly income ranging from GHC 8,363 to GHC 4,182. In the Lower SES category, 15 participants (30%) have either no formal education or have only attained junior high education, 5 participants (10%) are currently unemployed, and 11 participants (22%) earn a monthly income of GHC 4,182 or lower.

Table 5 : Frequency Distribution of Parents Based on Defined SES Classifications

Socioeconomic Status	Frequency (N=50)	Percentage%
Higher SES	13	26
Middle SES	26	52
Lower SES	11	22

Source: Research Fieldwork, 2024

Table 5 provides a breakdown of parents into three socioeconomic status (SES) categories: Higher socioeconomic status, Middle socioeconomic status and Lower socioeconomic status. The study could affirm that only 26% of the sample parents could be categorised as being from higher SES. On the other hand, 52% of the total sample size was identified to belong to the Middle SES category. Lastly, the Lower SES category constituted 22% of the parent sample.

In an attempt to assess how the socioeconomic status of parents influences their decision to adopt a particular parenting style, the study aimed to find out how parents ensure that the academic aspects of their adolescent children are fulfilled. The study demonstrated that all parents having high socio-economic status (26%) revealed they have met the educational needs of their children.

All of these parents claimed to have hired teachers for difficult subjects, as well as taking their children to vacation classes.

Additionally, concerning how the financial situation of parents' influences parenting decisions on adolescent children's education needs, the study found that all parents of high SES (26%) responded that they met the needs of their adolescent children at home and school. With regards to how parents respond when their adolescent children ask for more money than what parents can afford, it was noted among parents of high SES that the constant showering of their adolescent children with money made their children reckless with money, hence the development of deviant behaviours among such adolescents. Among the parents of high SES (26%) said that they sometimes provided their children with more money than they can afford. The parents mentioned cases in which their children are so demanding, and they spend a lot of money. Also, about (18%) of parents with high SES stated that their children have been reported by the schools as being rude and not taking their studies seriously.

The study revealed that 36% of middle SES parents strictly focus on their children's education by procuring the services of a private teacher for difficult subjects, as well as vacation classes. These parents cautiously manage their financial resources, keenly going to the extent of planning how best to spend money to support their children's education needs. These parents sacrifice and at times, cut down on other expenses for the sake of their children to be provided with the needed academic support. On the issue of how parents respond when their children demand more money than necessary, the study also found that 40% of middle SES parents admitted being bound by their financial situation, hence they only afford things related to the education of their wards as opposed to other non-essential items. They keep their finances secure and provide for their children's education needs, mainly with regard to school fees, books, and other essentials.

In the case of parents of low SES, the account was quite different. The study demonstrated that the parents with low SES (16%) can barely fulfil their children's minimum educational needs. The low SES parents perceived challenges in paying for boarding school maintenance and acquiring basic stationery and learning materials. Therefore, these parents of low SES often decline their children's demand for non-essential things. These parents blamed these challenges on their poor financial condition and realised that probably due to their failure to provide for some basic needs, they had appeared to be detached parents with minimal involvement in their children's education.

In relation to the measures parents employ to discipline their adolescents when they are wayward, a little over half of high SES parents (14%) claimed to use an appropriate and child-friendly method. These parents were of the opinion that while they were not strict or rude to their children, they also did not take lightly their children's mischievous conduct. Where it was required, they addressed the improper conduct and tried to behave in such a way that the children would remain near them and turn to them in case of any issue. An authoritative, female parent of high SES stated that,

I discipline my child, but do not physically beat her; I tell her that this and that is not good and that is why she should not do it, but I do not insult or beat her.

These responses indicate authoritative parenting style, as explained by Baumrind (1971).

Only a few high SES parents (8%) claimed to adopt diverse methods of making sure that their children obeyed directives and advice. In more detail, 4% of these parents adopted the method of corporal punishment, and another 4% restrained their adolescent children from watching television and playing with peers. These parents insisted that their children had no right to

question their authority because they were the suppliers of their material requirements. The parents demanded obedience but never provided reasons for such behaviour. For example,

One father expressed a strong authoritarian view: “I am the father, so it is my responsibility to decide on what my son should do, and he can never question why I want him to do something. Once I feed him, then I control him, and I can never feed my son for him to challenge my authority.” Similarly, another parent remarked, “Children of today are too exposed, so if you are not firm with them, they can easily go astray.” In contrast, a mother highlighted a more supportive approach: “I always explain my decisions to my daughter so that she understands why I expect certain things from her.

This response indicates an authoritarian parenting style, as outlined by Baumrind (1971).

However, 4% of the high SES parents provided their children with complete autonomy with almost no limitations, assuming that their children would not misbehave. These parents let their children go out and spend money without explaining where they were going or why, arguing that they had no time for themselves. A female permissive parent of high SES said,

I can't beat my son, nor insult him when he does wrong, because he will learn from his mistakes as time goes by. Also, I'm too busy to even see the wrong he does, and I know him to be a cool guy, so no problem about him.

When it comes to how the middle SES parents disciplined their adolescents, 20% reported that they adopted the assertive-reasoning approach, which is a combination of power assertion and reasoning. These parents stressed the necessity of rules and discipline while making sure that the child does not feel abandoned and unheard. They did not use physical or verbal abuse but rather encouraged the children to talk and discuss why their actions were wrong. One of the middle SES mothers said:

I have to sit down with my child and discuss why such behaviour is wrong. I do not yell at my child or use physical force on her because I believe that a child understands better when you talk to them.

Furthermore, 32% of middle SES parents used specific consequences for misbehaviour, including taking away privileges or giving extra chores. They opined that such methods made their children

change their behaviour without having to be assaulted or disciplined in some other way. These parents understood that it was necessary to keep children obedient, but at the same time, teach them to be responsible. A mother of middle SES said,

For instance, when my child misbehaves, I may choose to withdraw some privileges, such as watching television, or make them do more chores around the house, because they should feel the consequences of their actions without feeling punished to the extreme.

In the same way, parents with low SES employ various disciplinary methods. 14% responded that they use physical punishment, like caning their children, to correct their misconduct. A male parent disclosed,

If he misbehaves, I beat him, and he takes my instruction because he knows I will beat him. He also has to explain to me how he got something that I did not buy for him.

However, 5% of low SES parents admitted that their adolescent children will just grow out of any wrong deeds. Unlike the other parents, these parents did not understand the role and significance of parental intervention in molding their children and disciplining them and did not take time to explain why their children possessed some items such as phones and clothes. This attitude was a clear indication that they believed in letting their children go out to get some of the basic needs on their own, feeling that intelligent children were capable of getting themselves what they wanted.

