

**INFLUENCE OF PARENTING STYLES AND PERSONALITY TRAITS ON
LEARNING STRATEGY AMONG UNDERGRADUATES OF EKITI STATE**

BY

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CERTIFICATION

This is to certify that this project work was carried out by ADEGBOYE SAMSON OLUWASEGUN. It has been read and approved, having met the standard requirements for the award of (B.Sc) Degree in the Department of PSYCHOLOGY, Faculty of Social Science, and Federal University Oye - Ekiti, Nigeria.

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DEDICATION

This research is dedicated to the Almighty God, whose infinite mercies and favour saw me through the course of the study and also to my parent MR AND MRS ADEGBOYE for their moral and financial support.

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Firstly my gratitude go to my heavenly Father, the Almighty God, who is the Beginning and ending. He has made all things easier for me. He is the giver of life and the reason for my existence. He knew me right from the womb and also knew what would become of me. He is the true one that offers knowledge and gives wisdom to mankind. Thanks for your everlasting love.

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ABSTRACT

Various studies have implicated personality trait and other factors as determinants of academic performance. This study examined the role of parenting styles and personality trait in learning strategies employed by students particularly, among university undergraduates in Ekiti State University (EKSU), Ado-Ekiti and Federal University Oye-Ekiti (FUOYE). In this study, parenting style (authoritarian, authoritative and permissive), personality trait (extraversion, openness, agreeableness, neuroticism, conscientiousness) and Kolb learning styles (diverges, assimilators, converges, accommodator) were examined as possible predictors of learning strategies among undergraduate student.

This study was an ex-post facto research where 364 undergraduates were randomly selected in two universities. These undergraduates responded to the psychological instrument (questionnaire) that comprised of parenting styles scale, the big five personality scale and the motivated strategies for learning strategies. Five hypotheses were tested using multiple regression and independent t-test. Result shows that Personality traits significantly predicted motivated learning strategies [$F(5, 349) = 4.80, p = .001, R^2 = .06$], parenting styles significantly predicted motivated learning strategies [$F(3, 360) = 30.82, p < .001, R^2 = .20$], personality traits and parenting style jointly predicted motivated learning strategies [$F(8, 346) = 12.58, p < .001, R^2 = .23$]. The difference in motivated learning strategies scores between males ($M = 228.01, SD = 32.62$) and females ($M = 232.96, SD = 34.47$) were not statistically significant, $t(362) = -1.41, p = .16$. There was also no age difference on motivated learning strategies [$F(3, 360) = .14, p = .94$]. The study concluded that parenting styles and personality trait have strong influences on the learning strategies people create and that both parenting style and personality influences undergraduate's learning strategies. This study therefore recommends that undergraduates who would be parents in the future should show the best parenting style and personality trait that would help to shape their child learning strategies.

Keywords: Personality trait, parenting style, learning strategies, undergraduates,

CHAPTER ONE

INTRODUCTION

1.1 Background

Education is the process of developing or training an individual to cope with the challenges of living and place people can acquire learning. According to Ambrose and Bridges (2010) learning is a process that increases the potential for improved performance which leads to experience and future learning. The educational standards have been falling in many countries and Nigeria is no exception. Education, learning and social excellence rest on the socialization, and style of the inhabitants of such country. The family is generally considered an important system that has a heavy impact on the development of children and adolescents. According to (Mboya, 2009) child-rearing behaviors are variables or factors that contribute to self-concept development in children and adolescents. Parents who are accepting and controlling (authoritative), the children will measure or perform high in school-related variables and mental wellbeing, the variables include the effective use of learning and studying strategies. If there is greater communication gap between parents and child maybe either a highly authoritarian or highly permissive disciplinary style, the child will have faulty in learning styles and they will lack opportunity to acquire effective studying strategies.

Some Parents have enduring personality and some characteristics such as intelligent, trait, attitude and motivation to become involve with children care. According to Spera (2005) the way parents make up their children and the ways they reacted to their children's compliment can be the factor that influences children's will to achieve their purpose or goal. Chao (2012) showed that parent, through their styles of parenting build critical foundation for every area of children's

development and achievement. They are some factors that contribute to the students' performance either low or high such as large class size, inadequate facilities, inadequate lecturers, facilities, funds and library materials and all these are applicable to Federal University Oye Ekiti (FUOYE) and Ekiti State University (EKSU). Students are from different homes, and the home activities go a long way in determining learner success. Bakare (1994) outlined four factors that could affect individual learning they include, the child's attitude, family, school and society. He shows the importance of parent's involvement in the improvement of students' learning strategies. Baumrind (2012) in his study identified that pre-school children raised by parents with differing parenting styles varied in their degree of social competence. Parental style refers to parent's mode of training and investment of resources in their students schooling. Parent beliefs and perception have also been shown to be strong predictors of parental involvement.

The style of parenting adopted in different homes affects the children's disposition (genes) which can contribute to the student learning. Baumrind (1973) attempted to link family interaction to children's cognitive competence (reason ability) and how high or low parent are in their demanding and responsiveness and she urge some parents using all the styles but tend to dwell on one approach. These style authoritative, authoritarian and permissive parenting style (Ibukunolu, 2013). And each of these style are characterized by specify stand which parents adopt in bringing and nursing their children. Family differs in visual, behavior, learning and standard of bringing up their children. The level of child's learning patterns (strategies) depends on the type of upbringing they are expose to, parent help child to developed reading habits and learning skills in their daily activities, what the child are expose to that is what the child adapt to. Children that are raise under authoritarian parenting style are likely to be well behaved than

those from permissive and uninvolved homes. Some children are prone to be over dependent due to what they have observed or learning from their parent, low self-esteem, poor social relation and maybe tensed with difficult tasks. Lack of confident and other factors can reduce individual learning ability which may reflect in school performance. Autocratic parent believe that they know what is best for the children and they make decisions for them, some parent choose career for their children without considering the children ability, choice and passion. This can lead to the child failing or not being fulfilled. Children raised in Autocratic families are more likely to suffer from emotional problems and it put kids at greater risk of anxiety, low self-esteem, depression and psychological adjustment.

In authoritative style parent are involve with their children and they pass good learning into the child which may result in child performance and they help them with school work and monitor their attitude and reading habit. Any difficult faced by children are discussed with parent for way out, children also have freedom to choose their profession. Authoritative parenting is linked to greater social and emotional competence, these children also tend to have good self-esteem and to be successful in school. Children raised by authoritative parents score higher on measures of competence, achievement, social development, self-perceptions, and mental health than children reared by the other three parenting style. As a result of the parents not involve in the well-being of the child, the learning ability of such child will be affected. It involves not just bringing up the children but also providing care for them and parent are responsible to take good care of their children either physically or psychologically. Result from different studies show that children that have positive relation with their parent tend to do better or perform very in school than those who have low relationship. Good parent causes their children to form good relationships, hold good values and treat people well and strive to excel in academics and other areas of life while

bad parent (uncaring parent) causes negative impact on their children life which can destroy the children life and they can exhibit deviant behaviors in the society. According to Chungalwa .Micheal, Ndurumo and Moses Poipoi (2012) there is a significant relationship between authoritative parenting style and learning performance. In general, children are enhanced by authoritative parents and show higher academic competence, social development, self-perception, and mental health compared to children with authoritarian and permissive parents (Baumrind, 2012).

Personality is individual attitude that occur severally and this shows who we are. Personality can only be measured a set of items usually contain questions about our behavior and feelings of individual. Personality can be refers to individual differences in the way we feel, think, and behave. Personality is the unique combination of characteristics and qualities that makes us across situations. They are some components of personality which characterize individual traits such as habits, attitudes, interests, values, principles and mental capacity or intelligence. Individual's learning orientation and approach to learning, is partially determined by their personality Children and parent are different in their personal values, how they receive and process information are different from each other's. It is often argued that a blend of personality characteristics is necessary for people to be successful in their career. Personality has been recognized as a determining factor on how people learn and impact such experience on others. Personality traits have been found to be significantly related to successful job and learning both logically and statistically. According to Big-5 model (Five-factor model of personality) developed by Cattell, a psychologist. The scale was purposely developed to test individual behavior across different situation. This model makes us to understand what types of personality affect students' learning method. The five factor model (FFM) includes the most

frequently appearing personality dimensions on which people vary (Poropat and Corr, 2015). Agreeableness is the reflecting qualities of being friendly, modest, and accommodating; conscientiousness referred to someone who is dutiful, diligent, and orderly in everything; emotional stability is when someone is calm, relaxed, balanced, patient; neuroticism is someone who have psychological problem with moody, ruminating, irritable; extraversion has been tag to someone who is outgoing, sociable, active in the societies; and while openness is curiosity about and tolerance for diverse cultural and intellectual experiences. Recent researches have shown associations between personality and academic performance (Poropat, 2009; Richardson, Abraham, & Bond, 2012).

According to Costa and McCrae (1992), people who score high on the extraversion are forceful and are likely to become group leaders because they are assertive. People who score high on the Agreeableness are tend to be care about the well-being of others and they are generous in helping others. Individual who score high on the Conscientiousness they are tend to be well organized, hardworking, curious, self-motivated and tidy. Those who score high on the Neuroticism they are apprehensive, feel unhappy and inclined to worry. People who score high on the Openness are intellectually curious and open to new ideas. Findings have shown that conscientiousness are linked to educational achievement and particularly to the struggle to achieve academic success. Attitude has been linked to learning and is a powerful tools that can affect individual life. According to Abidin, Ibrahim, Akiah (1994), believed that attitude is a crucial part in determining a person's personality and ways in understanding people's behavior in a given situation and attitude serve as a defiance mechanism for individuals. Attitudes affect ones social life or interactions with others either by parent, peer and family because their factors determine individual attitude towards learning either positive or negative.

According to Jasmina Hasnbegovi (2006) refer learning to the students self-generated thought, feeling and action which are systematically oriented toward attainment of their goal. Learning style can be understood as an organized, conscious and intentional of what the student does to efficiently accomplish a learning objective in a given social context and this include affective motivational and support elements (involves the willingness and a suitable climate to learn) metacognitive elements (“making decisions and assessing them”, which involves students’ self-regulation) and cognitive elements (“being able”, which involves dealing with the strategies, skills and techniques related with information processing) the word “strategic” are used differently and this strategies is to acquire learning with conscience, intentionality and flexibility towards self-control. Learning pattern are in three form which form human mind in relation to learning which include willingness, capacity and autonomy (wanting, being able and deciding) (Beltrán, 20013; Beltrán, Pérez & Ortega, 2006). All students have what is called “Self-regulated” which means that learners personally activate cognitions, affects and behaviors that are systematically oriented towards learning goals (Schunk & Zimmerman, 2008). Such learners are always aware of the task demands and their ability to meet them and they have high efficacy for learning. According to Bandura believe that learning are based on three interactions self or personal influences such as attitudes, beliefs; behavioral and environmental factors (Bruning et al., 2011; Schunk & Zimmerman, 2007).

