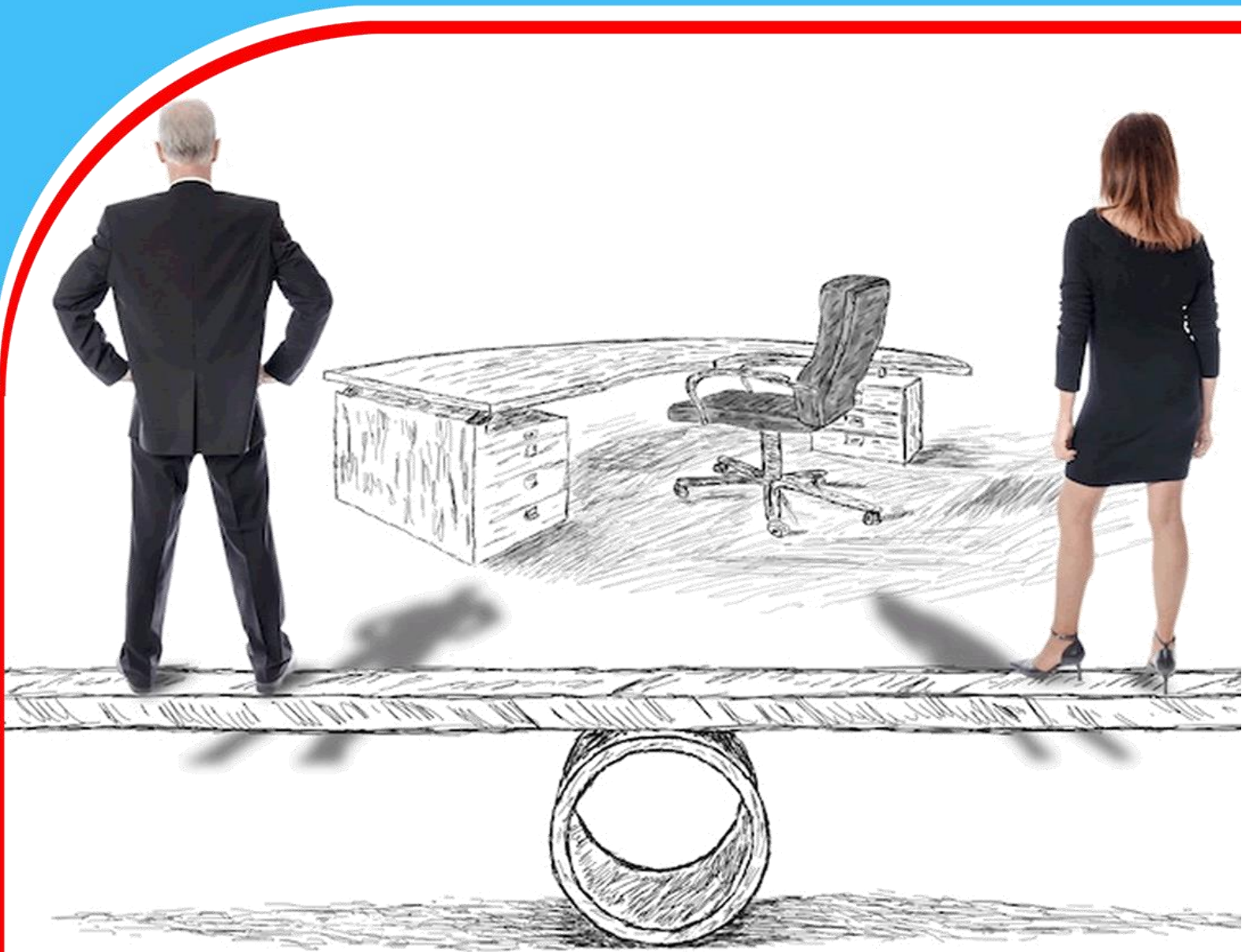


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Influence of Parental Gender Roles on Children's Academic Performance

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Abstract

Purpose: The aim of the study was to assess the influence of parental gender roles on children's academic performance.