On the other hand, 3% of parents of low SES said that they are not harsh, but they discipline their children gently and use words instead of actions. These parents said that they would prefer to use talks and advice to address their children's misconduct and not to shout or use their hands on the child. The parents stressed being physically near to their children and on daily communication regarding school performance and behavioural problems. Despite the lack of money, they made sure that their children did not feel lonely or left at home or school.

In relation to the way the current job, income, and level of education of parents influenced how they would like to bring up their children, it was established all high-SES parents and more than half of middle-SES parents (30%) believed that parents' education level is useful in understanding children's educational and overall needs, following their academic performance, and assisting with academic-related affairs.

High-SES parents also went further to explain that stable and well-paying employment was also a factor in their parenting style. They said that because they are financially well off, they are in a position to afford better educational materials, other activities, and amenities. One high SES parent added:

It's by the grace of God that I have what I can use to pay for quality education for my child so that she does not have to worry about anything.

However, a few of the high SES parents were worried about the possible negative effects of their economic status. An example is a parent who said:

At times I feel that if I give my children all they need, they will not know how difficult it is to survive in life.

Such a statement points to a challenge that high SES parents face- the challenge of how to provide for their children and how to discipline them at the same time.

The majority of the middle SES parents often have stable employment but not necessarily high-paying jobs. They expressed concerns about financial limitations impacting their ability to provide additional educational resources or extracurricular activities for their children. Despite these challenges, they strive to offer the best within their means. Additionally, these parents expressed concerns about job-related stress affecting their parenting. A parent shared that,

Working and taking care of the children is hard, so sometimes this stress affects my patience at home.

On the other hand, all low SES parents (22%) acknowledged financial capability as important in addressing the needs of their children as well as exerting authority. These parents reported constraints arising from low formal education as this denied them the capacity to lend support in academic aspects and to monitor their children's progress. This situation, reported by the parents, created a feeling of parental failure in terms of meeting basic expectations. Additionally, the majority of the low SES parents reported facing unstable employment and low income, which significantly affects their parenting style. These reported challenges in providing necessities, let alone additional educational resources. This stress that comes with challenges leads them to adopt a more authoritarian or permissive parenting style out of necessity rather than choice. One low SES parent remarked,

I struggle to make small money, so sometimes it's hard for me to know what my son is doing in school."

Another parent stated:

Because I don't have money, I don't control him. When he grows, he will change.

4.2.3 Areas Where Parents Have Had the Most Influence on Adolescents' Behaviour

To find out the areas where parental influence was most prominent, a questionnaire using a 5-point Likert scale was employed. On this scale, a score of 5 indicated "strongly agree," 4 denoted "agree," 3 signified "neutral," 2 represented "disagree," and 1 stood for "strongly disagree." Scores between 2 and 1 suggested minimal perceived parental influence, while a score of 3 indicated neutrality. A score of 5 reflected significant parental influence. The results for the four areas assessed are summarized in Table 6 below.

Table 6: Areas Where Parents Have Had the Most Influence on Adolescent Behaviour

Areas	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Education and Career	17.5%	14.5%	13.5%	23.5%	41.0%	200
Personal Values and Beliefs	22.0%	12.3%	13.0%	26.0%	27.0%	200
Interpersonal Relationships	23.5%	14.0%	16.5%	23.5%	22.5%	200
Lifestyle and Health	24.5%	14.5%	16.0%	23.5%	21.5%	200

Source: Research Fieldwork, 2024

Table 6 illustrates the various areas in which parents have influenced adolescents' behaviour most. In the area of education and career, 41% of adolescents strongly agreed that their parents had a significant influence, while 23.5% agreed. Regarding the area of personal values and beliefs, 27% of adolescents strongly agreed that their parents had an influence, and 26% agreed. However, 13% remained neutral, and 12.3% disagreed, with 22% strongly disagreeing, showing that some adolescents perceive a lower level of parental influence in this area. The data on interpersonal relationships reveals a more balanced perspective. Here, 22.5% of adolescents strongly agreed that their parents influenced their interpersonal relationships, while 23.5% agreed, 16.5% were neutral, 14% disagreed and 23.5% strongly disagreed. On lifestyle and health, 21.5% of adolescents strongly agreed that their parents had a significant influence, with 23.5% agreeing. Meanwhile, 16% were neutral on the matter. On the other hand, 14.5% disagreed, and 24.5% strongly disagreed.



4.2.4 Challenges to Effective Parenting

The fourth objective of the study aimed to ascertain the challenges to effective parenting among parents in the Tema Metropolis.

The first question aimed to determine how societal and cultural expectations have been a challenge to effective parenting. The study observed that society and culture are major barriers to effective parenting. The majority of parents agreed with the traditional Ghanaian attitude towards discipline especially in cases where children are disciplined using force, which may involve spanking or caning. However, concerns that emerged were that the use of these traditional methods could attract criticism or punitive actions from the Ministry of Gender, Women and Children's Affairs and human rights organizations. This societal pressure has resulted in parents avoiding the use of physical punishment despite these parents regarding physical punishment as effective. The societal limitation on preferred parenting styles is evident in the comments on personal interviews:

A low SES father stated:

These days, you cannot even punish a child, or else the government will have to deal with you.

Another middle SES father said:

Now Ghana is finished because one cannot even correct a child when they are wrong because the WAJU people will arrest you.

These statements show parents' concern about legal implications and negative remarks on physical discipline. Thus, parents are limited from using traditional punitive measures on their children for fear of court cases and other social implications. This has posed a major limitation to

the practice of parenting, where parents have been left with no option but to drop the traditional African, particularly Ghanaian, way of disciplining their children.

Also, the majority of the authoritarian parents revealed that neighbours interfered with the discipline of their children. The analysis showed that more than half of parents who favoured an authoritarian parenting style shared a common concern: whenever they took action against their children for mischievous behaviour, their neighbours would intercede on behalf of their children. This inference made it difficult for them to discipline and effectively parent their children.

The next question asked parents how the use of social media by their adolescent children has been a challenge to effective parenting. The study found that while only the parents who used the authoritarian style did not show a significant concern about their children spending too much time on social media, 68% of the parents who favoured the other style of parenting had concerns about their children spending too much time on social media.

A female permissive parent stated:

They can fidget with the phone the whole day and always watch things on the laptop, phone, and television, but cannot read a book.

Another authoritative parent stated:

Children forget instructions since all they have in mind is to watch things on the net, in our time, there was no social media; hence, we obeyed our parents.

These parents said that their adolescent children's obsession with social media is eradicating the bonds between parents and children.

On the concerns parents have about the exposure of their children to social media content, parents expressed that there is a serious problem with obscene and explicit content available on social media that influences children, such as nudity and illicit drug use. These parents who complained

of the effects of social media realized that unrestricted access to social media content complicates their efforts to make sure that their children do not indulge in social vices and substance abuse. Some of the findings in these parents included instances where they caught their children watching pornographic videos, and the feeling that their children are exposed to materials they are not supposed to be exposed to.