Parental role in learning was related with an adaptive learning (i.e. self-regulated engagement in learning activities, low anxiety, high perceived competence, and high achievement) through its positive aspect. Individual students improve themselves on what of learning they acquire with the environment and parents help role in shaping or model children’s development, including learning and school outcomes. According to the work of Grolnick and

Ryan (2010) found that parental support or control are very important in predicting children's self-regulation, teacher-rated competence and adjustment, as well as school grades.

Parental roles in children was conceptualized the extent to which parents are interested in knowledgeable about and take positive aspect of the child's life. Parental support or mutual control was defined as the extent to which parents' value and encourage children's independent, problem solving, choice, and participation in decisions rather than for their children to a line with their expectations through punitive disciplinary practices. Empirical studies have shown that parental roles and their psychological support were related with students' learning and well-being. Those student that have poor learning ability in school could be attributable variety of factors which may include inability of the student to manage their time, peers influence, family factors like parents. Study show us that parent have greater influence on their children learning.

1.2 Statement of the problem

The stand of education in Nigeria has contributed to the problem of student learning pattern. The efforts of governments to solve these problems is falling and lack of involvement and recognition of the roles played by parents and families also contribute to the falling standards in education. Child foundation begin at home which serves as the first point of contact for the child and family is the socializing agent of children that impact knowledge on them either good or bad. It is through family that personality traits, social competence, psychological, emotional, physical and educational development of children developed as a result of the parenting styles, the parents adopt and use in bringing child up.

Types of parenting styles use by parent depend on what style they use to bring the child up, this creates a growth inhibiting relationship and environment which may affects children in all area of their lives, especially academic competence and success. This means that it will lead to

instability and confusion in the children (Frazier, 2013), which consequently affect their developmental outcomes and learning ability. Poor cognitive systems would be developed as well learning competence, which would lead to poor learning among students. Recent developments in the field of parenting and family studies have led to the interest in the relationship between children's school learning and parenting style. Susanadari (2014) found that authoritative parenting styles have a positive influence on self-efficacy. Parents in Western cultures endorse autonomous socialization goals that focus on helping their children become independent, competitive, and self-expressive (Keller & Otto, 2009; Barnhart et. al, 2013). These developments have lighted the need for the study on children's school learning and since the family is the first window of the child. Parenting style can greatly affect child understanding, attitude and school performance. There are several research works done on parent and child relationship with the children's learning performance (Ladd & Pettit, 2012). However few scholars focused on the influence of parenting style and learning strategies of undergraduates. Also, those researches conducted on the influence of parenting style on school performance were conducted in developed.

Many researchers have conducted a number of studies on the relationship between Big Five traits and learning performance in tertiary institution (Chamorro-Premuzic 2006; Wagerman, Funder, 2007) all found that Conscientiousness was the strongest predictor of student learning ability. Learning style is considered to be a process through which students gain knowledge and understanding through explicitly visual tools (Lewis, 2012). According to findings that intelligence can reliably predict academic performance (Chamorro-Premuzic, 2007). Five factors model leading to the recognition of reliable and important estimates of the role of personality in education. The biologically based Eysenckian personality model (Eysenck & Eysenck, 1975)

has been an Influential alternative to the five factors (FFM), in educational research as in psychology in general. Two of the personality factors in the Eysenckian personality model, extraversion and neuroticism, are very similar to extraversion and emotional stability (reversed) in the five factors model (FFM) and show similar associations with learning ability. Furthermore, the psychoticism factor in the Eysenckian model partly overlaps with conscientiousness (reversed), but unlike conscientiousness, psychoticism shows only limited predictive validity for learning pattern (Poropat, 2011). Duchesne and Ratelle (2010) reported that parental involvement in daily lives predicted mastery goals of student, whereas parental control predicted performance goals, and the latter was mediated by symptoms of anxiety.

Children's self-concepts at home or at school are influenced by parents' views whether positive or negative, and can be an important factor for learning (Sarason, Pierce, Bannerman, & Sarason, 1993). Parent, lecturer, peers and social have been a set of factors that tend to point on the accusing influence of negative peer, family pressure and poor time management as being responsible for poor learning among the student. These factors lure student to engage in negative habits such as excessive drinking of alcohol, smoking, engagement in unhealthy sexual behavior, other maladjusted behaviors that may distract them from their academic pursuits and the learning they have acquire from their parent, friends and peers. Lastly conscientiousness and authoritative style of parenting have strong positive influence on student learning ability.

1. What are significant relationship between parental style and learning strategies among student in Ekiti state?
2. Is there any relationship between personality trait and learning strategies among students in Ekiti state?

3. What are the different types of personality trait and parenting style that can influence students' learning in Ekiti state?

4. Do parenting style and personality trait will jointly predict student learning strategies in Ekiti state?

1.4 Purpose of the study

The main purpose of this study is to investigate the influence of parenting style and personality trait of undergraduate learning strategies

The study is also posed to:

1. Investigate whether personality traits will significantly predict motivated learning of university undergraduates in Ekiti State.
2. Find out if parenting styles will predict motivated learning of university undergraduates in Ekiti State.
3. Exam the influence of personality traits and parenting styles on university undergraduate's motivated learning.
4. Determine whether there will be gender difference in the level of motivated learning of university undergraduates in Ekiti State.
5. know maybe there will be age difference in level of motivated learning of university undergraduates in Ekiti State

1.4 Significance of the study

This study will provide insight on how parenting styles and personality traits can influence undergraduates learning. The study is therefore of importance to many individuals including,

school management will be made aware of importance of learning the parenting styles that a student goes through in order to avoid poor learning performance. The relevance of this study can be seen in the combination of personality, parenting style and learning strategies. The study will also benefit parents in learning how their parenting styles influence their children learning in school and society at large. The study will make each student to understand themselves in term of learning. Finally, the study will add to the body of knowledge

CHAPTER TWO

LITERATURE REVIEW

2.1 THEORITICAL FRAMEWORK

Over years many scholar have conducted theories on the parenting style, personality, and learning pattern of student in order to test for the relationships that exist between the role parents' play and the impact of these roles on the child's learning ability. Many theories reveals that the parenting style adopted by parents in upbringing their children affects their learning performance in school or in their environment and that parents have a strong influence on their children.

In this study, five different theories were adopted to provide explanation and understanding of parenting style and personality. The theories are as follows;

- Social learning theory (Albert Bandura)
- Parenting style theory
- Social Control Theory
- Attachment Theory
- Big five model of personality

2.2.1 Social learning theory (Albert Bandura)

This theory explains that parents strategies for dealing with child misconduct and encouraging positive behavior is through proactive reward systems. Children often acquire new behavior pattern without having had personal experience with reward and punishment and also observe the people around them behaving in various ways. In society, children are surrounded by

many influential models, such as parents within the family, characters on children's TV, friends within their peer group and teachers at school whom they directly or indirectly pay attention to (models) and encode their behavior. At a later time they may imitate (copy) the behavior they have observed and people around the child will respond to the behavior with either reinforcement or punishment. Reinforcement can be external or internal and can be positive or negative. A child will behave in such a way that he will earn approval from his parents or teachers because he desires it this approval is an external reinforcement, but feeling happy about being approved is an internal reinforcement. If a child imitates a model's behavior and the consequences are rewarding, the child is likely to continue performing the behavior.

Bandura (1977), saw modeling as a process whereby people learn by observing and imitating others which takes series of process that is, we look, we learn and store in memory (learning) and in this process we imitate performance, furthermore, he explained that Parent are the basic foundation of a child's life and they have the power to influence their children depending on the strategies been used, if a child imitates a behavior and the consequences are rewarding the child is likely to perform the behavior and vice versa. Social learning theory has the following assumptions

- ✓ Learning is not purely behavioral rather, it is a *cognitive* process that takes place within a social context.
- ✓ Learning can occur by observing a behavior *and* by observing the consequences of the behavior.
- ✓ Learning involves observation, extraction of information from those observations, and making decisions about the performance of the behavior (modeling)
- ✓ Reinforcement plays a role in learning but is not entirely responsible for learning.

This explains for the learning which takes place when faced with pressures from peers and learning in school, the people we associate with affect our behaviors directly or indirectly and the consequences of a child's behaviors determines whether such behavior will be performed again. Next is the case of parents and the parenting styles used in socializing and training of children and the issue of inter parental conflict can be seen to affect the attitudes of individuals and the relationships they form in future (Ozlem Okur and June 2016). Children will have a number of models with whom they identify, these may be people in their immediate world, such as parents or older siblings, or could be fantasy characters or people in the media. The motivation to identify with a particular model is that they have a quality which the individual would like to possess.

1. Attention: This is the extent to which a child is exposed to certain things in order for learning to occur, we observe different behaviors on a daily basis and many of these are not noteworthy. Attention is extremely important in whether a behavior of a parent influences their children learning ability in school or in general.

2. Retention: This is how well a child remembers a particular behavior being observed this is very important because a behavior may be noticed but if it is not remembered it cannot be imitated (copy) that is, without retention there cannot be imitation.

3. Reproduction: This is the ability to perform the behavior that has been observed either from parents or elsewhere and has been retained parent, children see much behavior concerning their parent on a daily basis that they would like to copy but that is not always possible because sometimes children are limited by their physical ability and as such may hinder them from reproducing it perfectly.

4. Motivation: This is the will to perform the behavior and it is determined by the rewards and punishment that follow a particular behavior, If the perceived rewards outweigh the perceived costs (if there are any), then the behavior will be more likely to be imitated by the observer but if the cost outweigh the reward then the observer will likely not perform the behavior.

2.2.2 PARENTING STYLE THEORY

This theory was developed by Diana Baumrind where she explained the way children functioned socially, emotionally and cognitively. Baumrind suggested that there are four dimensions of parent-child interactions which includes parental control, maturity demands, clarity of communication and nurturance. She pointed out that parental control is related to issues such as enforcing rules; Maturity demand is what parent expect from their children base on their potential; Clarity of communication reflects the parents' willingness to communicate with their children, solicit their opinions and use reasoning to obtain the desired behavior while Nurturance is related to parental expressions of warmth and approval, protection of children's physical and emotional well-being (Baumrind, 2012).

Daniel and Steinberg (2003) defined parenting style as a constellation of parental behaviors and attitudes toward their children that are conveyed to the children as a whole, create an emotional bond in which the parents' behaviors are expressed. Hong (2012) concluded that both parental practices and parenting styles influence children's school achievement because they tend to make better decisions when they know there are lines not to cross but there is still freedom to make their own choice. Furthermore, she explained that individuals consciously or unconsciously observes, imitates and displays behavior of models. Bandura posits that there is interrelationship between man's personality, the behaviour and environmental factors. Child and parent

interaction can produce the best results depending on the type of parenting styles such parent are using 'goldilocks zone'.

