

## EXAMINE THE RELATIONSHIP BETWEEN UPBRINGING STYLE CONTROL-FREE FAMILY LEARNING STYLES OF STUDENTS

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### **Abstract**

The present study was designed to investigate the relationship between parenting styles and learning styles of high school students in academic year 93-94. For this purpose, a sample of 215 people from high school students were selected by random sampling stratified Proportional to size. The data collection tool was a Kolb learning style and Shiffer parenting styles questionnaires. The reliability of questionnaires using Cronbach Alpha obtains 0.864 and .951. The data obtained were analyzed both descriptive and inferential statistics. Results showed that there are a significant positive correlation ( $p < 0.01$ ) between Family parenting styles and learning styles of the students. This finding suggests that the authoritative parenting style family leads student learning style is more divergent. The results first hypothesis, showed that there are a significant relationship ( $p < 0.01$ ) between parenting style control-free and conceptualization- concrete experience learning style.

Key words: parenting style, learning style, high school students

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## Introduction

Every learner who enters the learning environment, has features that are a prerequisite learning. To these features, the input behaviors. These behaviors are aspects of cognitive, emotional and mental - is moving (Saif, 1379: 162). One of the factors people bring to the learning style of learning. pose that leads them to deal with new situations (Kolb, 1985: 163). Peterson et al (2009: 520), the new definition of learning styles and strategies Treasury preferred to learn to understand the psychological of the processes that are be used during learning. The preferential process may be cognitive, emotional, behavioral and social aspects of motivation and learning performance of individual form. Preferred methods to respond to individual learning styles and learning assignments that vary depending on the environment or context.

A several types of learning styles and can be made into one of three broad categories: cognitive, emotional and physiological place. Cognitive learning style is the way in which the subject's perception, remembers information about the content of thinking and problem solving. Cognitive learning styles in different divisions have been. Such that it can be related to the context and style Nabsth the field (Vlfolk, 1995: 126), impulsive and reflective styles (Bayer and Asnomen, 1993; quoted Vlfolk, 1995: 132) and convergent learning style and, diverging, assimilating and accommodating (Kolb, 1985: 221) noted Kolb's model learning process, it which offers a continuum of four stages. Each individual learning styles and special in their own learning process will be faced with a combination of four learning styles. which can lead to different learning methods such as doing (active experimentation), see the (reflective observation), feeling (practical experience) and thinking (abstract conceptualization) (Khazayi, 1385: 67).

Another factor that the individual brings to the learning situation and can be input to other emotional and cognitive behaviors such as learning style and cognitive functioning of individuals affected, Parent child- rearing style is. Family creates a network of experienced communications through which the art of speaking, interaction, listening, negotiation and all the things that are important in learning and study habits, teaches therefore, parents play a pivotal role in students' academic behavior (Balsoyk and Makryds, 1975: 54). Past research indicates that children of authoritative parents, regardless of age, perform better in school, have fewer problems than other children show better emotional adjustment (MAC tattoo and Martin, 1983: 99). The role of the learning environment to enrich and support an environment where it is important that you not provide, any effective training techniques will be. In a world full of broken relationships, broken hearts and broken commitments, supportive relationship is very important for students (Walker, 2000: 58).

*Research in this field has been expressed that some of them*

Rahmanpour, Palizban and time (1388) to compare the students' learning styles and technical-engineering student at the College of Human Sciences and the results have been between the different learning styles of students in Science and technical - Engineering is a significant difference. The prevailing liberal arts students were listening style. While the students of engineering technical-style kinetic - a movement dominated. Compare styles for men and women reflect the prevailing style of movement between the two groups. Also the learning styles of students at different educational levels are also significant differences were obtained.

Karimi (1391) examined the relationship between learning styles and student performance in architectural design workshops devoted to the conclusion That students have the best performance and students' divergent styles converge style

has been the weakest performance in the workshop design. It was also noted that the impact of the training program and designed to attract students Askys the long-term impact is more accommodating to students.