The study attempted to find out how the balancing of work and family responsibilities has been a challenge to effective parenting. The analysis showed that the majority of parents across all SES categories (65%) responded that balancing between work and family life is a hindrance in parenting. The conflict between work and family care demands resulted in the hiring of nannies and housekeepers by approximately half of these parents. Therefore, these parents are unable to notice new changes or new developments in their children's lives.

A middle SES male parent said:

I have to go to work early in the morning and return late, like 8 pm.

Another middle SES female parent stated:

Whenever I get back home, my son is already asleep, and I need to change my job since I don't get time to check on my son.

Such issues affect parenting effectiveness since a lack of time with the adolescents affects discipline and checking on curiosity, and vulnerability to external influence.

The study also pointed out that financial issues were seen as a major parenting concern. More than half of the middle SES parents expressed difficulties sometimes in meeting their children's financial needs, while 14% of low SES parents stated that due to their inability to provide

adequately for their children, the children had to learn how to manage the limited resources; this made the parents feel guilty for failing to provide adequately for their adolescent children. These parents also reported that they sometimes failed to provide balanced meals for their adolescent children, which generated tension and dissatisfaction among their adolescent children, making parents afraid to correct their children's misbehaviour. However, 18% of the high SES parents confessed to having bad money management skills with their children and complained about their children's misuse of money. These parents experienced anxiety about potential conflicts if they attempted to regulate their children's spending.

The absence of support systems for parents was also identified as a challenge to effective parenting. All participating parents agreed that there were no private or government parenting programs available to guide them. Parents also reported a lack of correctional programs, such as counselling, to support adolescent children. As a result, parents have been left on their own to nurture their children. Additionally, less than half of middle SES parents and a majority of low SES parents lamented the lack of government support, such as financial assistance or provision of food and other logistics. This lack of support complicates meeting their children's basic needs. These expressed their struggles with statements such as, *"In Ghana, no food from the government to feed the child,"* and *"We want tomato and sugar like JJ's time."* They highlighted the contrast with countries like America and the UK, where parents reportedly receive food for their children. These comments reflect the difficulties middle and low-SES parents might be facing in ensuring their children's basic needs are met without adequate support systems.

Finally, peer group pressure was found to have significantly interfered with effective parenting as revealed by 80% of the parents interviewed. These parents overwhelmingly agreed that their children's peers were the main influencers, luring and influencing their adolescent children, as

the closeness of the adolescent children with their peers made them not listen to their parents' advice, instructions, and directions. These parents also described disappointment and dissatisfaction, and reported deviant behaviours like alcohol use, gambling, and early sexual activity as resulting from the influence of the peers of the adolescent children. This development was found to interfere with how the parents could shape values, norms, and direction in their children.

4.3 Discussion

4.3.1 Dominant Parenting Styles and Influence on Adolescent Behavioural

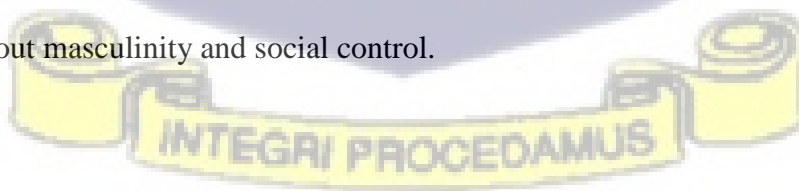
The findings of the study show that the authoritative parenting style is the most dominant among parents in the Tema Metropolis, followed by the authoritarian style, with a few parents practising permissive parenting. This observation is consistent with the findings of Somashekar, Chandrashekarappa, and Chandana (2019), who reported authoritative parenting as the most preferred style (63.2%) compared to authoritarian (26.2%) and permissive (10.6%). Similarly, Boateng et al. (2022) identified authoritative, authoritarian, and permissive parenting as the most common styles among Ghanaian parents, with neglectful parenting being least reported. These results resonate with Baumrind's (1971) parenting style theory, which recognizes the three styles as central to child development outcomes.

Beyond the global consensus that authoritative parenting is beneficial (Retnowati & Sukmawaty, 2024; Awiszus, Koenig, & Vaisarova, 2022; Widiartini & Laksmi, 2020), the findings of this study require contextual unpacking. While studies in other developing countries (Maison, 2020; Dwairy et al., 2006; Steinberg et al., 1992) often highlight authoritarian parenting as more dominant, the higher literacy levels in the study area (Tema Metropolis) (GSS, 2021) may partly explain the preference for authoritative parenting. Educated parents are more likely to adopt

democratic and communicative approaches with their children (Savadori et al., 2020). The study area's urban-industrial setting exposes parents to diverse socialisation models, including modern child rights discourses and media influences.

A cultural dimension also helps in interpreting this finding. Traditionally, Ghanaian parenting leans heavily toward authoritarian practices (Dickson, Agyemang, & Afful, 2014), emphasizing obedience, conformity, and respect for elders. As a cosmopolitan urban area, Tema reflects broader societal shifts toward more authoritative parenting practices. These shifts are shaped not only by national policies such as the Ministry of Education's ban on corporal punishment and advocacy for child-friendly schooling (Quansah, Kudadze, & Agoke, 2023) but also by wider conversations around feminism, challenges to patriarchy, and children's rights activism. In this context, parents are increasingly encouraged to maintain authority while balancing warmth, dialogue, and responsiveness.

Gender roles also emerge subtly in the data. Consistent with Yaff's (2020) review, mothers in Ghana often adopt more authoritative styles, being both nurturing and controlling, while fathers tend to uphold more authoritarian practices. In Tema, where many households depend on dual incomes due to high living costs, mothers' daily involvement in adolescents' lives may partly account for the stronger influence of authoritative styles. At the same time, boys often experience stricter authoritarian discipline compared to girls (Hassan & Ee, 2015), reflecting cultural expectations about masculinity and social control.



4.3.2 Socioeconomic Status and Parenting Style

The findings revealed that the majority of parents in the study fell within the middle socioeconomic status (52%), followed by high SES (26%) and low SES (22%). This is somewhat different from the broader Ghanaian and sub-Saharan context, where most families tend to be in the low SES (McCoy & Wolf, 2017). The relatively higher proportion of middle-class households in Tema can be explained by the city's industrial character, which provides formal employment opportunities, and the relatively high educational levels required for entry into these employment sectors. This suggests that urban industrial centers may exhibit socioeconomic profiles that diverge from national patterns, thereby shaping parenting styles in unique ways.