The social learning theory emphasizes the importance of observing and imitating behavior, attitudes and emotional reaction of others. Thus it focuses on learning by observation, Imitation and modelling of influential persons or models which also depend on reinforcement. This reinforcement can either be direct or vicarious in direct reinforcement, the person imitating the model receives reinforcement directly. When a child, for instance is praised for exhibiting a behaviour, he was received direct reinforcement. Relating it to the present study, parent can model their behaviour who have positive attitudes and behaviour towards learning. This theory applied to the parent, this could be an explanation for the seeming relationship that may exist among adolescent or adult and learning.

Authoritative Parents

This is a type of parenting style considered to be warm but demanding. It is based on the warmth and nurturance, communication styles and expectations of maturity and control. This is characterized by an optimum balance of responsiveness and demandingness. Parent who adopt this style encourage their children to be independent while maintaining limits and controls on their actions. Authoritative parents do not invoke the rules like "because I said". But rather, they are willing to entertain, listen to. Therefore, they consider the opinion of their children. Authoritative parents engage in discussions and debates with their children, although ultimate responsibility reside with the parent, they know and understand children's independence, encourage verbal communication, allow children to participate in decision making of the family, allows the children to progressively undertake more responsibility and reacting to the needs of other people in the family within their abilities. Research demonstrates that children of

authoritative parents learn how to negotiate and engage in discussions. As a result, they are more likely to be socially competent, responsible, and autonomous. Authoritative parenting style therefore creates warm, loving and mutual understanding in the family and foster stable children's behaviour and personality (Glasgow, Troyer, Steinberg, Talib, 2011; Hong & Hong, 2012)

Permissive Parents

This parenting style is very warm but undemanding. Permissive parenting is characterized by low expectations of maturity, control and disciplinary strategies over children, aiming for high levels of warmth. That is, the parents are non-restrictive and exhibit high levels of responsiveness. Punishment is very rarely used in permissive homes and children are commonly given greater opportunity to make their own decisions in life (Kang & Moore, 2011). This type of parent is indulgent and passive who believe that the way to demonstrate their love towards their children is to accept their wishes. Permissive parents invoke such phrases as, "sure, you can go if you want". Permissive parents do not like to say no or disappoint their children by allowing them to make important decisions without their input. They often take a very casual and easy-going approach toward their children, opening up conversations and subsequently developing warmer relationships between them. Again, supervision and bi-directional communication between parents and children are low (Verenikina, Vialle & Lysaght, 2011).

Findings shows that children trained through permissive style learn that there are very few boundaries and rules and that consequences associated with rebellion acts are not likely to be severe hence, they have low level of functioning and tend to do poorly in school particularly, as they move into high school and are more likely to exhibit delinquent behavior and depression more than those trained by other parenting style (Baumrind, 2012).

Authoritarian

This type of parenting style follows dictatorial manner involving the highest degree of control on children and very low levels of warmth. Parents who adopt such styles expect absolute obedience from their children and punishment dispatched in response to any acts of rebellion from the children (Kang & Moore, 2011; Hong, 2012). The authoritarian style of parenting has the following characteristics, parent attempt to shape and control the behavior and attitude of their children. Parents' emphasizes absolute obedience, respect for authority, work, trading and preservation of order. Abesha (2012) also observed that authoritarian style of parenting is characterized by parental behaviours that are highly restrictive and very demanding. Verbal talk between parent and student are discouraged and this shows low level of independence and social responsibility. They used words like "you will do this because I said," and "because I'm the parent and you are not." Parents usually set strict rules that must be obeyed and monitoring their child's time as well as their activities during the day and night such parents attempt to mould and control the behavior and attitudes of their children based on a particular standard. Talib kweli (2011).

2.2.3 Social Control Theory

This Social control theory was developed by Hirchi in 1960. It refers to the societal and political mechanism or process which regulates individuals and group behaviours leading to conformity and compliance to the rules of a particular society, state or social group According to social control theorist, the processes of socialization and social learning builds self-control and reduces the tendencies to indulge in any deviant behaviour furthermore, Hirchi stipulated that attachment or ties which led to conformity in family, school and other aspects of societal life tend to reduce

adolescents propensity for deviant behaviour and that anti-social behaviour happens only when such ties or bonds are weak or are not established.

In socialization, formation of bond between individual and the society comprises of four elements which are attachment, commitment, involvement and beliefs. Attachment is the effective bond formed by the adolescent with significant others like parents, teachers among others who tend to present optimal conformity to socially accepted behaviour. Commitment refers to the aspiration or goals established by individual for themselves. Adolescents with well-defined goals tend to minimize their bad behaviour because they consider that they have much to lose as opposed to their counterparts who engage in good behaviour. Beliefs are the moral values of the society and the degree to which an individual accept this moral values is determine by individual's behaviours. One of the key elements for social control is developing the individual's bond to conventional society though involvement in conventional activities (that is homework and family activities).

The theory argues that high crime rates is caused by absence of parental supervision which gives adolescent the opportunity to exhibit negative attitude, when the adolescent spend more time on homework with adequate supervision from parent they tend not to deviate from the rules established by significant others like parents which makes them to be acceptable in the society thereby reducing negative behaviour that eventually enhance their learning performance. However, an adolescent could experience rejection from his or her parents and also compelled by them to conform against his or her wish. This type of treatment could make him or her to lose his or her identity as a unique person (personality) and may also affect the adolescent time management and learning performance in school.

2.2.4 Attachment Theory

This theory of parenting attachment was developed by Mary Ainsworth a psychologist in the 1960s, she introduced the basic concepts of attachment and developed many theories on attachment patterns during infants stage, this includes secure attachment, avoidant attachment and anxious attachment. In the 1980s, the theory was shifted or extended to attachment in adults. Other interactions may be construed as including components of attachment behaviour such as peer relationships at all ages, romantic and sexual attraction and responses to the care needs of infants or adult.

The attachment theory is an affectionate bond or tie between an individual and an attachment figure (parent, guidance or caregiver). Such bonds may be reciprocal between two adults, but between a child and a caregiver it is not reciprocal but is based on the child's need for safety, security and protection, paramount in infancy and childhood. The theory proposes that children attach to caregivers ultimately, for the purpose of survival and genetic replication. The biological aim is survival and the psychological aim is security, this theory is not an exhaustive description of human relationships nor is it synonymous with love and affection, although these may indicate that bonds exist in child-to-adult relationships, the child's tie is called the "attachment" and the caregiver's reciprocal equivalent is referred to as the "care-giving bond". Infants form attachments to any consistent caregiver who is sensitive and responsive in social interactions with them. The quality of the social engagement is more influential than the amount of time spent. The biological mother is the usual principal attachment figure, but the role can be taken by anyone who consistently behaves in a "mothering" way over a period of time.

Mothering means a set of behaviours that involves lively social interaction with the infant and responding readily to signals and approaches from them. The position of mothering can be

occupied by anybody (father, mother or relatives) who makes themselves available. Some infants are attached to more than one attachment figure almost as soon as they start to show discrimination between caregivers which mostly occur in their second year. These figures are arranged hierarchically, with the principal attachment figure at the top. The set-goal of the attachment behavioural system is to maintain a bond with an accessible and available attachment figure. "Alarm" is the term used for activation of the attachment behavioural system caused by fear of danger. "Anxiety" is the anticipation or fear of being cut off from the attachment figure. If the figure is unavailable or unresponsive, separation distress occurs. In infants, physical separation can cause anxiety and anger, followed by sadness and despair but by age three or four physical separation is no longer a threat to the child's bond with the attachment figure. Threats to security in older children and adults arise from prolonged absence or breakdown in communication, emotional unavailability or signs of rejection or abandonment. This goes a long way in affecting the psychological state of the child and automatically affects their performance and learning ability in school.

Attachment in adults

This attachment theory was based on adult attachment and it was extended to adult romantic relationships in the late 1980s by Cindy Hazan and Phillip Shaver. Four styles of attachment have been identified in adults: secure, anxious-preoccupied, dismissive-avoidant and fearful-avoidant, these roughly relates to infant classifications: secure, insecure ambivalent, insecure avoidant and disorganized /disoriented. Securely attached adults tend to have positive views of themselves, their partners and their relationships. They feel comfortable with intimacy and independence, balancing the two. Anxious-preoccupied adults seek high levels of intimacy, approval and responsiveness from partners, becoming overly dependent. They tend to be less

trusting, have less positive views about themselves and their partners, and may exhibit high levels of emotional expressiveness, worry and impulsiveness in their relationships. Dismissive-avoidant adults desire a high level of independence, often appearing to avoid attachment altogether. They view themselves as self-sufficient, invulnerable to attachment feelings and not needing close relationships. They tend to suppress their feelings, dealing with rejection by distancing themselves from partners of whom they often have a poor opinion. Fearful-avoidant adults have mixed feelings about close relationships, both desiring and feeling uncomfortable with emotional closeness. They tend to mistrust their partners and view themselves as unworthy.

2.2.5 BIG FIVE MODEL OF PERSONALITY

Research shows that both biology and environment influence our behavior by shaping individual personality. Many of research has been carried out to determine the basic personality. The earliest evidence supporting the 5-factors model was published in 1949 by Eysenck, this trait developed by COSTA and MCCARE in 1985 along with test tool. The interaction between the child and immediate family/environment are factors that influence the development of the child in terms of learning pattern, the biological make-up of the child also plays a serious role in the learning process of the child and also serves as the life support system, mobility system, emotional system and cognitive system of the child that helps the child to perceive and interact with the environment. The parents provide a sense of care that last for a lifetime (Paquette & Ryan, 2001). This cannot be achieved if the child is not biologically sound and the various systems that make up the child are not functioning as expected. Personality trait includes openness, Conscientiousness, extraversion, agreeableness and neuroticism.

Openness to experience; this suggests characteristic that include having broad range of interest and willing to try out even most unusual things or ideas. They are intellectually curious, sensitive to beauty and tend to hold unconventional belief. People with low score on openness tend to be more straightforward and prefer familiarity rather than trying new things. People high in this trait tend to be more adventurous and creative while people with low trait are often much more traditional and may struggle with abstract thinking.

