

Effects of Parenting Styles and Learning Styles on Academic Achievements of Secondary School Students

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Abstract



This study was performed in district Haripur KPK at secondary level to find the impact of parenting styles and learning styles on academic achievements of students at secondary level. For this purpose, descriptive survey research design was used. 500 students of grade 10 were selected from secondary schools of district Haripur through Stratified random sampling technique from population. Two self-developed questionnaires were used on Likert scale to accumulate records. The main results showed that democratic parenting style is the maximum frequently practiced parenting style but, it has no profound effect on educational achievements of students at secondary level. The results found out that the kinesthetic learning style is the most regularly practiced by the scholars at secondary level. The analysis of average impact of all learning styles showed that each one mastering patterns have substantially advantageous impact on academic achievements of secondary school students. It is suggested that Parents should be aware of personal differences amongst students, diverse leaning style that suits to exceptional students and they are needed to devise lesson according to individual differences.

Keywords: Academic Achievement, Learning Styles, Parenting Styles, Secondary School Students

Introduction

Academic success isn't always limited to best getting exact grades on pieces of paper. It consists of holistic personal grooming. It is the degree to which a scholar or group of scholars obtain their quick-time period or long-time period educational desires. It is a hallmark of students' success and improvement (Chernyshenko et al., 2018; Martin et al., 2017).

The social, political, scientific, technological, and financial growth of any country builds upon the overall performance of students in their academics. The student with depraved achievements in their academics cannot be able to execute the obligations they have been educated to do (Nja & Obi, 2019).

Parental involvement in domestic assignments in their children is taken into consideration as well-suited variable that leads the scholars to gain success (Barger et al., 2019). There exists a significant link between mastering sorts of students and their educational achievements (Dalmolin et al., 2018). There is extra ordinary association among forms of studying and academic performance of students (Magulod, 2019). Divergent mastering styles are followed by the scholars to improve their educational fulfillment (Fatemeh & Camellia, 2018). It is likewise found that Students select to learning styles that supplement their grasped gaining knowledge of style and it is be assumed that it'll assist them learn better (Husmann et al., 2018).

Objectives

The objectives of this study were

1. To find the parenting styles of parents of secondary school students.
2. To examine the effect of parenting style on the academic achievements.
3. To find preferred learning styles of students.
4. To explore the impact of style of learning on achievement in academics.

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5 To investigate the combined effect of parenting style and learning style on academic achievements of secondary school students.

Research Hypothesis

1. All parenting styles have positive effect on academic achievements of students.
2. All learning styles have positive effect on academic achievement of students.

Review of the literature

Parental involvement in school not only improves the self-esteem, self- perception, and self- adjusting but also the academic achievement of students (Holloway et al., 2017). Home-based involvement of parents give a plan for better academic achievement of students (Boonk et al., 2018). McNeal (2015) found a child and parents’ communication and academic achievement of student.

To evaluate the mutual effects of child-figure association in-home assignments are relatively infrequent (Pastorelli et al., 2016). However, it's been pronounced via some researcher (Nunez, 2017) that the educational success of students may be a communicative driver which leads parents to undertake specific styles of involvement in home assignments. For instance, previous studies revealed that decrease educational overall performance of students is attached to extra management of parents within the home venture. At the same time as decrease overall performance in academics is connected with lesser control of mother and father (Nunez et al., 2017). To analyze the impact of involvement of the parents in educational consequences, The Self-Determination Theory (SDT) is followed (Ryan & Deci, 2020). This idea discovered that the basic needs of the child such as autonomy, competence, and relatedness are required to be fulfilled for the improvement of psychological sources and high-quality effects. According to the SDT, parenting is appropriate factor that can both help or frustrate the fulfillment of these primary desires. In the SDT context, students argue that self-sufficiency help is a critical feature of parenting (Ryan & Deci, 2020).

Time and attempt are spent with the aid of teachers and instructors for matching instructions to students ‘perceived learning patterns (Newton & Miah, 2017; Scott, 2010; Tardif et al., 2015). Students pick methods that suit their studying style and erroneously have confidence in it as it is going to help them learn better (Husmann & O’Loughlin, 2018). Services based totally on students ‘mastering styles are supplied through Academic assist centers in higher-training establishments (McCabe, 2018).