With regard to educational support, the study found that both high-and middle-SES parents invested in their children's academic progress through private tutoring and vacation classes. This mirrors earlier studies in Ghana (Bofah & Hannula, 2017) and beyond (Ubakivi-Hadachi & Nimmerfeldt, 2021), which note that higher parental education translates into greater educational involvement. Yet, while these practices are widely documented, the Tema case is important because it intersects with Ghana's Free SHS policy, which sought to reduce SES disparities in education. The study's findings suggest that even with Free SHS, middle-and high-SES parents continue to supplement formal schooling with private tuition, reinforcing inequalities in academic outcomes. This finding underscores how SES continues to influence adolescent academic achievement despite national efforts at educational equity.

The study also found that high-SES parents often met, and sometimes exceeded, their children's financial demands. While this ensured material comfort, it was sometimes linked to indiscipline and deviant behaviours, confirming Laugesen, Robinson, and Scragg's (2002) observation that excessive pocket money can encourage recklessness. By contrast, middle-SES parents were

compelled to prioritise education and focus within the household (Iversen, Napolitano, & Furstenberg, 2011). In low-SES families, however, economic hardship constrained involvement in education, often leading to absenteeism, truancy, and dropout (McNeal, 1999; Gubbins & Otero, 2020). These outcomes highlight how structural inequalities in Ghana continue to disadvantage low-income families, despite policy interventions.

Socioeconomic status also shaped disciplinary practices. High-SES parents generally employed non-physical, dialogue-based methods consistent with authoritative parenting (Temtmie & Tefera, 2020). Yet, some high-SES parents exhibited authoritarian tendencies, justifying strictness as a way of protecting family prestige and instilling discipline (Rao, 2007). Middle-SES parents combined assertive reasoning with practical consequences such as additional chores, reflecting a balance between control and responsiveness. Low-SES parents, however, often resorted to corporal punishment, echoing findings that economic stress and limited resources heighten reliance on harsh discipline (Hines, Kalil, & Ryan, 2022; Gershoff, 2002). At the same time, some low-SES parents adopted nurturing approaches, emphasising closeness and dialogue, challenging the stereotype that poverty invariably results in violent parenting.

A gendered dimension emerges here: mothers, particularly in middle- and low-SES households, tended to adopt softer disciplinary practices rooted in daily emotional involvement, while fathers leaned toward stricter, authoritarian methods. Boys were more likely than girls to receive authoritarian discipline, reflecting cultural expectations about masculinity and social control, while girls were often managed with greater dialogue and protection. These findings echo earlier cross-cultural research (Hassan & Ee, 2015; Yaff, 2020) and demonstrate how SES interacts with gender norms in shaping parenting practices.

4.3.3 Parental Influence on Adolescent Development

The findings revealed that the majority of adolescents identified education and career as the domain most influenced by their parents. This reflects the central role parents play in shaping the academic aspirations and career choices of their children. Similar to Oranga et al (2023) and Mancini et al (2024) this study confirms that parental involvement in education is a strong predictor of career orientation. In the Tema Metropolis, this influence is particularly meaningful given the city's industrial economy, where formal employment opportunities often demand higher levels of education and technical training. Thus, parents' strong emphasis on education is not only an expression of personal aspirations but also a response to structural realities in Ghana's urban labor market. This local dimension extends existing research by showing how parental influence in education is both aspirational and pragmatic, tied to the demands of Tema's socioeconomic environment.

A number of adolescents also reported that their parents shaped their values and beliefs, though the influence was more variable compared to education and career. This variation reflects the complex interplay between parental guidance and other powerful socialization agents such as peers, media, and religion. Smetana (2017) emphasized that while parents significantly shape children's values, adolescence is a stage where peer and social influences become stronger. In Tema, adolescents are further exposed to social media, popular culture, and discourses around children's rights, feminism, and challenges to traditional patriarchy. These dynamics dilute exclusive parental authority, creating a negotiation of values where adolescents may internalize both parental guidance and external cultural narratives. This highlights the importance of considering contemporary cultural shifts in understanding parental influence.

The influence of parents on adolescents' interpersonal relationships showed mixed outcomes. While some adolescents acknowledged parental guidance in managing friendships, most reported limited parental involvement in this domain. This finding aligns with Shehata and Ramadan's (2010) observation that parental influence in social relationships declines during adolescence as young people seek autonomy and companionship among peers. However, the Tema findings suggest an additional layer: cultural norms around gender and sexuality. For instance, girls often reported stricter parental monitoring of friendships, especially with male peers, reflecting broader Ghanaian cultural concerns with protecting female virtue and reputation. Boys, in contrast, were given more freedom but were often pressured to demonstrate toughness and independence, reflecting patriarchal ideals of masculinity. These gendered nuances demonstrate how parental influence on relationships is mediated by cultural expectations and not merely an outcome of developmental change.

In relation to lifestyle and health, the findings revealed a wide variation. While some adolescents credited their parents with encouraging healthy habits such as balanced diets, regular study schedules, or avoidance of harmful substances, others described their decisions as largely self-driven. Authoritative parenting, as noted by Muhamad et al. (2023) appears most effective in promoting positive health behaviours through a supportive yet firm approach. However, this study also highlights the role of socioeconomic differences in shaping lifestyle influence. High-SES parents often had greater access to health knowledge and resources, enabling them to enforce healthy behaviours, while low-SES parents struggled to provide balanced nutrition, regular healthcare, or structured recreational activities. Cultural awareness campaigns around fitness, sexual health, and mental well-being in urban Ghana also intersect with parenting, sometimes challenging traditional approaches and creating new expectations for parents.

4.3.4 Parenting and Adolescent Behaviour in Ghana

The study revealed several challenges that shape parenting and adolescent behaviour in the Tema Metropolis, highlighting the interplay between cultural expectations, legal reforms, socioeconomic conditions, and global trends. A central finding was that societal and cultural expectations significantly constrained traditional disciplinary methods. Parents reported pressure to refrain from corporal punishment, such as scolding or caning, out of fear of legal repercussions or neighbourhood condemnation. This reflects the influence of Ghana's 2017 ban on corporal punishment in schools, championed by the Ghana Education Service, and the broader advocacy of child rights groups, which have filtered into household practices (Quansah et al, 2023). While this shift aligns with global conventions on child protection (CTI, 2021), it challenges parents accustomed to authoritarian styles that historically relied on physical discipline. The complaints of neighbour interference also resonate with the communal parenting ethos in Ghanaian and wider African contexts, where the upbringing of children is viewed as a collective responsibility (Inegbe, 2020; Abdullah et al, 2023). This study, therefore, broadens existing parenting literature by showing how legal, cultural, and communal forces simultaneously limit and reshape parental authority in urban Ghana.