Rezai (1389) examined the relationship between learning styles and learning styles Honey and Mumford clubs with age and academic performance is discussed and it is concluded Kolb learning that the only way to conceptualize abstract

meaningpositive relationship between academic performance and none of learning styles and academic performance of students Honey and Mumford interface is not significant.

Research Parsons, Adler and Kachala (1982) on children in third grade in school were good, but at least they knew their showed that the concept of them because the parents were underestimated their abilities.

In this Nola and colleagues (2000) found that between parenting style and academic achievement of adolescents there. So that the level of parental support .and response style is higher, the higher the academic achievement of children

Santrak (1984) showed that authoritative parenting style to build confidence and self-esteem, responsibility, and self-determination and to help close the academic achievement of their children using it right.

Meanwhile Hess (1970) showed that the kind and style authoritative parenting a child of four years of preparatory school for children between the ages of five to six years of age, IQ at six years of age and academic achievement in 12 years predicted.

Another study (Angola, et al., 2000: 209) has shown that children benefit more powerful adaptive strategy development low levels of expected failures that feature these strategies and activities unrelated to the assignment and use of documents and Enlightening in contrast, adolescents, families indifferent contains high levels

of expected failure of maladaptive strategies and activities unrelated to the duties and attributions elite level, are more.

According to what was told to consider the following questions

*Do parenting style control- free family learning styles of the students there?*

### *Research Methodology*

The purpose of this research is applied and the method of correlation because the state pays relationship variables. In terms of running field. When the cross is in the form of quantitative data and collect data in the field and through questionnaires.

### *Statistical population and sample*

The population of this study consisted of all students who are studying at secondary school in the city in the year 94-1393. the total number of undergraduate education, according to city management education to 10,000 people. Since the study was unknown variance Statistical Society A preliminary study on a group of people, it was necessary to determine the variance of the population. To this end, a group of 30 subjects were randomly selected from the Statistical population And a questionnaire was distributed among them, and then extract the data from the response of the group, subjects with For Cochran formula determined by the finite and countable and quantitative variables of the formula used.

$P = \text{Mean observed} \div \text{Number of questions} \times \text{Maximum score questions}$

$P = 0/77$

$Q = 0/23$

$t = 1/96$

$d = 0/05$

$$n = \frac{\frac{(t)^2 (Pq)}{(d)^2}}{1 + \left[ \frac{1}{N} \times \left( \frac{(t)^2 (Pq)}{(d)^2} \right) - 1 \right]} = \frac{\frac{(1.96)^2 (0.77 \times 0.23)}{(0.05)^2}}{1 + \left[ \frac{1}{1000} \times \left( \frac{(1.96)^2 (0.77 \times 0.23)}{(0.05)^2} \right) - 1 \right]} = 215$$

The sample size in this study was obtained from 215 to about 230 questionnaires were distributed 215 questionnaires were analyzed flawless.

*Sampling procedure*

Sampling method is proportional to size stratified random sampling method this means that the schools are separate schools for boys and girls schools were selected randomly. And their students were chosen randomly for the study was provided.

*Data collection tool*

In the present study, according to research topics and methods of Kolb's Learning Style Inventory and Inventory Schiffer parenting style is used.

**results**

*Controlled-release family parenting style is associated with the learning styles of students*

Table 1 summarizes the results of the Pearson correlation coefficient of parenting style control-free family learning styles of students

Control freedom		
0/167	Pearson correlation	Concept undervaluing -Concrete experience
0/014	Significance level	

215	Number	
0/088	Pearson correlation	Active experimentation - reflective observation
0/201	Significance level	
215	Number	

Results Table 1 shows the control-free parenting style family-style learning conceptualization concrete experience significant relationship ( $p < 0.01$ ) there. This finding suggests that parenting style is more controlled-release family style student learning experience is more objective.

But parenting style control-free family-style learning conceptualization concrete experience significant relationship ( $p < 0.05$ ) does not. In other words, controlled-release training style family-conceptualization of learning styles have no concrete experience.

### Resources

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