People who are high on the openness possess the following trait

- Open to trying new thing or idea
- Focused on tackling new problem or difficulties
- Happy to think about abstract concepts

While those on low trait possess the following feature

- Dislike change
- They don't enjoyed new things
- They tend to reject new idea

Conscientiousness; people with higher score on conscientiousness tend to be self-disciplined, dutiful and prefer planned behavior to a spontaneous one. This trait can be describe as the tendency to control impulse and act in socially acceptable ways, behavior that propels goal directed behavior, excel in their ability to delay gratification. They work within the rules and plan and organize effective. This has been classified into high or low level. People who are high on the openness possess the following trait

- They spend their time on important things such as studies
- They tackle problem very fast and They pay attention to important details and

While People on the low part are

- They muddled up things and hardly care about them
- They lack the ability to return things back where they belong
- They procrastinate important tasks and They Fail to complete what they start

Extraversion; people with high score on extraversion gain energy when expose to the external world. They tend to be action oriented, enthusiastic, visible to people a outgoing, tend to gain energy in social situation and are capable of asserting themselves. People low on this trait are classified as introvert (unsocialize person), who are direct opposite to extraverts, they hardly get involved in the social world and like to keep to themselves and tend to be more reserved. People with high extraversion have the following

- They enjoy people attention and They are talkative
- They established relationship with new people
- They tend to have many friends

Those on the low extraversion have the following

- They feel exhausted when they talk too much
- They find it difficult to make conversation
- They dislike making small talk

Agreeableness This personality is characterized with trust, altruism, kindness, affection and personal behavior. People with high score on this trait are trustworthy, helpful, kind, considerate, selfless, generous and do not hesitate to compromise their interest with others, people who are

low on this trait are selfish, not willing to compromise their interest with others and can be considered unfriendly. People with high trait of agreeableness tend to;

- Feel empathy and concern for other people
- They tend to contribute to the happiness of people

Those on low part tend to;

- Take little interest in others
- Don't care about others
- Insult and belittle others

Neuroticism; is a trait that is characterized by sadness such as anger, depression, anxiety and other forms of negative emotion. People with high score on neuroticism exhibit the above characteristics alongside emotional instability. It is similar to being neurotic in the Freudian sense but doesn't provide an identical meaning. Some individuals are score high neuroticism;

- ❖ Experience a lot of stress
- ❖ They tend to worry about different things
- ❖ They get upset easily and anxious

Those on the low part;

- They are emotional stable and They deal with stress
- They rarely feel sad or depressed
- They don't worry too much but are relaxed.

2.2.6 LEARNING STYLE THEORY

This theory was developed by David Kolb in 1984, also called cognitive or intellectual styles, this theory is based on the ways people perceive and process information and argues that individual learning varies in perceiving, organizing, processing, and remembering information. This theory is most widely used in the academic field and combines theoretic foundation of Jung, Levin, Dewey and Piaget in wide application. Learning styles is defined as the process by which learners use in sort and process information (Cano, Garton & Raven, 2010).’ According to Garger and Guild (1994), learning styles is the characteristics of individuals which are stable and pervasive and expressed through the interaction of one’s behaviour and personality when he/she approaches a learning behaviour or task.

Kolb (1984) divided his theory into two major dimensions which include concrete versus abstract and active versus passive in which each learning style are linked to a particular personality and its deeply embedded in personality structure this help to Know a person’s learning style. He also categorizes learning style into four groups which include assimilators, accommodators, diverges, and converges (Kolb & Kolb, 2005).

Diverges: This approach emphasize on experience and reflect on observation, these people are able to look at things from different ways and are classified to be sensitive, they prefer to watch rather than act, they gather information and use imagination to solve problems, good at viewing concrete situations or any event at several different viewpoints. Kolb called this style ‘diverging’ because these people perform better in any situations that require idea-generation such individual will perform better in class and usually adapts by observation rather than by action. People with a diverging learning style have diverse cultural interests, like to gather information, interested in

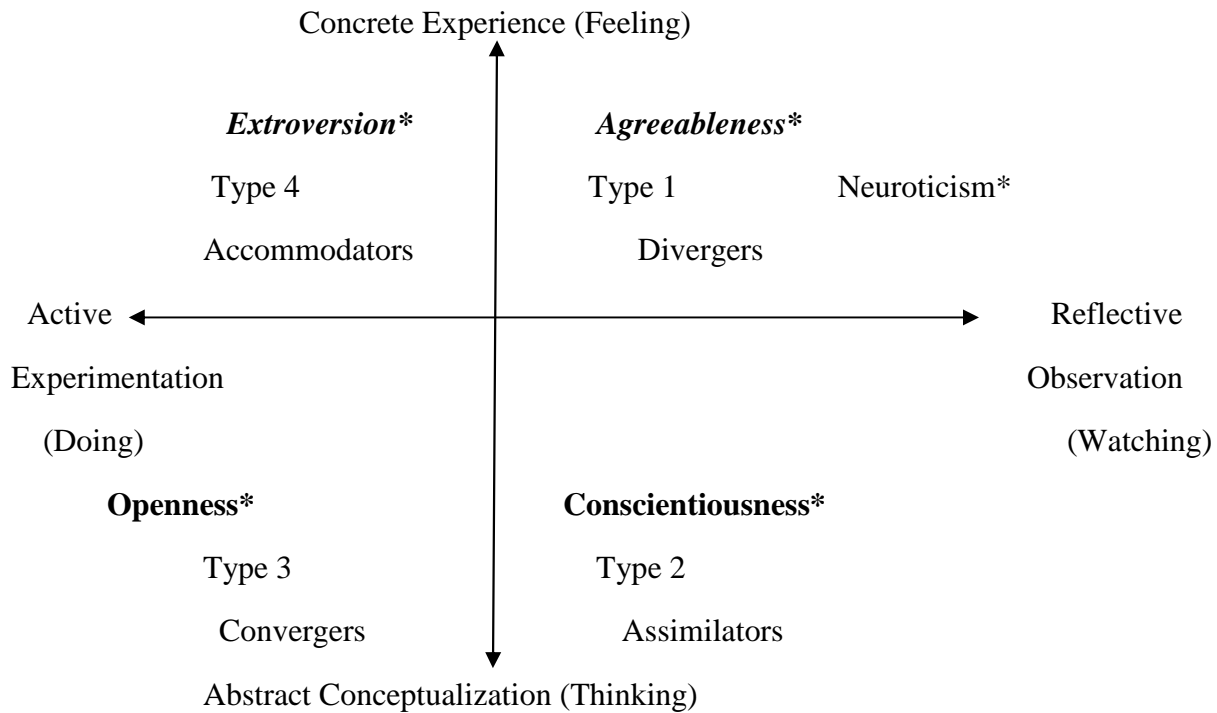
people, tend to be imaginative, emotional and feeling-oriented, they prefer to work in groups, to listen with an open mind and to receive personal feedback either from their parent, friends and others sources.

Assimilating (watching and thinking): people with this approach think about the logical outcome of the action or behaviour, they require good interaction and explanation of their behaviour and excel at understanding wide range of information, organizing and clear logical format. They don't focus on people but are interested in abstract concepts and are more attracted to logically sound theories than approaches based on practical value. This learning style is important for effectiveness in information and science careers. In formal learning situations, people with this style prefer readings, lectures, exploring analytical models, and having time to think things through; they do well in sciences courses because of their logical nature.

Converging (doing and thinking): People with a converging learning style can solve problems and will use their learning to find solutions to practical issues. They are less concerned with people and interpersonal aspects and are best at finding practical uses for ideas. They can solve problems and make decisions by finding solutions to problems and are more attracted to technical tasks and problems than social or interpersonal issues. They like to try new ideas, to simulate, and to work with practical applications they are best good at engineering work.

Accommodating (doing and feeling): The Accommodating learning style is 'hands-on', and relies on intuition rather than logic. These people use other people's analysis and prefer to take a practical, experiential approach. They commonly act on instinct and will tend to rely on others for information.

Conceptual framework of Theory of the Big 5 Personality Traits and Kolb Learning Style



From the diagram above show that personality does affect the learning styles. An extrovert person, who is talkative, active, fun-loving, and use strategic approach in learning, is placed between concrete experience and active experimentation. The accommodation type of learning style is found to correlate best with this type of personality trait. A person who is open to experiences, imaginative, creative, and prefers variety, and also use approach of learning, is seen to be between active experimentation and abstract conceptualization. The convergent type of learning style is closely linked to him/her. Assimilators are high in conscientiousness and are strategic in learning. Being hardworking, well-organized and ambitious, these people seemed to like observing than participating, and use thinking more than feelings. also agreeableness show a link closely with divergent type of learning style as this type of a person is soft-hearted, lenient, and generous, and who uses surface approach to learning, where he/she relies more of feelings, work with peers and prefers observation than active participation in groups activities.

Finally, a person who is high in neuroticism is found to be partially correlate to divergent type of learning style since this kind of person is emotional. However, what makes neuroticism is partially irrelevant to divergers because this type of person does not like to generate new ideas and more towards being alone than being with others.

Behaviorist Learning Theories

This theory based on the learning and this learning theories can be traced backed to the years of 1900's which establish the principle of learning called "association". The general goal was to develop the basic laws of learning and behavior that may extend to explain more complex situations. This theory observed behavior in "lower organisms" with the belief that the laws of learning were universal and that work with laboratory animals could be extended or assume to humans being. It was believed that a fundamental set of principles derived from the study of learning in a basic or pure form could be applied to the learning in schools which could be learning by association or by punishment. According to Ebbinghaus (1885), learning is terms of memory for individual items which deal with receiving, storing and processing information. It was assumed that understanding simpler forms of learning would lead to understanding of more complex phenomena. During this time, the predominate research methods were those of serial list learning and paired associate learning. These methods allowed researchers to study, predict, calculate and calibrate "associations" or the degree/ likelihood that a word could elicit a particular response from learners. The basic premise underlying associationistic views of learning was that ideas become connected, or associated, through experience.

According to the principle of classical conditioning, an unconditioned stimulus (UCS) biologically and involuntarily elicits an unconditioned response (UCR). For example, the site of

food (UCS) elicits salivation (UCR). Then, as a conditioned stimulus (trainer) becomes associated with the unconditioned stimulus (food), it (the trainer) acquires the ability to elicit the same response (salivation). Because the response is now conditioned to a new stimulus, it becomes a conditioned response. Like early works by Watson (1924), Skinner rejected the idea that the purpose of psychology was to study consciousness, rather the goal was to predict and control observable behavior. Learners were seen as coming to learning situations tabula rasa, subject to conditioning by their environment. It was believed that by controlling the environmental antecedents and consequences for behavior, people could predict and control that behavior. Providing positive consequences for behavior and by controlling the schedule by which these consequences were delivered, behavior could be controlled and shaped through external and internal factors

2.2 RELATED STUDY

Many studies have been conducted on this topic which shows relationship with parent child interaction this is because parental pressurization for learning excellence is a problem grave in Nigeria, Parental styles according to Fogel and Meslson (2010) is the tendency to behave in consistent fashion in disciplining a child. Darlin and Steinberg (2008) have differentiated parenting styles from parenting behavior, according to them parenting style is a kind of basic structure in the family including a set of attitude and values rather than a set of specific parenting behaviors. The finding make us to understand that there is link between parenting behavior and learning of children, the discipline and control strategies adopted by parent are found to be an important factor that explain the role of family on the learning pattern of children. A theory was carried out by Albert Bandura on the social learning (1977) he emphasizes on social structure and

how individual learn through observation, he believe that everything will learn in our environment is through what we see or observe either from peer, family and school.