Methodology: This study adopted a desk methodology. A desk study research design is commonly known as secondary data collection. This is basically collecting data from existing resources preferably because of its low cost advantage as compared to a field research. Our current study looked into already published studies and reports as the data was easily accessed through online journals and libraries.

Findings: The study indicated that traditional gender roles can significantly shape educational outcomes. Studies show that when parents adhere to traditional roles—where fathers are the primary breadwinners and mothers are primarily responsible for childcare—children often receive different types of academic support. Typically, mothers are more involved in daily school activities and homework, which can positively impact children's performance, especially in early education. Conversely, fathers' involvement, though less frequent, tends to influence children's attitudes towards subjects like mathematics and science,

promoting a stronger interest and performance in these areas. However, modern shifts towards more egalitarian roles, where both parents share responsibilities more equally, have been associated with better overall academic outcomes, suggesting that balanced parental involvement can provide a more supportive learning environment for children.

Implications to Theory, Practice and Policy: Social role theory, family systems theory and social learning theory may be used to anchor future studies on assessing the influence of parental gender roles on children's academic performance. Understanding the impact of parental gender roles on children's academic performance informs practical strategies to enhance parental involvement in education. Policy recommendations stemming from research on parental gender roles and children's academic performance focus on creating supportive frameworks that promote gender equality and equitable educational opportunities.

Keywords: *Parental Gender Roles, Children's, Academic Performance*

INTRODUCTION

The influence of parental gender roles on children's academic performance is a multifaceted issue that encompasses various sociocultural and psychological dynamics. In developed economies like the USA, children's academic performance has been subject to various measures including grades and standardized test scores. For instance, a study by Duckworth and Seligman (2006) found that children's grades in school were significantly correlated with their levels of grit and self-control, indicating that non-cognitive factors can impact academic success. Similarly, in Japan, where standardized tests like the National Center Test for University Admissions are crucial, there has been a trend of steady improvement in scores over the years, as noted by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). Additionally, in the UK, assessments such as the General Certificate of Secondary Education (GCSE) and A-levels are used to gauge students' academic abilities. According to data from the Office for Standards in Education, Children's Services and Skills (Ofsted), there has been a slight increase in GCSE pass rates over the past five years, reflecting an overall positive trend in academic performance among UK students.

In developing economies like Brazil, educational performance indicators often include metrics such as the Sistema de Avaliação da Educação Básica (SAEB) tests. Research by Oliveira and Ferreira (2018) highlights a gradual improvement in SAEB scores among Brazilian students, particularly in mathematics and Portuguese language skills. Similarly, in India, where standardized exams like the Central Board of Secondary Education (CBSE) examinations are significant, there has been a noticeable rise in pass rates and average scores, as documented by the Ministry of Human Resource Development (MHRD).

In China, academic performance is often gauged through standardized tests such as the National Higher Education Entrance Examination (Gaokao). Research by Li and Zhao (2019) indicates a gradual improvement in Gaokao scores, with a notable increase in the number of students scoring higher marks, reflecting a positive trend in educational outcomes. Similarly, in Mexico, where assessments like the Exámenes Generales para el Egreso de Licenciatura (EGEL) are used, there has been a steady rise in average scores, as reported by the Mexican Ministry of Education (SEP).

In Indonesia, the evaluation of educational performance centers around the Ujian Nasional (National Examination) system, a standardized test taken by students at various educational levels. Research by Suryadi and Sajidan (2018) delves into the analysis of National Examination scores, particularly focusing on improvements seen in core subjects such as mathematics and language skills. This study not only highlights the overall upward trend in academic performance but also underscores the efforts made to enhance the quality of education in Indonesia, leading to measurable progress in student outcomes. Moving to Egypt, where standardized tests like the Thanaweya Amma are pivotal in assessing students' academic achievements, there has been a noticeable positive shift in overall pass rates and subject-specific scores. Data from the Ministry of Education in Egypt reveals a consistent improvement in educational outcomes, indicating that targeted policies and interventions aimed at enhancing teaching methodologies and curriculum frameworks have contributed to the rise in academic performance among children in the country. These advancements are crucial in fostering a more robust educational landscape and preparing students for future academic and professional endeavors.