Previous studies were conducting for finding out the impact of learning patterns on academic achievement of students (Newton et al., 2017). According to Dalmolin et al. (2018), a constructive affiliation exists between learning patterns and educational performance of students. Research carried out by Magulod (2019) on studying patterns and academic success discovered that there exists critical association amongst authoritative style and educational achievements of students. According to Research carried out by Fatemeh and Camellia, (2018), the learner’s desire of studying style with deviating getting to know styles effects in development of students' academic achievement. This learner learns fine by using pics, films, diagrams (Desire,2019). Auditory learners are beginners whose listening ability is the pleasant and they choose auditory studying fashion. They examine excellent with the aid of the use of track, dialogue, lectures Spoken words for the duration of lectures, recordings. (Desire, 2019). Reading /Write learners are students who examine first-class through the use of their studying and writing abilities. They learn by means of reading accompanied by means of writing or taking notes (Desire, 2019). Kinesthetic learners are the students who learn first-class through performing various activities, experimentation and hand-on sports and demonstration. (Desire, 2019).

Methodology

Research design

This study is quantitative in nature and descriptive survey research design was used to collect information focusing variables of the study.

Population of study

All the students of class tenth of secondary students (Male and Female) have been covered in this study. According to annual statistical document 2020-21 prepared through EMIS (Education management and information system), Total 618 schools (154 public schools at secondary and higher secondary stage and 464 registered non-public colleges) of district Haripur comprising total 14586 scholars from public and private schools of district Haripur (10434 public area+4152 non-public

quarter) was the population of this study. Both urban and rural regions of district Haripur become covered in this study.

Sample of the study

The sample of the study was 500 students at secondary stage who appeared in grade 9 examination and promoted to grade 10. They were selected by using stratified random sampling method. The sample was divided into 278 students from urban region and 222 from rural region. Out of 500 students, 206 had been boys and 294 had been. Additionally, 334 have been students from public sector and 166 students from private. However, the students selected in pilot study were not included in the main study.

Research tools

Two questionnaires had been self-developed for data collection purpose. The first questionnaire comprised 20 statements about parenting styles and its motive was to locate effect of parenting style on educational achievement of students. It turned into based totally on four-point Likert scale having options “strongly disagree” rated as 1, “disagree” rated as 2, “agree” rated as 3 and “strongly agree” rated as 4.

The 2nd developed questionnaire comprised 24 statements about learning styles. It was based totally on three-point Likert scale having options “seldom” rated as 1, “once in a while” rated as 2 and “frequently” rated as 3. Its cause turned into to locate the impact of learning styles on educational fulfillment of scholar.

For checking the validity of the questionnaire, expert opinion was taken. Reliability of tool was checked through Cronbach Alpha in SPSS. The reliability coefficient for parenting styles was 0.830 and the reliability coefficient of learning style was 0.921. The respondents had good enough time to reply to the questions.

Pilot study was executed prior to actual data collection motives. The purpose of pilot study was to check validly of gadgets of questionnaire and to take away ambiguity for the statistics collection of present study. For this reason, a pattern of a hundred students had been selected (50 from city and 50 from rural area) of district Haripur Khyber-Pakhtunkhwa. These students were not part of the main research study.

For data collection motive eleven institutions of district Haripur were approached after the permission of heads of organization. After receiving authority letter from education department of university of Haripur (UOH), the researcher visited the institutions personally which had been selected randomly and the specified facts were gathered via questionnaire.

Data analysis

The collected data was analyzed by the use of descriptive statistics, mean (M) and standard deviation (S.D), and regression analysis with the use of SPSS version 16. The mean as well as standard deviation have been used to describe the variables (parenting styles and learning styles) of the study while regression analysis was used to have a look at the impact of parenting patterns and learning patterns on academic achievements of the students.

Results and Discussion

To check out the impact of parenting pattern and learning fashion of students on educational achievements of secondary school students, a survey was carried out in which Likert scale questionnaires had been used for the gathering of statistics and statistical tool like mean, standard deviation, and regression analysis have been used to research the statistics. The information is given as under.