Research shows that modeling is a multistep process, we look, we learn and store them in memory (learning) and in this process we imitate (copy) what we learn, He further explained that children are surrounded by many model such as parent, older relative, peers etc children pay full attention to some of these people (model) thus, encode such behavior and at the later time may copy the behavior they have been observed. According to Baumrind (1971) an authoritarian parenting style in which parent emphasizes obedience and respect for authority is associated with students who are less socially competent relative to children whose parents have authoritative parent style. Baumrind pointed out that parental control is related to issues such as enforcing rules; Maturity demand is the parental expectation that children perform up to their potential; Clarity of communication reflects the parents' willingness to communicate with their children, solicit their opinions and use reasoning to obtain the desired behavior and Nurturance is related to parental expressions of warmth and approval, and protection of children's physical and emotional well-being (Baumrind, 2012).

Lupton (2012) found that parent of high achievers are often socially higher than the parents of average achievers and they frequently provide richer environment and appear to exert subtle but effective pressure on their children. Parents are seen to communicate their characteristics or explanations for their children's achievement in terms of day-to-day interactions and behavior with their children (Phillipson, 2007). Parents are influenced by their children's learning ability and children's performance is influenced by their parents (Phillipson, 2007). Parikh and Patel (1986) relating family adjustment and learning performance, shows that higher achievers exhibited better family than low achievers. Parents across cultures have unique socialization

goals, such as helping their child become an autonomous, self-reliant individual or a socially interdependent individual. The socialization goals shape parents' everyday interactions and parenting styles with their children. Ebrahim, Madahi, Liaghat and Madah (2013) found out that the effect of parenting practices on other components of child learning and parents who were assertive and responsive with their children reported significant correlations with self-regulated learning factors which may including cognitive and metacognitive processes. Baumrind (1991) stated that parenting styles are meant to capture normal variations in parent's attempts to socialize children. Parenting styles can be both supportive and unsupportive in their tone, both of which affect developmental outcomes and consequences to personality development. Susanadari (2014) found that authoritative styles have a positive influence on self-efficacy. Parents in Western cultures endorse autonomous socialization goals that focus on helping their children become independent, competitive, and self-expressive (Barnhart et. al, 2013).

Personality Trait

Personality traits refer to characteristic, enduring patterns of thought, emotion, and behavior that are stable over time and explain people's behavior across different situations (Costa & McCrae, 1989; Funder, 2001). According to Cattell (1943) suggested that personality can be measured by the observation of traits, and he defined personality as that which tells a person what to do in a given situation. The Five Factor Model of personality often termed the Big Five (Goldberg, 1990), has provided a framework for the study of personality. According to Digman (1990), Goldberg (1990) and Saucier & Ostendorf (2009), the factors comprising the Big Five are, Extraversion which represents the tendency to be sociable, assertive, active, and directive, Agreeableness, representing the tendency to be likable, cheerful, adaptable, and cooperative, Conscientiousness, comprised of two major sub factors, achievement and dependability,

Emotional Stability, which is the tendency to exhibit well emotional adjustment, calm, tolerant of stress and self-confident.

It has long been recognized that personality traits best predict learning performance when a person's behavior is unconstrained (Bem & Allen, 1974; Weiss & Adler, 1984). Barrick et al (2005) stated that all behavior is a function of the characteristics of the situation and the characteristics of the person, because both can potentially facilitate or constrain the behavioral expression of an individual's personality traits. When situations are exceptionally strong, individuals tend to behave in the same way regardless of their personality traits (Barrick, Scullen, Rounds, 2005). But weak situations provide individuals with considerable discretion to engage in behaviors that are in accordance with their personality traits (Barrick et al, 2005).

Using this Big Five approach in this study would allow us to understand differences in students' personality trait and explore what the prominent traits would better predict learning performance in their different areas of learning or disciplines. These would provide the basic knowledge for guidance or parents to realize differences of students' learning and performances and to have insight into students' behaviors and the way that parent would help students to succeed in their learning area. Personality and learning style a number of researches were done to examine the correlation between personality and learning styles.

Learning style

Learning styles are defined as cognitive, affective, and psychological characteristics that function as stable indicators of how people learn and respond to a learning environment (Felder & Spurlin, 2005; Ku & Shen, 2009). Kolb's learning theory (1974) sets out four distinct learning styles which are based on a four stage learning cycle which explains that different people

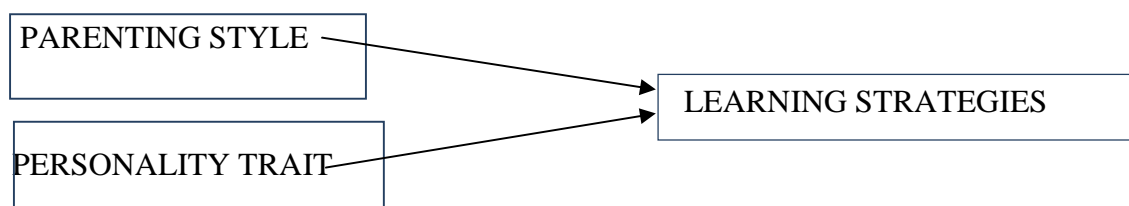
naturally prefer a certain single different learning style but various factors influence a person's preferred style. i.e., social environment, educational experiences or the basic cognitive structure of the individual. Whatever influences the choice of style, the learning style preference itself is actually the product of two pairs of variables, or two separate 'choices' that we make, which Kolb presented as lines of axis, each with conflicting modes at either end:

Learning style analysis has become a major concern in most sectors of education for many years in response to problems of differences in learning approaches among students. Past research widely recognized that academic achievement depends not only on a learner's intellectual ability, but also on the individual's preferred learning styles (Kolb, 1984). The study of learning styles aims to accommodate a teaching and learning process based on students' individual differences. The Kolb Learning Style Inventory is used to "measure the degree to which individuals display the learning styles derived from experiential learning theory" Manochehri & Young, 2006 and Alaoutinen, Heikkinen & Porras, 2010, identified a student's preferred learning style into five dimensions: which are, sensing-intuitive (how information is perceived), visual-verbal (how information is presented), inductive-deductive (how information is organized), active-reflective (how information is processed), and sequential-global (how information is understood). Learning style include;

- Learning is a holistic process of adaptation to the world.
- Learning involves transactions between the person and the environment.
- Learning is the process of creating knowledge:[which] is the result of the transaction between social knowledge and personal knowledge" (1984, 36).

According to Fatt (2000), “People use their five senses to gather information and then channel it through three separate routes, called representational systems, to make sense of it. This representational systems include visual, auditory, and kinesthetic types of learners (Fatt, 2000). Each individual shows a preference towards one of these systems, and specific communication accustomed to the learning style can improve communication with others (Fatt, 2000).

2.3 CONCEPTUAL FRAMEWORK



The diagram above illustrates the research theoretical conceptualization as such parenting style and personality trait of undergraduates students will independently and jointly predict learning styles because parenting style or personality trait cannot predict learning alone and they work hand in hand that’s one trigger the other trait to occur.

2.4 Hypotheses of the study

- Personality traits will significantly predict motivated learning strategies of university undergraduates in Ekiti State.
- Parenting styles will predict motivated learning strategies of university undergraduates in Ekiti State.
- Personality traits and parenting styles will jointly predict motivated learning strategies of university undergraduates in Ekiti State.

- There will be gender difference in level of motivated learning strategies of university undergraduates in Ekiti State
- There will be age difference in level of motivated learning strategies of university undergraduates in Ekiti State.

2.5 Operational definition

Parenting styles; refer to the amount of warmth, acceptance, involvement, control, supervision and maturity demands exerted by the parents. It was measured using thirty item Parenting Style Inventory Scale (Robinson et al 1995). A high score in the parenting style scale will indicate that parenting styles have important effects on the ways that children develop and low scores indicate low parenting

Personality trait: personality is refer as the sum total of ways in which an individual reacts and interacts with others. It was measured using ten item Personality Inventory scale (Robbins & Judge, 2011). The high scores indicate high personality while the low scores indicate low personality.

Learning strategy: It is a process through which students gain knowledge and understanding through various method. It was measured with 44 item learning style scale developed by Pintrich and Smith (1991). The high score indicate high learning and the low score indicate low learning.

CHAPTER THREE

METHOD

3.1 Research Design

This study adopted an ex-post facto research design to examine the influence of parenting style and personality trait on learning strategies among university undergraduates in Ekiti State. This design was adopted because no active manipulation was done on the variables.

3.2 Setting

The study was carried out in two universities in Ekiti State. These universities include:

1. Ekiti State University, Ado-Ekiti (EKSU).
2. Federal University Oye-Ekiti (FUOYE).

This setting was used because undergraduates can easily be approached and instruments easily administered to them.

3.3 Study Sample

The sampling method used in this study is multi stage sampling method. To select the participants, a random sampling was done to determine the faculty and department to participate in the study. Thereafter, convenience sampling method was employed to select the participant. Convenience sampling method was used because participant participated based on availability and convenience. A total number of 364 undergraduates participated in the study. Participant from FUOYE were 186 (51.1%) and EKSU were 178 (48.9%). The participants consists males 177(48.6%) and 187 females (51.4%), age categories was as follows; 15-18 years (25.3%) 19-22 years followed by (47.8%) while age category 27-30 has the lowest number of participants.

According to class level, 1001 (30.8%) 2001 (38.2%), 3001 (21.7%) in the third year while 400 (9.3%). Religious affiliation shows that 286 (78.6%) of the participants were Christians, 73 (20.1%) were Islam while 5 (1.4%) were Traditional worshippers.

3.4 Instruments

Self-report instrument were used to generate data from participant. The battery of test comprise of socio demographic information and psychological test instrument.

Section A: Socio – Demographic Variables

This section includes participants' characteristics such as, sex, age, marital status, educational level, religious affiliation and school.

Section B: parenting style scale

The Parenting Style Questionnaire (PSQ) was developed by Robinson et al. (1995) to measure the parenting style when rearing children. This instrument was especially designed for parents of pre-adolescent children. The original PSQ consists of 62 items as the authoritative scale has 27 items with a Cronbach alpha of .91, the authoritarian scale has 20 items with a Cronbach alpha of .86, and the permissive scale has 15 items with a Cronbach alpha of .75. Another version of the PSQ Developed by Moghadam et al. (2014) was adapted for this study, the cronbach alpha reliability for Authoritative style 13 item .88, for Authoritarian item 13 with alpha of .85, for permissive style has 4 item with cronbach alpha .85. The Cronbach alphas for this present study are authoritative .88, authoritarian .85 and permissive is .85.

Section C: Personality scale

The big five personality scale measures the uniqueness of individual and how individual interact with other. This scale was developed by **Goldberg (1993)**. The idea is that students will have

their personality type based upon five main traits, which individually scored results in a better understanding of the individual's personality. Alpha reliabilities were .87 for extraversion, .79 for agreeableness, .81 for conscientiousness, .82 for neuroticism and .79 for openness to experience.