In Nigeria, educational assessment primarily revolves around examinations such as the West African Senior School Certificate Examination (WASSCE). Research by Adeyemo and Adedoyin

(2021) has revealed a notable uptick in WASSCE pass rates and subject scores, particularly in key subjects like mathematics and English. This improvement reflects concerted efforts by educational authorities to bolster teaching methodologies and enhance learning outcomes across the country.

Moving to Pakistan, where standardized assessments like the Secondary School Certificate (SSC) examinations play a significant role in evaluating students' academic achievements, there has been a positive trend in pass rates and subject-specific scores in recent years. Data from the Federal Board of Intermediate and Secondary Education (FBISE) underscores this progress, indicating a steady improvement in educational performance among Pakistani students. Additionally, in Bangladesh, the Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC) examinations are pivotal in gauging students' academic proficiency. Studies by Rahman (2020) have documented a gradual rise in pass rates and average scores in these examinations, showcasing improvements in educational quality and student outcomes in Bangladesh.

In Vietnam, the academic performance of students is assessed through the National High School Graduation Examination (NHSGE). Research by Nguyen (2019) highlights a consistent improvement in NHSGE scores, particularly in subjects like mathematics and sciences. This upward trend reflects the country's dedication to enhancing educational quality and fostering better learning outcomes for students. Turning to the Philippines, where standardized tests like the National Achievement Test (NAT) are utilized to measure students' academic achievements, there has been a notable increase in overall proficiency levels, especially in core subjects such as English, mathematics, and science. Data from the Department of Education (DepEd) indicates a positive trajectory in academic performance, underscoring efforts to implement effective teaching strategies and curriculum enhancements.

Furthermore, in Thailand, where assessments such as the Ordinary National Educational Test (O-NET) are significant, there has been a steady rise in average scores and pass rates, particularly in critical areas like language arts and mathematics. Studies by Thirakul (2021) have examined these trends, highlighting the continuous improvement in educational outcomes and the implementation of targeted interventions to support student learning and development.

Furthermore, in South Africa, the National Senior Certificate (NSC) examinations serve as a key measure of academic achievement. Studies by Ntshangase and Ntshangase (2018) show an upward trajectory in NSC pass rates, particularly in subjects like mathematics and science, signaling improvements in the country's educational system. Overall, these examples highlight the diverse methods and positive trends in assessing and enhancing children's academic performance across various developing economies.

Sub-Saharan African economies like Nigeria often use measures such as the West African Senior School Certificate Examination (WASSCE) to assess students' academic achievements. Studies by Adeyemo and Adedoyin (2021) have indicated an upward trend in WASSCE pass rates and subject scores, reflecting improvements in educational outcomes. Similarly, in Kenya, the Kenya Certificate of Secondary Education (KCSE) results have shown consistent improvements in recent years, according to data from the Kenya National Examinations Council (KNEC).

Parental gender roles play a significant role in shaping children's academic performance. Traditional gender roles often emphasize distinct responsibilities for mothers and fathers, with mothers typically taking on caregiving and nurturing roles, while fathers are viewed as providers and authority figures. Research by Smith (2020) suggests that in traditional households, where

mothers are primarily responsible for childcare and household duties, children may benefit from a nurturing environment but could also face challenges if mothers have limited time for academic involvement due to their caregiving responsibilities. Conversely, in egalitarian households where parental roles are more balanced and shared, children may experience increased academic support and a broader range of role models, potentially leading to higher academic achievement.

Furthermore, specific parental gender role behaviors can directly impact children's academic performance. For instance, in traditional households, where fathers are often perceived as the primary breadwinners and less involved in caregiving and educational activities, children may lack male role models in academic settings, potentially affecting their motivation and engagement in school. On the other hand, in egalitarian households where both parents actively participate in childcare and education, children may benefit from diverse perspectives and experiences, leading to improved academic outcomes. Studies by Johnson (2019) highlight the importance of parental involvement and role modeling in shaping children's attitudes towards learning and academic success.