Another critical issue identified was the growing influence of social media on adolescents' behaviour. While authoritative parents expressed little concern, parents who adopted authoritarian and permissive styles often perceived social media as disruptive, reducing family interaction and exposing adolescents to inappropriate content. These findings echo that of Kharlamov and Erofeeva (2022), who warn of online risks, but also highlight a new dilemma for Ghanaian parents: the struggle to be authoritative in a digital ecosystem that often undermines parental control. Moreover, the rise of feminist activism, children's rights discourses, and changing views

on masculinity, frequently circulated via social media, pose cultural challenges to traditional authority structures in families. This suggests that in Tema, social media not only affects leisure and time use but also acts as a vehicle for broader ideological shifts, making parenting more contested in the digital age.

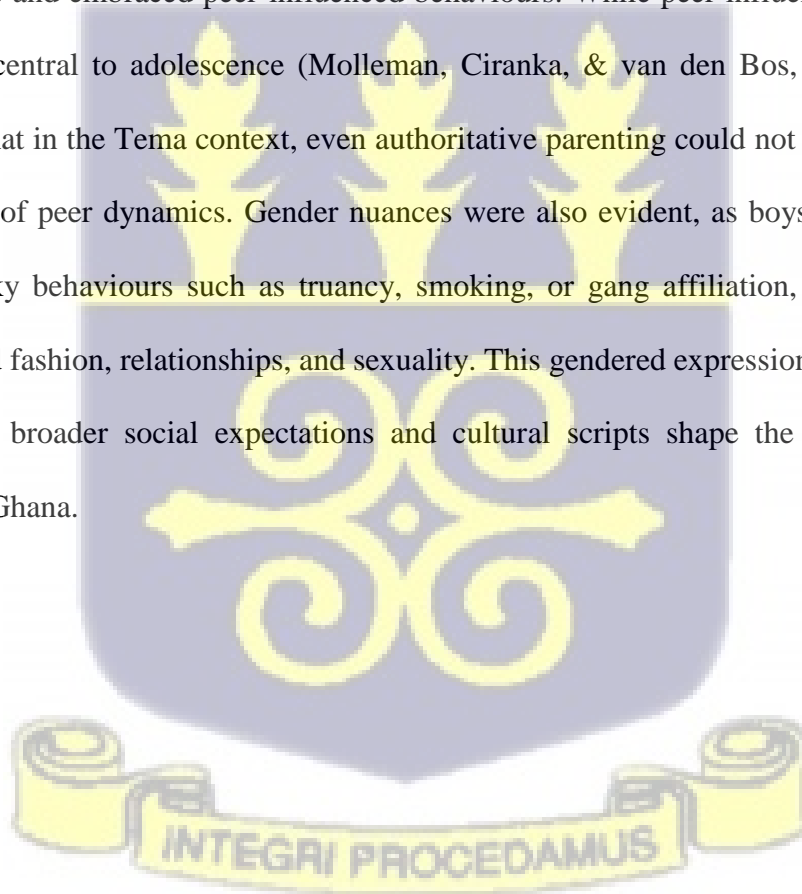
Work-family balance emerged as another significant challenge, especially among middle-class parents. Many reported that demanding work schedules left them with limited time to engage with their children, often leading to reliance on nannies or house helpers. While this outsourcing of childcare is not uncommon in Ghana's urban centres, it sometimes weakens parental monitoring and discipline, raising concerns about negative behavioural outcomes (Moazzam & Haroon, 2019). Notably, mothers bore the brunt of this double burden, juggling professional roles with expectations of nurturing and discipline, while fathers' limited availability reinforced gendered parenting roles. This gendered dynamic, often overlooked in earlier studies, is crucial for understanding how parental influence is distributed and perceived within households.

Financial issues also proved pivotal in shaping parenting. Low-SES parents often expressed guilt and frustration over their inability to meet basic needs, which diminished their confidence and pushed them toward authoritarian strategies as a means of asserting control (Evans, 2004). In contrast, high-SES parents struggled with indulgence, frequently reporting difficulties in curbing adolescents' reckless spending and entitlement. This paradox shows that while poverty undermines parental authority by limiting provision, affluence can also challenge it by weakening discipline. In both cases, SES does not simply determine parenting style but introduces distinct pressures that complicate parent-child relationships.

The study also revealed the absence of structured support systems for parents in Tema. With limited access to parenting workshops, counselling services, or governmental initiatives, many

parents felt isolated in addressing the behavioural challenges of adolescents. This finding resonates with Sepa, Frodi, and Ludvigsson (2004), who noted that lack of support systems intensifies parental stress, but it adds a Ghanaian perspective: that urbanization and individualization may be eroding the traditional safety nets of extended family and community involvement. The absence of formal institutional support thus compounds the challenges of modern parenting.

Finally, peer pressure was reported as one of the most significant challenges undermining parental authority. Parents described how adolescents, in their pursuit of social acceptance, often defied household rules and embraced peer-influenced behaviours. While peer influence has long been recognized as central to adolescence (Molleman, Ciranka, & van den Bos, 2022), this study demonstrates that in the Tema context, even authoritative parenting could not always counteract the strong pull of peer dynamics. Gender nuances were also evident, as boys were often more exposed to risky behaviours such as truancy, smoking, or gang affiliation, while girls faced pressure around fashion, relationships, and sexuality. This gendered expression of peer influence illustrates how broader social expectations and cultural scripts shape the vulnerabilities of adolescents in Ghana.



CHAPTER 5

SUMMARY, RECOMMENDATIONS, AND CONCLUSION

5.1 Introduction

This final chapter of the study presents a summary of the key findings, proffers some recommendations, and concludes. The recommendations tendered herein are anticipated to contribute to policy and practice and be relevant to future research.

5.2 Summary of Key Findings

The study sought to investigate the dominant parenting styles in the Tema Metropolis, examine the influence of socioeconomic status on parenting, assess areas of parental influence on adolescent development, and identify the challenges parents face in raising adolescents.

The findings revealed that authoritative parenting was the most dominant style among parents in the Tema Metropolis. This style reflects a balanced approach that combines high expectations with warmth and responsiveness. The preference for authoritative parenting is consistent with Baumrind's typologies, which emphasize the benefits of reasoning, communication, and emotional support. The study also suggests that the unique socioeconomic context of Tema, being an industrial hub with relatively high employment opportunities, together with the government's abolition of corporal punishment and advocacy for child-friendly approaches, may have contributed to this shift away from authoritarian methods.

The study also established that socioeconomic status significantly shapes parenting practices. Parents with high and middle SES were generally more engaged in their children's education, frequently employing authoritative strategies such as dialogue, reasoning, and academic support (e.g., hiring tutors or enrolling children in vacation classes). In contrast, low-SES parents faced

financial and social constraints that limited their capacity to meet their children's educational and developmental needs. As a result, some resorted to authoritarian or permissive parenting practices, often influenced by stress, job insecurity, or limited educational backgrounds. This finding aligns with SES-based frameworks, which link economic resources to parenting capacity and child outcomes.