Section D: learning style scale

The Motivated Strategies for Learning Questionnaire (MSLQ) is a self-report instrument on self-regulated academic learning that was developed by Pintrich, Smith, Garcia and McKeachie (1991) to assess students' motivation and use of self-regulated learning strategies. This scale measured 44 items that are rated on a 7-point Likert scale ranging from 1= not at all true of me to 7= very true of me. For this study, the cronbach alpha for learning strategies scale is .87 with 44 items

3.5 Procedures

The researcher began the research process by seeking a letter of permission from the Head of the Department to be introduced to the institution where data is to be collected for the research work. Then the researcher move ahead to the selected universities to begin the data collection process. The researcher introduced himself to the students discussed the purpose of the research to them and made them to understand that there is no harm for them The data were collected from Federal University Oye-Ekiti (FUOYE) and Ekiti State University, Ado-Ekiti (EKSU).

The validated psychological instrument (copies of questionnaires) was administered to the participants in their regular classrooms by the researcher. The researcher explained to the participants the purpose and the importance of their participation in this study. In addition, the researcher assured the participants of the confidentiality of their response and that their response would be used only for research purposes. Then, the question booklets were distributed and

instructions were given to the participants on how to answer them. Four hundred copies of the research instrument were distributed. However, only 364 were properly filled and thus, these were collated, scored and entered into the computer for statistical analysis.

3.6 Statistical Method

Data obtained were analyzed using the Statistical Packaged for the Social Sciences (SPSS 20) and software package. Descriptive statistics such as frequency, mean, percentages, standard deviation, was conducted to describe the socio demographic information of the respondents. Hypotheses stated were tested using inferential statistics. Hypotheses one to three stated in the study were tested using regression analysis to determine influence of parenting and personality towards learning ability while hypotheses four and five were tested with independent t-test

3.7 Ethical Consideration

Appropriate consideration was taken before the research. And the purpose of the research was explained to the participants also the role that the participants need to play in the study; the procedures of the study were explained to the participants. The participants who volunteered participated without coming to any harm.

CHAPTER FOUR

RESULTS

Introduction

This chapter focuses on the data analysis and the interpretation of the findings. It also reveals analysis of selected variable socio-demographic characteristics of respondent's gender, age, religion, level, institution, and department.

Table 4.1: Descriptive statistics showing the frequency and percentage of research respondents' socio-demographic characteristics

Distribution of Social-demographics

N = 364	n	%
Gender		
Male	177	48.6
Female	187	51.4
Age		
15-18	92	25.3
19-22	174	47.8
23-26	61	16.8
27-30	37	10.2
Institution		
FUOYE	186	51.1
EKSU	178	48.9
Level		
100	112	30.8
200	139	38.2
300	79	21.7
400	34	9.3

Table 1 shows the socio-demographics characteristics of participants. Number of males (48.6%) and females (51.4) were almost equally distributed. Almost half of the number of participants were in the age category 19-22 years (47.8%) followed by 15-18 years (25.3%) while age category 27-30 has the lowest number of participants. Data were also almost evenly distributed for participants from FUYOYE (51.1%) and EKSU (48.9%). According to class level, 38.2% of participants were in the second year, 30.8% in the first year, 21.7% in the third year while 9.3% were in the fourth year.

Table 4:2 Means (M), Standard Deviations (SD)

Variables	M	SD
Motivated learning strategies	230.56	33.63
Extraversion	5.42	1.88
Agreeableness	7.44	1.93
Conscientiousness	7.58	1.99
Neuroticism	5.81	1.95
Openness	6.70	1.66
Authoritative style	58.68	13.97
Authoritarian style	46.30	14.47
Permissive style	9.02	5.72

Table 3:3 Correlations among the study variables

Variable	1	2	3	4	5	6	7	8
1. Motivated learning strategies	-							
2. Extraversion	.03	-						
3. Agreeableness	.05	-.20**	-					
4. Conscientiousness	.20**	.03	.01	-				
5. Neuroticism	-.05	-.07	-.05	-.14**	-			
6. Openness	.13*	-.16**	.09	.03	.19*	-		
7. Authoritative style	.44**	.03	.03	.14**	-.06	-.04	-	
8. Authoritarian	.15**	-.03	-.10	-.03	.10	-.07	.31**	-

9. Permissive -0.07 .02 -0.07 -0.05 .04 -0.06 .06 .39**

* $p < .05$ (1-tailed)

** $p < .01$ (2-tailed)

The result of correlation analyses among study variables are indicated in table 3. Motivated learning strategies were positively related with conscientiousness [$r(359) = .20, p < .001$] and openness to experience traits [$r(358) = .13, p < .05$] but not related with extraversion [$r(361) = .03, p = .57$], agreeableness [$r(361) = .05, p = .39$] and neuroticism traits [$r(347) = -.05, p = .35$]. Motivated learning strategies were positively and moderately related to authoritative style [$r(362) = .44, p < .001$], and weakly associated with authoritarian style [$r(362) = .15, p < .01$]. However, there was no significant relationship between motivated learning strategies and permissive style [$r(362) = -.07, p = .19$].

Hypothesis 1

Personality traits will significantly predict motivated learning strategies.

Table 4:4 multiple regression analysis- personality traits on motivated learning strategies

Variable	β	T	R^2	F
Extraversion	.03	.62		
Agreeableness	.01	.17		
Conscientiousness	.21**	3.94	.06	4.80**
Neuroticism	-.11*	-2.11		
Openness	.14*	.14		

Dependent variable: Motivated learning strategies

** $p < .01$

* $p < .05$

Table 4 showed that personality traits significantly predicted motivated learning strategies [$F(5, 349) = 4.80, p = .001, R^2 = .06$]. Independently, conscientiousness [$\beta = .21, p < .001$], neuroticism [$\beta = -.11, p = .04$] and openness [$\beta = .14, p = .01$] significantly predicted motivated learning strategy while extraversion [$\beta = .03, p = .54$] and agreeableness trait [$\beta = .01, p = .87$] did not. This shows that increased agreeableness and conscientiousness traits predicted increase

in motivated learning strategies while increase in neuroticism predicted low motivated learning strategies. Therefore, hypothesis one is supported.

Hypothesis 2

Parenting styles will jointly predict motivated learning strategies.

Table 4:5 Multiple Regression analysis - motivated learning strategies

Variable	β	T	R ²	F
Authoritative style	.42**	8.55		
Authoritarian style	.07	1.25	.20	30.82**
Permissive style	-.12*	-2.33		

Dependent variable: Motivated learning strategies

* $p < .05$

** $p < .01$

Table 5 showed that parenting styles significantly predicted motivated learning strategies [F (3, 360) = 30.82, $p < .001$, $R^2 = .20$]. Independently, authoritative [$\beta = .42$, $p < .001$] and permissive styles [$\beta = -.12$, $p = .02$] predicted motivated learning strategies while the authoritarian style [$\beta = .07$, $p = .21$] did not. This shows that while an increase in the use of authoritative style increased motivated learning strategies, an increase in the use of permissive style decreased motivated learning strategies. Therefore, hypothesis two is supported.

Hypothesis 3

Personality traits and parenting styles will jointly predict motivated learning strategies.

Table 4:6 Multiple regression analysis- personality traits on motivated learning strategies

Variable	β	T	R ²	F
Extraversion	.04	.85		
Agreeableness	.04	.74		
Conscientiousness	.15**	3.09	.23	12.58**
Neuroticism	-.09	-1.73		
Openness	.15**	3.05		
Authoritative style	.37**	7.35		

Authoritarian style	.09	.64
Permissive style	-.11*	-2.08

Dependent variable: Motivated learning strategies

** $p < .01$

* $p < .05$

Table 6 showed that personality traits and parenting style jointly predicted motivated learning strategies [$F(8, 346) = 12.58, p < .001, R^2 = .23$]. However, only conscientiousness [$\beta = .15, p = .0402$], openness [$\beta = .15, p = .002$], authoritative [$\beta = .37, p < .001$] and permissive styles [$\beta = -.11, p = .04$] independently predicted motivated learning strategies

Hypothesis 4

There will be gender difference in level of motivated learning strategies

Table 4:7 Independent sample t-test – gender on motivated learning strategies

Variable	Male		Female		t ₍₃₆₂₎	95%CI
	M	SD	M	SD		
motivated learning strategies	228.01	32.62	232.96	34.47	-1.41	[-11.88, 1.97]

An independent sample t-test (table 7) showed that the difference in motivated learning strategies scores between males ($M = 228.01, SD = 32.62$) and females ($M = 232.96, SD = 34.47$) were not statistically significant, $t(362) = -1.41, p = .16$. Therefore, hypothesis four is not supported.

Hypothesis 5

There will be age difference in level of motivated learning strategies.

Table 4:8: One way ANOVA- age difference on motivated learning strategies

Source	SS	Df	MS	F	Sig.
Between Groups	470.48	3	156.83	.14	.94
Within Groups	410053.42	360	1139.04		
Total	410523.901	363			

Table 8 indicates that there was no age difference on motivated learning strategies [$F(3, 360) = .14, p = .94$].

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

Introduction

This chapter five presents the discussion of finding, summary conclusion and recommendation based on the result from the hypotheses tested in the previous chapter.

5:1 Discussion of finding

This study focused on the influence between parenting style, personality and learning strategies. The study investigated the influence of parenting style and personality trait on learning strategies of undergraduates in Ekiti State University Ado-Ekiti (EKSU) and Federal University Oye-Ekiti (FUOYE) Students. Hypotheses formulated in this work were carefully tested with precise interpretation as presented in the previous chapter.

Hypotheses one stated that there will be significant relationship between personality traits and motivated learning strategies. The finding shows that personality trait has significant positive relationship with motivated learning strategies, that is, increased agreeableness and conscientiousness traits predicted increase in motivated learning strategies among students. Numerous researchers have indicated that personality is one of the most important determinants of human behavior and work motivation. Barrick & Mount, 1991 and Huang & Yang (2010) considered personality to be a crucial factor in various contexts and personality traits have influence on individual motivations to learn.

Hypotheses two stated that parenting style will have significant relationship with learning strategies. The finding shows that an increase in the use of authoritative style increased

motivated learning strategies, that is, parenting style predicted motivated learning strategies among undergraduate students. The work of Vialle and Lysaght (2011) revealed that parenting style had influence on learning but it depend what types of style is used. This finding is similar to Ghormode (2013) which found that students of authoritative parents have such values as a stronger work orientation, greater engagement in classroom activities, higher educational aspirations, more positive feelings about school, greater time spent on homework, more positive academic self-conceptions, and lower levels of school misconduct. Steinberg and Ritter (1997) found parental styles to impact on children's achievement, socialization, and over all well-being and development. Research has also shown that one of the key issues of school drop-out rates has to do with parents not expressing love to their children (Reich, 2012). This study is in line with Steinberg et al (1989) and suggests that authoritative parenting (democratic, warm, and firm in their parenting) had a strong correlation with learning. One possible explanation for this association could be due to the open democratic communication authoritative parents give to their children. The clear communication of expectations, beliefs, and values in the authoritative parent, could allow children to set goals right (Baumrind, 1991).