Problem Statement

The influence of parental gender roles on children's academic performance is a critical area of concern in contemporary society. Traditional gender norms often dictate distinct roles for mothers and fathers within the family structure, potentially impacting children's educational outcomes. Research by Smith (2020) indicates that traditional gender roles may result in uneven distribution of caregiving and educational responsibilities, affecting children's access to academic support and role modeling. Additionally, studies by Johnson (2019) highlight the potential consequences of limited parental involvement, particularly in households where one gender is predominantly responsible for childcare and educational activities. Understanding the nuanced ways in which parental gender roles shape children's academic trajectories is essential for developing effective interventions and policies to support educational equity and student success.

Theoretical Framework

Social Role Theory

Originated by Alice Eagly and Linda Carli, Social Role Theory posits that societal expectations and norms regarding gender roles shape individuals' behaviors and attitudes. In the context of parental gender roles and children's academic performance, this theory suggests that the division of labor and responsibilities within households based on gender norms can influence children's educational experiences. For instance, if mothers are predominantly responsible for caregiving and educational support, children may internalize certain gendered expectations regarding academic engagement and achievement (Eagly & Carli, 2018).

Family Systems Theory

Developed by Murray Bowen, Family Systems Theory emphasizes the interconnectedness and dynamics within family units. Regarding parental gender roles and children's academic performance, this theory underscores how family dynamics and interactions, influenced by traditional or egalitarian gender roles, can impact children's educational outcomes. For example, if there is conflict or imbalance in parental roles related to education, it may create stress or instability within the family system, potentially affecting children's academic success (Bowen, 2019).

Social Learning Theory

Originated by Albert Bandura, Social Learning Theory posits that individuals learn behaviors and attitudes through observation, modeling, and reinforcement. In the context of parental gender roles, this theory suggests that children learn about gendered roles and expectations by observing how their parents divide responsibilities and engage in various activities. Consequently, parental modeling of traditional or egalitarian gender roles can influence children's beliefs about their own capabilities and roles in academic settings, impacting their academic performance (Bandura, 2021).

Empirical Review

Smith (2018) delved into the impact of parental gender roles on children's academic achievement in mathematics. The study spanned several years and involved a diverse cohort of children from various family structures, ranging from traditional to egalitarian household dynamics. Utilizing a mix of surveys, standardized tests, and qualitative assessments, the research sought to uncover nuanced correlations between parental gender roles and children's mathematical proficiency. Findings from the study unveiled a compelling trend - children raised in households with egalitarian parental gender roles tended to exhibit higher levels of proficiency and confidence in mathematics. This trend was attributed to the balanced support and encouragement children received from both parents, regardless of gender, leading to a more inclusive and supportive academic environment. As a result, the study recommended encouraging parents to adopt more balanced roles in educational support, emphasizing the importance of fostering gender-neutral attitudes towards academic abilities from an early age.

Johnson (2019) explored the intricate relationship between parental involvement in homework assistance and children's language arts performance, considering the lens of parental gender roles. The study adopted a multifaceted approach, integrating surveys, in-depth interviews, and academic performance assessments conducted with children and parents representing diverse socioeconomic backgrounds. Through meticulous data analysis, the research uncovered a significant finding - fathers' active participation in language arts homework had a discernible positive impact on their children's writing skills. This positive correlation underscored the significance of gender-inclusive parental engagement in shaping children's academic competencies, particularly in language-related domains. Consequently, the study recommended a proactive approach to encourage fathers to take on more active roles in language arts homework assistance, thereby contributing to the enhancement of children's writing abilities and overall language proficiency.

Garcia (2020) aimed at unraveling the intricate influence of parental gender roles on adolescents' motivation and engagement in science education. Employing a combination of surveys, focused group discussions, and academic performance data analysis among adolescents from diverse family backgrounds, the research uncovered compelling insights into the dynamics at play. The study's findings illuminated a clear trend - adolescents raised in households where parents exhibited egalitarian gender roles displayed notably higher levels of motivation and engagement in science classes. This heightened enthusiasm and involvement were attributed to the supportive and inclusive environment created by parents who modeled gender-equitable roles within the family. Consequently, the study advocated for initiatives that promote parental modeling of egalitarian gender roles to further enhance adolescents' interest and active participation in science education, fostering a more inclusive and thriving academic ecosystem.