Regarding areas of parental influence on adolescent development, the study found that adolescents perceived parents as having the strongest influence on their education and career choices. However, parental influence was less prominent in shaping personal beliefs, values, interpersonal relationships, lifestyle, and health decisions. This reflects a dynamic where peer networks and digital media increasingly shape adolescent behaviour, thereby diluting parental authority in non-academic domains.

Finally, the study identified multiple challenges to effective parenting in the Tema Metropolis. Social media use and peer pressure were seen as major disruptors, reducing both the time adolescents spend with parents and the quality of family communication. Work-life imbalances, particularly among urban parents with demanding jobs, also hindered consistent parental engagement. Additionally, financial struggles, especially among low-SES households, exacerbated stress and constrained parents' ability to provide for educational and social needs. For authoritarian parents, societal pressures and community interference further weakened their disciplinary authority. Collectively, these challenges highlight the complex interplay of social, cultural, and economic forces that shape parenting in contemporary Ghana.

5.3 Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. Promotion of Authoritative Parenting Practices

Given that authoritative parenting emerged as the dominant and most effective style in promoting adolescents' academic and personal development, parents should be supported to strengthen this approach. Community-based organizations and schools can organize evidence-based parenting workshops that emphasize balanced communication, warmth, and consistent expectations, drawing from established parenting frameworks (Baumrind, 1991).

2. Addressing Social Media and Peer Influence through Dialogue

Instead of restrictive surveillance, parents are encouraged to adopt open communication strategies with their adolescent children about peer influence and social media use. Creating a receptive atmosphere, as highlighted in this study, enables adolescents to share their challenges, thereby reducing the negative impact of peer pressure and online exposure.

3. Support for Socio-Economic Constraints on Parenting

The study revealed that low and middle SES parents face financial challenges that limit their ability to meet their children's educational needs. Local authorities, schools, and NGOs could collaborate to provide targeted community-level support programs (e.g., subsidized learning resources, vocational skills programs for parents), rather than broad financial aid schemes that already exist at the national level.

4. Expanding Parental Influence Beyond Education

Since parental influence was strongest in education and career but limited in values, interpersonal relationships, and health, schools and religious institutions could design parent–child joint programs (e.g., family health education, value-based discussions, mentorship activities) that enhance parental involvement in the holistic development of adolescents.

5.3 Conclusion

This study set out to examine parenting styles, the influence of socio-economic status on parenting practices, the challenges faced by parents, and the influence of parental guidance on adolescents in the Tema Metropolis. The findings revealed that authoritative parenting was the most dominant style among parents. This is consistent with Baumrind’s theory of parenting, which highlights the effectiveness of combining warmth and high expectations, and suggests a gradual shift away from authoritarian styles traditionally observed in many African contexts.

The study further established that socio-economic status significantly shaped parenting practices. Parents from higher and middle SES backgrounds were more likely to adopt authoritative approaches and provide educational support, while low SES parents often faced financial constraints that led to stricter or less consistent parenting. This underscores the relevance of SES theories in explaining variations in parenting styles within the same cultural setting.

Regarding the influence of parents on adolescent development, the findings showed that parental influence was strongest in education and career choices, but weaker in shaping values, interpersonal relationships, and health-related behaviours. This indicates that while parents remain central to academic pathways, peers and social media increasingly shape other aspects of adolescent life.

Lastly, the study identified multiple challenges to effective parenting, including financial difficulties, time constraints due to work, social media exposure, peer pressure, and lack of structured support systems. These challenges demonstrate that parenting cannot be understood in isolation but must be situated within broader social, cultural, and economic contexts.

5.4 Opportunities for Further Research

In light of the scope and limitations of this study, several opportunities for future research are suggested. First, since this study was limited to the Tema Metropolis, similar investigations could be conducted in both urban and rural areas across Ghana to provide a comparative understanding of how parenting styles vary across different cultural, economic, and regional contexts.

Second, future research could examine additional variables such as religious affiliation, parental education, and extended family dynamics, which were outside the scope of this study but are likely to influence parenting practices in Ghana's communal context.

Third, the study revealed that parental influence was strongest in education and career choices but weaker in shaping adolescents' values, health, and interpersonal relationships. This gap suggests the need for further research into the emerging role of peers, social media, and youth culture in shaping these domains of adolescent development, and how parents can adapt their strategies accordingly.

Lastly, future studies could integrate qualitative and ethnographic approaches to capture the deeper cultural meanings of parenting and adolescent experiences. Such approaches would complement the quantitative findings and test the applicability of Baumrind's parenting framework and socio-economic status theories within the Ghanaian cultural setting.

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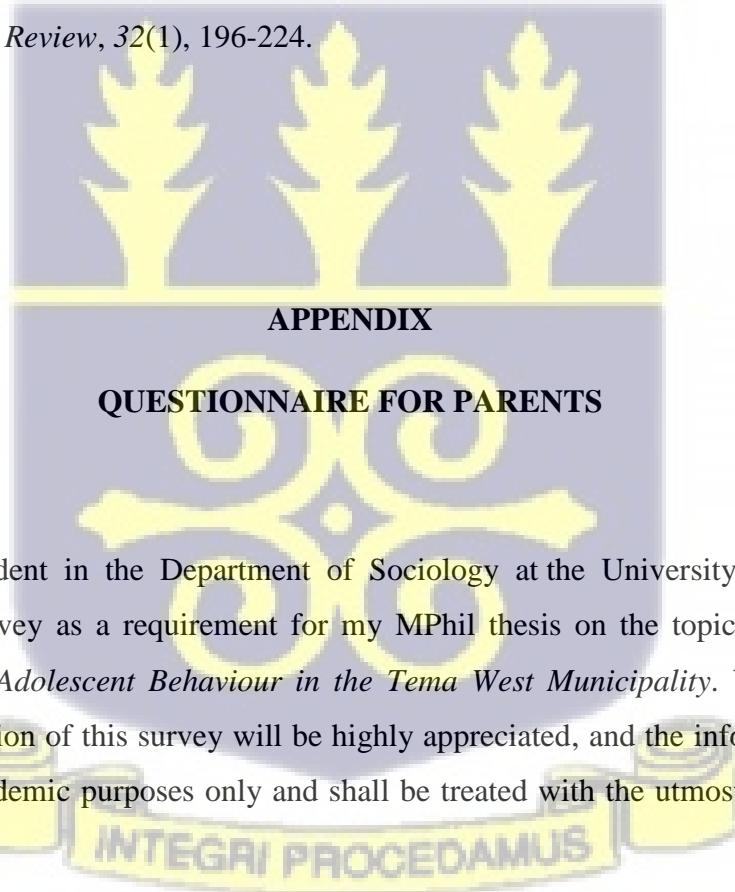
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Dear Respondents,

I am an MPhil student in the Department of Sociology at the University of Ghana. I am undertaking this survey as a requirement for my MPhil thesis on the topic *The Influence of Parenting Style on Adolescent Behaviour in the Tema West Municipality*. Your contribution towards the completion of this survey will be highly appreciated, and the information provided will be used for academic purposes only and shall be treated with the utmost confidentiality it deserves.