Table 1

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Democratic	500	1.80	4.00	3.3016	0.40090
Authoritarian	500	1.00	3.60	2.1784	0.54828
Permissive	500	1.00	4.60	2.2072	0.48886
Noninvolved	500	1.00	3.80	1.7500	0.57453
Visual	500	1.29	3.00	2.3811	0.38333
Auditory	500	1.17	3.00	2.3500	0.48988

Reading	500	1.17	3.00	2.4063	0.49350
Kinesthetic	500	1.17	3.00	2.5653	0.33988
Valid N (listwise)	500				

The table 1 indicates that the mean value of democratic parental style is 3.3016 and standard deviation is 0.40090. Similarly, the mean value of authoritarian parental style is 2.1784 and standard deviation 0.54828. The mean value of permissive parental style is 2.2072 and standard deviation is 0.48886. Similarly, the mean value of non-involved parental style is 1.7500 and standard deviation is 0.57453. the analysis indicates the democratic parental style is the mostly practiced parental style by the parents of secondary school student.

In the same way, table 1 indicates that mean value of visual learning style is 2.3811 and standard deviation is 0.38333. The mean value of auditory learning style is 2.3500 and standard deviation is 0.48988. Similarly, the mean value of reading/writing learning style is 2.4063 and standard deviation is 0.49350. The mean value of kinesthetic learning style is 2.5653 and the standard deviation is 0.33988. The analysis highlights that kinesthetic learning style is the most practiced learning style by the secondary school students.

Table 2
Effect of parental styles on academic achievement of students

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	339.851	46.210		7.354	.000
Democratic	17.197	10.699	.074	1.607	.109
Authoritarian	-13.811	8.060	-.081	-1.713	.087
Permissive	16.695	9.250	.087	1.805	.072
Non-involved	-33.751	8.423	-.207	-4.007	.000
R=.257 ^a R ² =.066 Adj. R ² =.058 F=8.720 Sig.= 0.000					

a. Dependent Variable: Academic Achievement

The table 2 indicates that one unit increase in democratic parental style brings 17.197 units increase in academic achievements of secondary school students. It indicates that one unit increase in authoritarian parental style brings 13.811 unit decrease in academic achievements of secondary school students. It also indicates that one unit increase in permissive parental style brings 16.695 unit increase in academic achievements of secondary school students. It indicates that one unit increase in non-involved parental style brings 33.751 unit decrease in academic achievements of secondary school students.

Table 3
Effect of learning styles on academic achievement of students

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	57.153	25.929		2.204	.028
Visual	37.855	11.619	.155	3.258	.001
Auditory	52.765	9.414	.276	5.605	.000
Reading	43.130	9.439	.227	4.570	.000
Kinesthetic	32.572	11.786	.118	2.764	.006
R=.642 ^a R ² =.412 Adj. R ² =.407 F=86.62 Sig.= 0.000					

a. Dependent Variable: Academic Achievement

The table 3 indicates that one unit increase in visual learning style brings 37.855 units increase in academic achievements of secondary school students.

It also indicates one unit increase in auditory learning style brings 52.765 units increase in academic achievements of secondary school students. It indicates one unit increase in reading brings 43.130 unit increase in academic achievement of secondary school students.

Similarly, one unit increase in kinesthetic learning style brings 32.572 unit increase in academic achievements of secondary school students. Similarly, it indicates the fitness of model as reflected by value 86.62 and it also indicates that model is fit.

Table 4

Effect of parenting styles and learning styles on academic achievement of students

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
1 (Constant)	-52.596	46.931		-1.121	.263
Visual	36.622	11.755	.150	3.115	.002
Auditory	54.171	9.471	.283	5.720	.000
Reading	40.984	9.508	.216	4.311	.000
Kinesthetic	31.178	12.479	.113	2.499	.013
Democratic	.183	8.650	.001	.021	.983
Authoritarian	-6.735	6.464	-.039	-1.042	.298
Permissive	11.965	7.422	.062	1.612	.108
Non.-involved	-4.871	6.960	-.030	-.700	.484

R= .645 R²=.416 Adj. R²=.407 F=43.76 Sig. 0.000

a. Dependent Variable: Academic Achievement

The table 4 indicates that one unit increase in visual learning style brings 36.622 units increase in academic achievements of secondary school students. It also indicates one unit increase in auditory learning style brings 54.171 units increase in academic achievements of secondary school students. It indicates one unit increase in reading brings 40.984 unit increase in academic achievement of secondary school students.