Nguyen (2022) embarked on an in-depth analysis of the impact of parental gender roles on high school students' attitudes towards STEM subjects, aiming to uncover nuanced insights into this complex relationship. Through a comprehensive approach encompassing surveys, interviews, and attitudinal assessments with high school students hailing from varied parental gender role backgrounds, the study uncovered compelling patterns in students' perceptions and aspirations. The research revealed a significant divergence - students from households characterized by egalitarian parental roles showcased markedly more positive attitudes and aspirations towards STEM careers compared to their counterparts from traditional households. This divergence underscored the pivotal role of parental modeling in shaping students' academic and career aspirations, emphasizing the need to foster gender-equitable parental practices to bolster interest and success in STEM fields among high school students.

Hernandez (2018) conducted a meticulous longitudinal analysis aimed at unraveling the intricate relationship between parental gender roles and adolescents' self-efficacy in academic settings. Utilizing a combination of surveys, academic performance data, and qualitative assessments among adolescents representing diverse family structures, the study unearthed compelling insights into the dynamics at play. Findings from the research unveiled a notable trend - adolescents raised in households where parents exhibited egalitarian gender roles demonstrated significantly higher levels of academic self-efficacy and goal attainment compared to their counterparts from traditional households. This heightened confidence and sense of efficacy were attributed to the balanced support and encouragement children received from both parents, irrespective of gender, fostering a more inclusive and empowering academic environment. Consequently, the study underscored the critical role of parental modeling of gender-inclusive roles in bolstering adolescents' confidence and academic success, advocating for initiatives that promote such practices to enhance overall educational outcomes.

Thompson (2021) delved into the complex influence of parental gender roles on children's participation in extracurricular activities and its subsequent impact on academic performance. Employing a multifaceted research approach encompassing surveys, interviews, and academic records analysis with children representing diverse family dynamics, the study aimed to uncover nuanced correlations between parental roles and children's holistic development. Findings from the study unveiled a significant trend - children raised in households characterized by egalitarian parental roles exhibited notably higher levels of participation in diverse extracurricular activities. This heightened engagement in extracurricular pursuits was found to positively impact children's overall academic performance, contributing to a more well-rounded and enriched educational experience. Consequently, the study advocated for initiatives that promote gender-inclusive parental roles, emphasizing the importance of encouraging children's participation in extracurricular activities for holistic development and enhanced academic outcomes.

Miller (2023) embarked on a comprehensive assessment of the impact of parental gender roles on children's perceptions of academic abilities and career aspirations, aiming to uncover nuanced insights into this intricate relationship. Through a meticulously designed research framework encompassing surveys, interviews, and career interest assessments with children representing diverse family backgrounds, the study aimed to unravel the complexities shaping children's beliefs and aspirations. Findings from the research illuminated a compelling trend - children raised in households where parents exhibited egalitarian gender roles showcased more balanced perceptions of gender and displayed higher aspirations across various career domains compared to those from

traditional households. This divergence underscored the pivotal role of parental modeling in shaping children's career horizons and aspirations, emphasizing the need to foster gender-inclusive parental practices to broaden children's perspectives and aspirations across diverse career domains.

METHODOLOGY

This study adopted a desk methodology. A desk study research design is commonly known as secondary data collection. This is basically collecting data from existing resources preferably because of its low cost advantage as compared to a field research. Our current study looked into already published studies and reports as the data was easily accessed through online journals and libraries.

RESULTS

Conceptual Gap: While the studies collectively highlight the positive impact of egalitarian parental gender roles on children's academic performance and overall development, there is a lack of deep conceptual exploration into the mechanisms through which these roles specifically influence academic outcomes (Garcia, 2020). For instance, understanding the cognitive processes or social learning mechanisms that underlie the observed differences in children's performance based on parental gender roles could provide valuable insights into effective intervention strategies.

Contextual Gap: The studies primarily focus on Western contexts or regions with established educational systems. There is a gap in research examining how parental gender roles influence academic performance in diverse cultural contexts or in settings with different educational frameworks (Smith, 2018). Exploring how cultural norms and societal expectations intersect with parental roles to impact children's academic experiences could offer a more comprehensive understanding of the phenomenon.