Hypothesis three stated that there would be a joint relationship of parenting styles and personality traits on motivated learning strategies. This finding shows that both parenting styles and personality trait jointly predict the outcome of learning. The finding further revealed that authoritative parenting style and conscientiousness trait have positive influence on learning. McCrae and Costa (1988) found that children whose parent were affectionate towards them tend to score higher on conscientiousness, conscientiousness does not remain constant but the extent to which individual experience it and tend to increase as we grow older. Both Chamorro-Premuzic 2006 and Wagerman and Funder (2007) found that Conscientiousness was the

strongest predictor of student learning ability. According to Steinberg (1992) the authoritative parenting style is an adult centered pattern characterized by a clear setting of rules and expectation and the use of reasoning and discussion to achieved good learning. An authoritative parent (one that consists of high levels of autonomy, demandingness, and responsiveness) can convey these very characteristics, which in turn could prepare students for proper learning. Finally this study indicates that there was no age and sex difference on motivated learning strategies

5.2. CONCLUSION

From the analysis of data collected and the interpretation of the results, the study concludes that;

Personality trait positively predict motivated learning strategies among undergraduates and the findings shows that conscientiousness personality traits are reported more on the motivated learning strategies of undergraduates than any other trait

It also shows that parenting styles significantly predicted motivated learning strategies. Authoritative parenting style has positive influence on the undergraduates motivated learning strategies.

Furthermore, the study show that both parenting style and personality trait jointly predicted motivated learning strategies among the undergraduates.

Finally, it was manifested that both age and gender have no role on motivated learning strategies, that is, age and gender have no relationship with learning style among the undergraduates of the university.

5.3. IMPLICATIONS AND RECOMMENDATIONS

The outcome of this study indeed added to our knowledge and understanding of the relationship between parenting style and personality trait on learning strategies. These findings from this study apply to individuals, communities and society at large. Learning is a crucial aspect of an individual life, when the foundation is not solid in learning, there is tendency for such individual to involve in anti-social act which can make them to drop out from the in the university and findings had shown that the basic learning for a child achievement start from home (parent impact). The study addresses the fact that when parent address the concerns of their children in effective ways then there is good expectation ahead of the child and it will help the child to develop good self-concept for learning thereby allowing parents to meet the child goals and objectives.

From the above conclusion, the study recommended that parents should implement conscious effort to enhance positive influence on their children learning performance and also they should help the child to develop good self-concept. The study also recommends that more attention should be placed on personality factors in the process of training children.

The study recommends that future research should be carried out on extension of the construct understudy, application of other relevant theories, increase in the number of participant from different locations, use of different sampling methods. The study also recommends that parents should ensure effective supervision of their children and they should avoid anything that might distract their children from home.

This study recommend that undergraduates should be given freedom to express their feeling and confident to discuss what they are facing concerning their learning with the school authorities.

This will help them to developed high level of statistician in their study. Lastly, school management should provide adequate facilities for students in order to achieve proper learning.

5.4. LIMITATIONS OF STUDY

There are some limitations of this work. First of all, all the variables were gathered through self-report survey. Moreover, the data were obtained through randomized and convenient sampling. Further the survey questionnaire was only distributed to the undergraduates in Federal University Oye-Ekiti (FUOYE) and Ekiti State University Ado Ekiti (EKSU) in Ekiti State and this may limit the generalizability of the result to the nation as a whole.

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APPENDIX A
QUESTIONNAIRE



This study is being conducted by ADEGBOYE, SAMSON an undergraduate student of Federal University Oye-Ekiti; Ekiti. I am conducting a research in tertiary institutions in EKITI-STATE. Your honest answers will be highly appreciated.

INFORMED CONSENT

I understand what the research is all about **and I agree** ----- / **disagree** ----- to fill the questionnaire.

SECTION A

Sex: Male () Female ()

Age (as at last birthday).....

Level/Part

Department:

Name of institution

Religious Affiliations: Christianity () Islam () Traditional ()

SECTION B

Please rate the following items based on your behavior in class. Choose from the options 1- 7, where **1 is not at all true of me** and **7 is very true of me**.

SN	ITEMS	1	2	3	4	5	6	7
1	I prefer class work that is challenging so I can learn new things							
2	Compared with other students in class I expect to do well							
3	I am so nervous during a test that I cannot remember facts I have learned							
4	It is important for me to learn what is being taught in class							
5	I like what I am learning in class							
6	I'm certain I can understand the ideas taught in class							
7	I think I will be able to use what I learn in one class in other classes							
8	I expect to do very well in class							
9	Compared with others in my class, I think I'm a good student							
10	I often choose paper topics I will learn something from even if they require more work							
11	I am sure I can do an excellent job on the problems and tasks assigned in class							
12	I have an uneasy, upset feeling when I take a test							
13	I think I will receive a good grade in this class							

14	Even when I do poorly on a test I try to learn from my mistakes								
15	I think that what I am learning in class is useful for me to know								
16	My study skills are excellent compared with others in my class								
17	I think that what we are learning in my class is interesting								
18	Compared with other students in my class I think I know a great deal about the subject								
19	Compared with other sI think I know a great deal about the subject								
20	I worry a great deal about tests								
21	Understanding my subject is important to me								
22	When I take a test I think about how poorly I am doing								
23	When I study for a test, I try to put together the information from class and from the book								
24	When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly								
25	I ask myself questions to make sure I know the material I have been studying								
26	It is hard for me to decide what the main ideas are in what I read								
27	When work is hard I either give up or study only the easy parts								
28	When I study I put important ideas into my own words								
29	I always try to understand what the teacher is saying even if it doesn't make sense.								
30	When I study for a test I try to remember as many facts as I can								
31	When studying, I copy my notes over to help me remember material								
32	I work on practice exercises and answer end of chapter questions even when I don't have to								
33	Even when study materials are dull and uninteresting, I keep working until I finish								
34	When I study for a test I practice saying the important facts over and over to myself								
35	Before I begin studying I think about the things I will need to do to learn								
36	I use what I have learned from old homework assignments and the textbook to do new assignments								
37	I often find that I have been reading for class but don't know what it is all about.								
38	I find that when the teacher is talking I think of other things and don't really listen to what is being said								
39	When I am studying a topic, I try to make everything fit together								
40	When I'm reading I stop once in a while and go over what I have read								
41	When I read materials for my class, I say the words over and over to myself to help me remember								
42	I outline the chapters in my book to help me study								
43	I work hard to get a good grade even when I don't like a class								
44	When reading I try to connect the things I am reading about with what I already know.								

SECTION B

How well do the following statements describe you?

SN	I see myself as someone who ...	Disagree strongly	Disagree a little	Neither agree nor disagree	Agree a little	Agree strongly
1	... is reserved					
2	... is generally trusting					
3	... tends to be lazy					
4	... is relaxed, handles stress well					
5	... has few artistic interests					
6	... is outgoing, sociable					
7	... tends to find fault with others					
8	... does a thorough job					
9	... gets nervous easily					
10	...has an active imagination					

SECTION C

Instruction: kindly respond to the questions below through responses that best describe your parents in relation to you.

1 – Never 2 – Sometimes 3 - Several times 4- Frequently 5 – Often 6 - Always

SN	ITEMS	1	2	3	4	5	6
1	My parents are responsive to my feelings and needs.						
2	My parents take my wishes into consideration before they ask me to do something.						
3	My parents explain to me how they feel about my good/bad behaviour.						
4	My parents encourage me to talk about my feelings and problems.						

5	My parents encourage me to freely “speak me mind”, even if they disagrees with me.						
6	My parents explain the reasons behind their expectations.						
7	My parents provide comfort and understanding when am upset.						
8	My parents compliment me						
9	My parents consider my preferences when they make plans for the family (e.g., weekends away and holidays						
10	My parents respect my opinion and encourage me to express them						
11	My parents treat me as an equal member of the family						
12	My parents provide me reasons for the expectations they have for me						
13	My parents have warm and intimate times together with me						
14	When my I asks my parents why he/she has to do something they tell me it is because they said so, they are my parent, or because that is what they want						
15	My parents punish me by taking privileges away from me (e.g., TV, games, visiting friends)						
16	My parents yell when they disapprove of my behaviour						
17	My parents explode in anger towards me						
18	My parents spank me when they don’t like what I do or say						
19	My parents use criticism to make me improve my behaviour						
20	My parents use threats as a form of punishment with little or no justification						
21	My parents punish me by withholding emotional expressions (e.g., kisses and cuddles)						
22	My parents openly criticise me when my behaviour does not meet their expectations						
23	My parents find themselves struggling to try to change how I think or feel about things						
24	My parents feel the need to point out my past behavioural problems to make sure I will not do them again						
25	My parents remind me that they are my parent						
26	My parents remind me of all the things they are doing and have done for me						
27	My parents find it difficult to discipline me						
28	My parents give into me when I cause a commotion about something						

29	My parents spoil me						
30	My parents ignore my bad behaviour						

ANALYSIS

FREQUENCIES VARIABLES=Sex Age Level Institution RA Dept

/ORDER=ANALYSIS.

Frequencies

Statistics

		sex	Age	Level	Institutio n	RA	Dept
N	Valid	364	364	364	364	364	364
	Missing	0	0	0	0	0	0

Frequency Table

Age

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	15-18	92	25.3	25.3	25.3
	19-22	174	47.8	47.8	73.1
	23-26	61	16.8	16.8	89.8
	27-30	37	10.2	10.2	100.0
	Total	364	100.0	100.0	

Level

		Frequenc y	Percent	Valid Percent	Cumulative Percent
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Valid	100 level	112	30.8	30.8	30.8
	200 level	139	38.2	38.2	69.0
	300level	79	21.7	21.7	90.7
	400 level	34	9.3	9.3	100.0
	Total	364	100.0	100.0	

Institution

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	fuoye	186	51.1	51.1
	eksu	178	48.9	100.0
	Total	364	100.0	

RA

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	christain	286	78.6	78.6
	islam	73	20.1	98.6
	traditina l	5	1.4	100.0
	Total	364	100.0	

Dept

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	criminology	22	6.0	6.0

sociology	24	6.6	6.6	12.6
accounting	23	6.3	6.3	19.0
public admi	24	6.6	6.6	25.5
Library information science	26	7.1	7.1	32.7
agri.edu	21	5.8	5.8	38.5
geology	23	6.3	6.3	44.8
computer science	22	6.0	6.0	50.8
psychology	25	6.9	6.9	57.7
economic	25	6.9	6.9	64.6
linguistic	25	6.9	6.9	71.4
english and literary studies	21	5.8	5.8	77.2
banking finance	20	5.5	5.5	82.7
public administration	24	6.6	6.6	89.3
microbiology	20	5.5	5.5	94.8
biochemitary	19	5.2	5.2	100.0
Total	364	100.0	100.0	

CORRELATIONS

/VARIABLES=MS Ex AG CON NEURO OP AUTHIVE AUTHRIAN PERM

/PRINT=TWOTAIL NOSIG

/MISSING=PAIRWISE.

