

## **Parenting Style and Parental Support on Learners' Academic Achievement**

**Christian S. Ugwuanyi<sup>1</sup>, Chinedu I.O. Okeke<sup>2</sup> and Kingsley C. Njeze<sup>3</sup>**

*<sup>1,2</sup>School of Education Studies, Faculty of Education, University of the Free State,  
Bloemfontein, 9300, South Africa*

*<sup>3</sup>Eziama Ebe, Udi Local Government Area of Enugu State, Nigeria*

**KEYWORDS** Achievement. Parenting Style. Parental Support. Relationship

**ABSTRACT** This research sought to determine the role of parenting style and parental support in learners' academic achievement in Physics within the theoretical framework of Coleman's Social Capital Theory. A correlational research design was adopted and a sample of 335 senior secondary two learners was selected. Data were collected using a questionnaire on parental support and parenting style. A regression analysis was used to analyse the data. Results showed that parental support ( $r^2 = 0.41$ ) and parenting style ( $r^2 = 0.16$ ) play significant roles in learner performance in Physics. One of the implications of the findings is that poor parenting style and parental support will result in poor learner performance in Physics. It is recommended that adequate parental support should be provided to learners.