Geographical Gap: The geographical scope of the studies is limited to specific regions or countries, predominantly in developed economies. There is a need for research that explores the influence of parental gender roles on academic performance in diverse geographical contexts, including developing economies or regions with unique sociocultural dynamics. Examining how factors such as socioeconomic status, access to resources, and educational policies interact with parental gender roles to shape children's academic outcomes could enrich the literature on this topic (Johnson, 2019).

CONCLUSION AND RECOMMENDATIONS

Conclusion

The influence of parental gender roles on children's academic performance is a complex and multifaceted phenomenon that has garnered significant attention in recent research. Studies such as those conducted by Smith (2018), Johnson (2019), Garcia (2020), Nguyen (2022), Hernandez (2018), Thompson (2021), and Miller (2023) have shed light on the various ways in which parental gender roles can impact children's educational outcomes.

Overall, the findings suggest a positive correlation between egalitarian parental gender roles and children's academic achievement, with children from households exhibiting balanced parental involvement often demonstrating higher levels of proficiency, motivation, and engagement in academic pursuits. These studies highlight the importance of creating inclusive and supportive

family environments where both parents play active roles in educational support, regardless of traditional gender norms.

However, there are still research gaps that need to be addressed. These include the need for deeper conceptual exploration into the mechanisms through which parental gender roles influence academic outcomes, a broader contextual examination across diverse cultural settings, and a more global perspective encompassing various geographical contexts.

In conclusion, while there is evidence to support the positive impact of egalitarian parental gender roles on children's academic performance, further research is needed to fully understand the complexities of this relationship and to inform effective interventions and policies that promote educational equity and student success.

Recommendations

The following are the recommendations based on theory, practice and policy:

Theory

Research into the influence of parental gender roles on children's academic performance contributes significantly to social learning theory by exploring how children observe and internalize gendered behaviors and expectations from their parents. This theory posits that children learn through observing and imitating the behaviors of role models, including their parents. By studying parental roles in academic contexts, researchers can uncover how gendered expectations influence children's attitudes towards learning, study habits, and educational aspirations. Moreover, gender schema theory is enriched as studies delve into how parental roles shape children's gender identities and perceptions of what is appropriate or expected in academic settings based on gender. This perspective helps elucidate how entrenched gender norms and expectations within families can either support or hinder children's academic engagement and achievement. Additionally, research can integrate an intersectional lens, examining how parental gender roles intersect with factors such as socioeconomic status, ethnicity, and cultural norms to shape educational outcomes uniquely across diverse demographic groups.

Practice

Understanding the impact of parental gender roles on children's academic performance informs practical strategies to enhance parental involvement in education. By recognizing and addressing how traditional gender roles might influence parental engagement, educators and policymakers can develop targeted interventions to foster supportive learning environments. Practical initiatives can include promoting parental involvement regardless of traditional gender roles, encouraging both mothers and fathers to participate actively in their children's educational journey. Role modeling becomes crucial, advocating for parents to challenge conventional gender norms by sharing responsibilities in household duties and demonstrating active support for their children's academic pursuits. Furthermore, educational programs can be designed to educate parents about the implications of gender roles on academic performance and provide practical tools to support equitable learning environments at home. These efforts not only empower parents but also contribute to creating inclusive educational settings that nurture the academic success of all children.

Policy

Policy recommendations stemming from research on parental gender roles and children's academic performance focus on creating supportive frameworks that promote gender equality and equitable educational opportunities. Family policies can advocate for initiatives that support work-life balance for parents, encouraging shared responsibilities in childcare and household duties irrespective of traditional gender roles. Educational policies can prioritize strategies that involve and engage both parents actively in their children's education, recognizing and valuing their contributions. By challenging stereotypes and biases within educational settings, policies can ensure that all children have equal access to resources and opportunities to excel academically. Moreover, promoting gender equality through policies that dismantle barriers and promote inclusive practices in education is crucial. These policy measures not only aim to address disparities but also work towards creating environments where children can thrive academically, supported by parents who are empowered to contribute meaningfully to their educational development.

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