Make ratings for each item: (1) rate how often you exhibit this behaviour with your child. Provided is a five-point scale where scores range from never to always.

I EXHIBIT THIS BEHAVIOUR:

1. Never 2. Rarely 3. Sometimes 4. Often 5. Always

AUTHORITATIVE PARENTING

1. I am responsive to my child's feelings and needs. Never ① ② ③ ④ ⑤ always
2. I take my child's wishes into consideration before I ask him/her to do something.
Never ① ② ③ ④ ⑤ always
3. I explain to my child how I feel about his/her good/bad behaviour. Never ① ② ③
④ ⑤ always
4. I encourage my child to talk about his/her feelings and problems. Never ① ② ③
④ ⑤ always
5. I encourage my child to freely "speak his/her mind", even if he/she disagrees with
me. Never ① ② ③ ④ ⑤ always
6. I explain the reasons behind my expectations. Never ① ② ③ ④ ⑤ always
7. I provide comfort and understanding when my child is upset. Never ① ② ③ ④
⑤ always
8. I compliment my child. Never ① ② ③ ④ ⑤ always
9. I consider my child's preferences when I make plans for the family (e.g., weekends
away and holidays). Never ① ② ③ ④ ⑤ always
10. I respect my child's opinion and encourage him/her to express them.
Never ① ② ③ ④ ⑤ always

AUTHORITARIAN PARENTING

1. When my child asks me why he/she has to do something I tell him/her it is because I
said so, I am your parent, or because that is what I want.
Never ① ② ③ ④ ⑤ always
2. I punish my child by taking privileges away from him/her (e.g., TV, games, visiting
friends). Never ① ② ③ ④ ⑤ always
3. I yell when I disapprove of my child's behaviour. Never ① ② ③ ④ ⑤ always
4. I explode in anger towards my child. Never ① ② ③ ④ ⑤ always
5. I spank my child when I don't like what he/she does or says.

Never ① ② ③ ④ ⑤ always

6. I use criticism to make my child improve his/her behaviour.

Never ① ② ③ ④ ⑤ always

7. I use threats as a form of punishment with little or no justification.

Never ① ② ③ ④ ⑤ always

8. I punish my child by withholding emotional expressions (e.g., kisses and cuddles).

Never ① ② ③ ④ ⑤ always

9. I openly criticise my child when his/her behaviour does not meet my expectations.

Never ① ② ③ ④ ⑤ always

10. I find myself struggling to try to change how my child thinks or feels about things.

Never ① ② ③ ④ ⑤ always

PERMISSIVE PARENTING

1. I find it difficult to discipline my child. Never ① ② ③ ④ ⑤ always

2. I give in to my child when he/she causes a commotion about something. Never ① ② ③ ④ ⑤ always

3. I spoil my child. Never ① ② ③ ④ ⑤ always

4. I ignore my child's bad behaviour. Never ① ② ③ ④ ⑤ always

5. I take into account our child's preference in making plans for my family.

Never ① ② ③ ④ ⑤ always

6. I explain the consequences of my child's behaviour. Never ① ② ③ ④ ⑤ always

7. I show respect for my child's opinions by encouraging my child to express them. Never

① ② ③ ④ ⑤ always

8. I appear unsure on how to solve my child's misbehaviour.

Never ① ② ③ ④ ⑤ always

9. I explain to my child how I feel about my child's bad and good behaviour. Never ① ②

③ ④ ⑤ always

10. I emphasize reasons for rules. Never ① ② ③ ④ ⑤ always

NEGLECTFUL OR UNINVOLVED PARENTING

1. I do not actively get involved in my child's upbringing.

Never ① ② ③ ④ ⑤ always

2. When I have different opinions on parenting, I tend to disengage or avoid addressing the issue. Never ① ② ③ ④ ⑤ always

3. I do not feel as my responsibility to punish my child for wrong doing but rather feel he or she should know better. Never ① ② ③ ④ ⑤ always

4. I do not set any expectations for my child concerning how to live and control his or her life. Never ① ② ③ ④ ⑤ always

5. I do not make an effort to create a nurturing or loving environment at home. Never ① ② ③ ④ ⑤ always

6. I do not involve my child in family decision making or communicate the outcome of such decision making to him or her.

Never ① ② ③ ④ ⑤ always

7. I do not question my child about how he or she comes by his or her possessions. Never ① ② ③ ④ ⑤ always

8. I do not direct the behaviour and desire of my child.

Never ① ② ③ ④ ⑤ always

9. I am emotionally distant from my child. Never ① ② ③ ④ ⑤ always

10. I do not show happiness about my child's achievements and concern about his or her failures. Never ① ② ③ ④ ⑤ always

Based on: Robinson, C., Mandleco, B., Olsen, S. F., & Hart, C. H. (1995). Authoritative, authoritarian, and permissive parenting practices: Development of a new measure. *Psychological Reports*, 77, 819-830.)

THANK YOU FOR COMPLETING THE QUESTIONNAIRE



SEMI-STRUCTURED IN-DEPTH PERSONAL INTERVIEW GUIDE FOR PARENTS

Dear Respondents,

I am an MPhil student in the Department of Sociology, at the University of Ghana. I am undertaking this survey as a requirement for my MPhil thesis on the topic “**Influence of Parenting Style on Adolescent Behaviour in The Tema Metropolis.**” Your contribution towards the completion of this survey will be highly appreciated and the information provided will be used for academic purposes only and shall be treated with the utmost confidentiality it deserves. Please feel free to express your thoughts openly. The interview will be audio-recorded with your consent. Your privacy and confidentiality will be strictly maintained.

Section 1: Demographic Information

1. Gender: a) Male [] b) Female []
2. Age: a) 30-39 [] b) 40-49 [] c) 50-59 [] d) 60 and above []
3. Level of education a) No education b) Primary [] b) Junior High []

- c) Senior High [] d) Tertiary []
4. Employment status a) Employed [] b) Unemployed [] c) Self-employed/business owner []
] c) Retired []
5. Relationship with the adolescent a) Biological parent [] b) Guardian [] c) Any other?
Please state.....
6. Marital status a) Married [] b) Unmarried [] c) Separated [] d) Divorced
[] e) Widowed
7. Monthly Income?
- a) GHC 8, 364 or higher b) GHC 8,363-4,182 [] b) GHC 4, 182 or less []

INFLUENCE OF SOCIO-ECONOMIC STATUS ON PARENTING STYLE

1. How do you ensure your children's academic needs are met?
2. When faced with situations where your children demand more money than necessary, how do you respond?
3. Could you explain how your financial situation shapes your parenting decisions regarding your children's education?
4. Describe the methods you use to correct your children when they misbehave, and explain how these methods are influenced by your parenting style and socioeconomic status.
5. How has your current job, income and level of education affected the way you want your child's upbringing?

