



# Significance of Perceived Parental Warmth on Early-Childhood Learning Strategies



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## Abstract

The purpose of this study was to determine whether parental involvement, such as displaying providing support, had any significant impact on children's learning strategies. The study used the Visual, Aural, Read/Write, and Kinesthetic (VARK) scale as well as the Perceptions of Parents Scale (POPS). The study was done in a university setting where 149 undergraduate university students volunteered. An ANOVA displayed a significant effect between the visual learning strategy and the perceived mother score. These results suggest that children who perceive their mother as providing support are more likely to be inclined to use the visual strategies of learning.

## Introduction

People are highly influenced by the family structure and surrounding environment in which they live. Those adolescents who feel a strong connection with their parents are more autonomous in self-regulation and achieve comparatively higher well-being than those who are dissatisfied by their parents (Ryan, Stiller & Lynch, 1994). It is known that a need for autonomy becomes increasingly important during the normal developmental process of an individual, especially evident during environmental and social changes experienced in late adolescence and early adulthood (Bandura, 2006). The "responsiveness" and "demandingness" are factors bearing down on children by parents, which can have a dramatic effect on how the children learn and develop (Baumrind, 1991). Parenting styles and involvement have shown to be directly related to students' achievement strategies (Auonola, Stattin & Nurmi, 2000) as well as strategies that have to do with student's studying and learning styles (Boveja, 1998). High parental involvement has been linked to stronger early grade literacy learning (Motlhagodi & Kasule, 2015). Further research suggests parenting styles have an effect on self regulated learning strategies, as well as motivational beliefs ( Erden & Uredi, 2008)

## Methods

This study used the VARK questionnaire (Visual, Aural, Read/Write, and Kinesthetic version 7.8) which consisted of 16 questions that determined the preferred modality used for learning information. Adolescents' perceptions regarding their mother and father were assessed by the "Perceptions of Parents Scales" (POPS). Researchers assessed separate Mother and Father scores, as perceived by each participant. This study included 149 students from a university setting.

## Results

A Pearson correlation was conducted to assess the relationship between mother and father, and different types of learning strategies. A significant positive correlation was recorded between mother and kinesthetic learning strategy,  $r(147) = 0.191$ ,  $p < 0.05$ . There was a significant correlation between the visual and kinesthetic learning strategy,  $r(147) = 0.164$ ,  $p < 0.05$ . The analysis of variance (ANOVA) showed a significant effect between visual learning strategy and the perceived mother score (POPS scale),  $F(2, 147) = 1.634$ ,  $p = 0.017$ ,  $R^2 = 0.009$ .

## Figure 1

Correlations

	Mother r	Father	V	A	R	K
<b>Mother Pearson Correlation</b>	1	.422**	-.093	.013	.101	.191*
<b>Sig. (2- tailed)</b>		.000	.261	.880	.218	.019
<b>N</b>	149	149	149	149	149	149
<b>V Pearson Correlation</b>	-.093	.009	1	.137	.156	.164**
<b>Sig. (2- tailed)</b>	.261	.914		.097	.057	.045
<b>N</b>	149	149	149	149	149	149

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
<b>V Between Groups</b>	562.850	64	8.795	1.634	0.017
<b>Within Groups</b>	452.157	84	5.389		
<b>Total</b>	1015.007	148			

## Conclusions

The results suggest that the adolescents who perceive their mother to provide warmth and support are more inclined towards visual strategies of learning. These people focus more on pictures, figures and symbols such as flowcharts and models.

## References

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