Similarly, one unit increase in kinesthetic learning style brings 31.178 unit increase in academic achievements of secondary school students. One unit increase in democratic parental style brings 0.183 units increase in academic achievements of secondary school students. It indicates that one unit increase in authoritarian parental style brings 6.735 unit decrease in academic achievements of secondary school students. It also indicates that one unit increase in permissive parental style brings 11.965 unit increase in academic achievements of secondary school students. It indicates that one unit increase in non-involved parental style brings 4.871 unit decrease in academic achievements of secondary school students. Similarly, it indicates the fitness of model as reflected by value 43.76 and it also indicates that model is fit.

Discussion

The current study was particularly carried out to discover the effect of parenting pattern and learning fashion on educational success of students at secondary level. This study used mean and standard deviation, and regression analysis to explore parenting pattern and kind of preferred style adopted via students and their effects on instructional achievements.

The results show that the mean value of democratic parental style is 3.3016 and standard deviation is 0.40090. The analysis of consequences suggests that the non-concerned parental style of the mother and father has a considerably negative effect on the educational achievements of students at the secondary level. It shows the students whose parents aren't concerned, have low educational achievements and the students whose parents are involved in their studies have desirable performance as supported through studies of Nunez et al. (2015) that educational achievement is often affected by the varieties of parental involvement in a domestic assignment in studies. Whereas a few researchers like Xu et al. (2018) said that involvement of father and mother in the study of their youngsters is a dependable variable which leads the student to achieve achievement in academics. Other researchers like Barger et al. (2019) have mentioned both insignificant or a bad affiliation (Fan & Williams, 2010; Gonida & Cortina, 2014).

The next foremost goal of the study was the effect of studying patterns on the educational achievements. This study explored the desired learning styles of kinds of students (Visual, auditory, reading writing and kinesthetic mastering styles) and their effects on academic achievements of students.

The mean value of auditory gaining knowledge of style is 2.3500 and standard deviation is 0.48988. Further, the imply value of studying/writing studying fashion is 0.4063 and standard deviation is 0.49350. The imply cost of kinesthetic mastering style is 2.5653 and the standard deviation is 0.33988. Additionally, the kinesthetic learning style is the maximum practiced mastering style by the secondary school students. This study confirmed that three mastering patterns (auditory, visual and reading/writing) have extensively advantageous effect on instructional achievements of secondary faculty students and there is a substantial link between styles of gaining knowledge and achievements of students. The final results of the studies is steady with studies take a look at of Fatemeh and Camellia (2018), which said that there is a high-quality affiliation between gaining knowledge of styles and educational achievements of secondary school students. Likewise, a huge association among instructional achievement and studying styles was explored by Magulod Jr. (2019), Dalmolin et al. (2018) and Abidin et al. (2011). The contemporary study found out that maximum of the students with excessive achievements decide upon visual, auditory and reading/writing mastering styles than other gaining knowledge of styles. In advance research performed by using Slavin (2010) are collaborative with this observe. These studies discovered that students research better and have proper overall performance in educational while audio-visual assets are used at some stage in teaching mastering method.

Conclusion

It is concluded that that democratic parenting style is the regularly followed style of the parents even as permissive parenting style have fine effect on educational achievements and non-involved parenting patterns have significantly negative impact on academic achievements of students. The kinesthetic learning style is the maximum often practiced learning pattern by means of the students at secondary level. All learning patterns have high-quality effect on educational achievements of students at secondary level which suggests that high score achievers undertake all getting to know patterns for scoring high achievements.

Recommendations

Following recommendations were made inside the mild of findings and conclusions.

1. Parents are had to be conscious about their mindset closer to their studies of their kids and had to be supportive to their youngsters in all recognize in particular in the field of schooling.
2. Teachers are had to be aware about individual differences among pupil in the class and the learner patterns that in shape to them. So lesson plan and strategies need to be planed as a result.

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