Correlations

Correlations

		Motivated learning strategy	Extraversion	Agreeableness	Conscientiousness	Neuroticism	Openness	Authoritative style	Authoritarian style	Permissive style
Motivated learning strategy	Pearson Correlation	1	.030	.045	.201**	-.049	.128*	.438**	.153**	-.069
	Sig. (2-tailed)		.574	.390	.000	.349	.015	.000	.003	.189
	N	364	363	363	361	363	360	364	364	364
Extraversion	Pearson Correlation	.030	1	-.202**	.026	-.067	.162**	.027	-.028	.017
	Sig. (2-tailed)	.574		.000	.626	.206	.002	.604	.598	.746
	N	363	363	362	360	362	359	363	363	363
Agreeableness	Pearson Correlation	.045	-.202**	1	.014	-.051	.093	-.033	-.102	-.072
	Sig. (2-tailed)	.390	.000		.788	.332	.080	.536	.053	.168
	N	363	362	363	361	362	359	363	363	363
Conscientiousness	Pearson Correlation	.201**	.026	.014	1	.141**	.034	.138**	-.025	-.049
	Sig. (2-tailed)	.000	.626	.788		.007	.523	.009	.636	.357

Neuroticism	N	361	360	361	361	360	357	361	361	361
	Pearson Correlation	-.049	-.067	-.051	.141**	1	.190**	-.059	.098	.036
	Sig. (2-tailed)	.349	.206	.332	.007	.000	.259	.062	.498	
Openess	N	363	362	362	360	363	359	363	363	363
	Pearson Correlation	.128*	.162**	.093	.034	.190**	1	-.037	-.067	-.063
	Sig. (2-tailed)	.015	.002	.080	.523	.000	.489	.206	.234	
Authoritative style	N	360	359	359	357	359	360	360	360	360
	Pearson Correlation	.438**	.027	-.033	.138**	-.059	-.037	1	.311**	.056
	Sig. (2-tailed)	.000	.604	.536	.009	.259	.489	.000	.285	
Authoritarian style	N	364	363	363	361	363	360	364	364	364
	Pearson Correlation	.153**	-.028	-.102	-.025	.098	.067	.311**	1	.391**
	Sig. (2-tailed)	.003	.598	.053	.636	.062	.206	.000	.000	
Permissive style	N	364	363	363	361	363	360	364	364	364
	Pearson Correlation	-.069	.017	-.072	-.049	.036	.063	.056	.391**	1
	Sig. (2-tailed)	.189	.746	.168	.357	.498	.234	.285	.000	

N	364	363	363	361	363	360	364	364	364
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** . Correlation is significant at the 0.01 level (2-tailed).

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

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT MS

/METHOD=ENTER Ex AG CON NEURO OP.

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Openess, Conscientiousness, Agreeableness, Neuroticism, Extraversion ^b		Enter

a. Dependent Variable: Motivated learning strategy

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.254 ^a	.064	.051	32.02889

a. Predictors: (Constant), Openness, Conscientiousness, Agreeableness, Neuroticism, Extraversion

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24594.155	5	4918.831	4.795	.000 ^b
	Residual	358021.664	349	1025.850		
	Total	382615.820	354			

a. Dependent Variable: Motivated learning strategy

b. Predictors: (Constant), Openness, Conscientiousness, Agreeableness, Neuroticism, Extraversion

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	193.816	13.827		14.017	.000
	Extraversion	.577	.934	.033	.618	.537
	Agreeableness	.152	.909	.009	.167	.867
	Conscientiousness	3.403	.864	.207	3.940	.000
	Neuroticism	-1.903	.902	-.113	-2.110	.036
	Openness	2.714	1.054	.138	2.574	.010

a. Dependent Variable: Motivated learning strategy

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT MS

/METHOD=ENTER AUTHIVE AUTHRIAN PERM.

Regression

Variables Entered/Removed^a

Mode	Variables Entered	Variables Removed	Method
1	Permissive style, Authoritative style, Authoritarian style ^b	.	Enter

a. Dependent Variable: Motivated learning strategy

b. All requested variables entered.

Model Summary

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.452 ^a	.204	.198	30.12206

a. Predictors: (Constant), Permissive style, Authoritative style, Authoritarian style

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	83881.941	3	27960.647	30.816	.000 ^b
	Residual	326641.960	360	907.339		
	Total	410523.901	363			

a. Dependent Variable: Motivated learning strategy

b. Predictors: (Constant), Permissive style, Authoritative style, Authoritarian style

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	169.728	7.580		22.392	.000
	Authoritative style	1.021	.119	.424	8.547	.000
	Authoritarian style	.157	.125	.067	1.253	.211
	Permissive style	-.701	.301	-.119	-2.328	.020

a. Dependent Variable: Motivated learning strategy

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT MS

/METHOD=ENTER Ex AG CON NEURO OP AUTHIVE AUTHRIAN PERM.

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Permissive style, Extraversion, Authoritative style, Neuroticism, Conscientiousness, Agreeableness, Openness, Authoritarian style ^b		Enter

a. Dependent Variable: Motivated learning strategy

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.475 ^a	.225	.207	29.26853

a. Predictors: (Constant), Permissive style, Extraversion, Authoritative style, Neuroticism, Conscientiousness, Agreeableness, Openness, Authoritarian style

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	86215.948	8	10776.993	12.580	.000 ^b
	Residual	296399.872	346	856.647		
	Total	382615.820	354			

a. Dependent Variable: Motivated learning strategy

b. Predictors: (Constant), Permissive style, Extraversion, Authoritative style, Neuroticism, Conscientiousness, Agreeableness, Openness, Authoritarian style

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	136.384	15.128		9.015	.000
	Extraversion	.731	.855	.042	.854	.394
	Agreeableness	.620	.837	.036	.741	.459
	Conscientiousness	2.477	.802	.150	3.089	.002
	Neuroticism	-1.442	.836	-.086	-1.725	.085
	Openness	2.949	.967	.150	3.048	.002
	Authoritative style	.885	.120	.371	7.347	.000
	Authoritarian style	.205	.125	.089	1.642	.102
	Permissive style	-.626	.301	-.106	-2.082	.038

a. Dependent Variable: Motivated learning strategy

T-TEST GROUPS=Sex(1 2)

/MISSING=ANALYSIS

/VARIABLES=MS

/CRITERIA=CI(.95).

sex

	Frequency	Percent	Valid Percent	Cumulative Percent
male	177	48.6	48.6	48.6
Valid female	187	51.4	51.4	100.0
Total	364	100.0	100.0	

T-Test

Group Statistics

	sex	N	Mean	Std. Deviation	Std. Error Mean
Motivated learning strategy	male	177	228.0113	32.62180	2.45200
	female	187	232.9626	34.46977	2.52068

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means
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	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Motivated learning strategy	.296	.587	-1.406	362	.161	-4.95127	3.52189	-11.87720	1.97467
			-1.408	362.000	.160	-4.95127	3.51655	-11.86671	1.96417

T-TEST GROUPS=Age(1 2)

/MISSING=ANALYSIS

/VARIABLES=MS

/CRITERIA=CI(.95).

T-Test

Group Statistics

	Age	N	Mean	Std. Deviation	Std. Error Mean
Motivated learning strategy	15-18	92	231.7391	31.73997	3.30912
	19-22	174	230.1092	36.17866	2.74270

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Motivated learning strategy	Equal variances assumed	1.948	.164	.364	264	.716	1.62994	4.47468	-7.18067	10.44054
	Equal variances not assumed			.379	2070	.705	1.62994	4.29798	-6.84339	10.10326

DESCRIPTIVES VARIABLES=MS Ex AG CON NEURO OP AUTHIVE AUTHRIAN PERM
 /STATISTICS=MEAN STDDEV MIN MAX.

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Motivated learning strategy	364	84.00	296.00	230.5549	33.62915
Extraversion	363	1	10	5.42	1.884
Agreeableness	363	2	10	7.44	1.927
Conscientiousness	361	2	10	7.58	1.989

Neuroticism	363	2	11	5.81	1.951
Openness	360	2	12	6.70	1.662
Authoritative style	364	13	91	58.68	13.965
Authoritarian style	364	13	78	46.30	14.474
Permissive style	364	4	24	9.02	5.718
Valid N (listwise)	355				

ONEWAY MS BY Age

/STATISTICS DESCRIPTIVES

/MISSING ANALYSIS

/POSTHOC=LSD ALPHA(0.05).

Oneway

Descriptives

Motivated learning strategy

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
15-18	92	231.7391	31.73997	3.30912	225.1660	238.3123	96.00	296.00
19-22	174	230.1092	36.17866	2.74270	224.6957	235.5227	85.00	290.00
23-26	61	231.5902	25.57497	3.27454	225.0401	238.1402	178.00	290.00
27-30	37	228.0000	38.25862	6.28968	215.2439	240.7561	84.00	296.00
Total	364	230.5549	33.62915	1.76265	227.0887	234.0212	84.00	296.00

ANOVA

Motivated learning strategy

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	470.483	3	156.828	.138	.937
Within Groups	410053.419	360	1139.037		
Total	410523.901	363			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: Motivated learning strategy

LSD

(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
	19-22	1.62994	4.35052	.708	-6.9257	10.1856
15-18	23-26	.14897	5.57257	.979	-10.8099	11.1079
	27-30	3.73913	6.57006	.570	-9.1814	16.6596
	15-18	-1.62994	4.35052	.708	-10.1856	6.9257
19-22	23-26	-1.48097	5.02185	.768	-11.3568	8.3949
	27-30	2.10920	6.10991	.730	-9.9064	14.1248
	15-18	-.14897	5.57257	.979	-11.1079	10.8099
23-26	19-22	1.48097	5.02185	.768	-8.3949	11.3568
	27-30	3.59016	7.03261	.610	-10.2400	17.4203
	15-18	-3.73913	6.57006	.570	-16.6596	9.1814
27-30	19-22	-2.10920	6.10991	.730	-14.1248	9.9064

23-26	-3.59016	7.03261	.610	-17.4203	10.2400
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Reliability

Scale: Motivated Learning Strategies Scale

Case Processing Summary

		N	%
Cases	Valid	364	100.0
	Excluded ^a	0	.0
Total		364	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.869	44

Reliability

Scale: Authoritative Style

Case Processing Summary

		N	%
Cases	Valid	364	100.0

Excluded ^a	0	.0
Total	364	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.882	13

Reliability

Scale: Authoritarian Style

Case Processing Summary

	N	%
Valid	364	100.0
Cases Excluded ^a	0	.0
Total	364	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.852	13

RELIABILITY

/VARIABLES=ps27 ps28 ps29 ps30

/SCALE('Permissive Style') ALL

/MODEL=ALPHA.

Reliability

Scale: Permissive Style

Case Processing Summary

		N	%
	Valid	364	100.0
Cases	Excluded ^a	0	.0
	Total	364	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.845	4