Section 3: The challenges to effective parenting

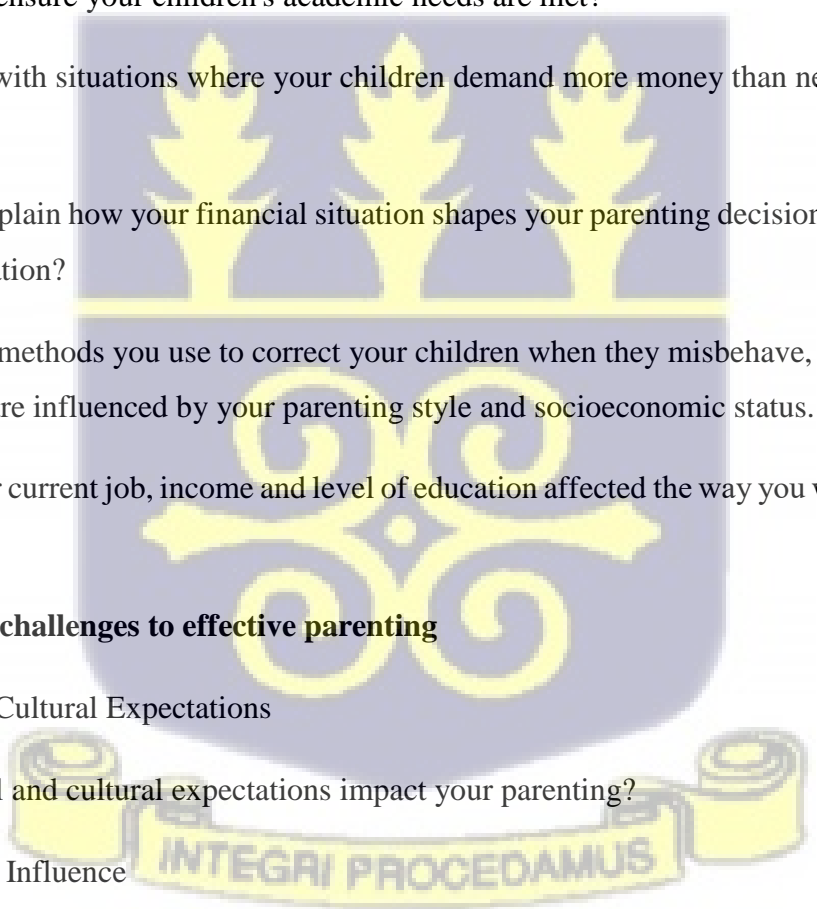
1. Societal and Cultural Expectations

How do societal and cultural expectations impact your parenting?

2. Social Media Influence

How does social media use by your children affect your parenting?

What concerns do you have about your child's exposure to social media content?



3. Balancing work and Family responsibilities

How does balancing work and family life affect your parenting?

4. Financial Difficulties

How do financial issues affect the effectiveness of your parenting?

5. Lack of Support Systems

Do you think support systems necessary for effective parenting are available and provided?

6. Peer Pressure

How does peer pressure affect your parenting?

THANK YOU FOR COMPLETING THE INTERVIEW



STRUCTURED QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

I am an MPhil student in the Department of Sociology, at the University of Ghana. I am undertaking this survey as a requirement for my MPhil thesis on the topic “**Influence of Parenting Style on Adolescent Behaviour in the Tema Metropolis**” Your contribution towards the completion of this survey will be highly appreciated and the information provided will be used for academic purposes only and it shall be treated with the utmost confidentiality it deserves.

SECTION A: DEMOGRAPHIC DATA

1. Gender a) Male [] b) Female []

2. Age a) 15-17 years b) 18-19 []

3. Current level of study a) First year[] b) Second year [] c) Third year []
4. Parents marital status a) Married [] b) Unmarried [] c) Separated [] d) Divorced []
] e) Widowhood []
5. Whom do you stay with? a) Both biological parents [] b) Mother only [] c) Father only []
 d) Guardian []

SECTION B: AREA OF ADOLESCENT LIFE WHERE PARENTS HAVE HAD THE MOST INFLUENCE

This section assesses areas of your life where your parents have had the most influence. Please rate your level of agreement or disagreement with each statement by selecting the appropriate response on a scale from 1 to 5, where: 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree.

Statement	1	2	3	4	5
EDUCATION AND CAREER					
My parents have influenced my academic performance and study habits					
My parents have influenced my choice of subjects/courses					
My parents have influenced my career aspirations					
PERSONAL VALUES AND BELIEFS					
My parents have influenced my moral and ethical values					
My parents have influenced my religious and spiritual values					
My parents have influenced my political values					
INTERPERSONAL RELATIONSHIPS					
My parents have influenced the kind of friends I make					
My parents have influenced my romantic relationships					
My parents have influenced my relationship with family members					
LIFESTYLE AND HEALTH					
My parents have influenced my healthy habits (e.g., exercise, nutrition)					
My parents have influenced my hobbies and extracurricular activities					
My parents have influenced my financial management skills					

THANK YOU FOR COMPLETING THE QUESTIONNAIRE





UNIVERSITY OF GHANA
ETHICS COMMITTEE FOR THE HUMANITIES (ECH)

P. O. Box LG 74, Legon, Accra, Ghana

My Ref. No: ECH 015/ 23-24

Rose Mina Agyeibea
Department of Sociology
University of Ghana
Legon

October 26, 2023

**ETHICAL CLEARANCE
(ECH 015/ 23-24)**

The Ethics Committee for the Humanities (ECH) conducted a full board review and approved your protocol titled:

**THE INFLUENCE OF PARENTING STYLE ON ADOLESCENT BEHAVIOUR IN THE
TEMA METROPOLIS**

PRINCIPAL INVESTIGATOR: ROSE MINA AGYEIBEA

Please note that the final review report must be submitted to the Committee at the completion of the study. Your research records may be audited at any time during or after the implementation. Any modification of this research project must be submitted to ECH for review and approval prior to implementation.

Please report all serious adverse events related to this study to ECH within seven (7) days verbally and in writing within fourteen (14) days.

This certificate is valid until October 25, 2024. You are required to submit annual reports for continuing review.

Please accept my congratulations.

Yours Sincerely,

Professor C. Charles Mate-Kole
ECH Chair

Cc: Dr. Susan Langmagne, Department of Sociology, UG

Tel: +233-303933866

Email: ech@ug.edu.gh