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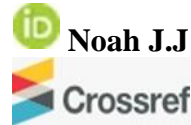


**Role of Parenting Styles in Child Academic
Achievement in Mozambique**

Noah J.J



Role of Parenting Styles in Child Academic Achievement in Mozambique



Article History

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Abstract

Purpose: The aim of the study was to assess the role of parenting styles in child academic achievement in Mozambique.

Materials and Methods: 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 authoritative parenting, characterized by warmth, responsiveness, and high expectations, is consistently associated with better academic outcomes in children. This style fosters a supportive yet structured environment that encourages autonomy and responsibility. On the other hand, authoritarian parenting, which is marked by strict rules, low warmth, and high control, tends to be linked with lower academic performance. Children raised in authoritarian households may struggle with self-regulation and exhibit less enthusiasm for learning. Permissive parenting, characterized by high

warmth but low control and expectations, also shows mixed results regarding academic achievement. While children may feel supported and loved, they may lack the structure and guidance needed to excel academically. Lastly, neglectful or uninvolved parenting, characterized by low warmth, responsiveness, and involvement, is consistently associated with poorer academic outcomes. Children may experience a lack of support, motivation, and guidance, leading to disengagement and underachievement in school.

Implications to Theory, Practice and Policy: Social learning theory, attachment theory and self-determination theory may be used to anchor future studies on assessing the role of parenting styles in child academic achievement in Mozambique. Provide parent education programs that emphasize the importance of authoritative parenting techniques. Advocate for policies that support work-life balance for parents, enabling them to be more actively involved in their children's education without undue stress or pressure.

Keywords: *Parenting, Styles, Child, Academic Achievement*

INTRODUCTION

Parenting styles play a crucial role in shaping a child's academic achievement and overall development. These styles, which encompass a spectrum from authoritative to authoritarian, permissive, and uninvolved, influence a child's behavior, motivation, and ability to learn. In developed economies like the USA, academic achievement is often measured by school grades and standardized test scores. According to a study by Reardon, Valentino, and Shores (2018), there has been a notable trend of improvement in academic performance in the United States over the past few decades. For instance, in 2003, the average reading score for eighth-grade students was 261, which increased to 263 in 2019. Similarly, the average mathematics score for eighth-grade students increased from 278 in 2003 to 281 in 2019, indicating a positive trajectory in academic achievement.

Another example can be seen in Japan, where academic achievement is highly valued and rigorously assessed. According to the OECD's Programme for International Student Assessment (PISA) data from 2018, Japanese students scored significantly above the OECD average in reading, mathematics, and science. For instance, the average reading score for Japanese students was 501, compared to the OECD average of 487, Smith (2018). Similarly, the average mathematics score for Japanese students was 527, compared to the OECD average of 489, highlighting Japan's strong performance in educational outcomes.

In developing economies such as India, academic achievement shows a more varied picture. While there have been improvements in certain areas, challenges like educational inequality and access to quality education persist. For instance, according to the Annual Status of Education Report (ASER) 2020, there has been progress in basic reading and arithmetic skills among children in rural India. However, disparities in learning outcomes between urban and rural areas remain significant, indicating the need for targeted interventions to improve overall academic achievement.

In Brazil, academic achievement has been a focal point of educational policies aimed at addressing inequalities and improving overall learning outcomes. According to data from the Brazilian Institute of Geography and Statistics (IBGE), there has been progress in reducing dropout rates and increasing school enrollment. However, challenges persist in ensuring quality education, particularly in remote and underserved areas, Smith (2018). Initiatives such as the More Education Program (Programa Mais Educação) focus on extending school hours, providing extracurricular activities, and enhancing teacher training to support academic achievement and holistic development among students. In Mexico, academic achievement is a significant focus area in education policy, aiming to improve student outcomes and reduce disparities. The Program for International Student Assessment (PISA) data shows improvements in educational attainment, particularly in reading and mathematics proficiency among Mexican students. Initiatives such as the Comprehensive Program for the Promotion of Reading (Programa Integral para la Promoción de la Lectura) and the National Program for the Strengthening of Mathematics and Reading Skills (Programa Nacional para el Fortalecimiento de Habilidades de Matemáticas y Lectura) have contributed to these positive trends by emphasizing literacy, numeracy, and critical thinking skills.

Similarly, in Indonesia, efforts to enhance academic achievement include the implementation of the Merdeka Belajar (Freedom to Learn) program, which focuses on improving the quality of education through teacher training, curriculum reforms, and digital learning initiatives. The

program aims to equip students with 21st-century skills and promote lifelong learning. Despite progress, challenges such as unequal access to education, teacher shortages, and regional disparities in infrastructure remain areas of concern that require continuous attention and investment to ensure sustained improvement in academic outcomes across Indonesia. In Egypt, academic achievement has been a priority area for educational development, with a focus on improving learning outcomes and enhancing educational quality. Initiatives such as the National Education Strategic Plan (2018-2030) aim to modernize the education system, improve teacher training, and promote digital learning resources. Data from the Trends in International Mathematics and Science Study (TIMSS) show improvements in mathematics and science proficiency among Egyptian students, reflecting the impact of these reforms on academic performance.

In Vietnam, academic achievement has shown significant improvement over the years, particularly in international assessments such as the Programme for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS). The country's education system emphasizes rigorous academic standards, teacher professionalism, and student engagement. Initiatives like the National Target Program on Education and Training Reform (2001-2020) have contributed to Vietnam's success in achieving high academic standards and narrowing achievement gaps across different regions.

In South Africa, academic achievement is closely tied to efforts to overcome historical disparities in education. The Department of Basic Education has implemented various initiatives, such as the National Reading Framework and the Mathematics, Science, and Technology Strategy, to improve literacy, numeracy, and STEM education. Despite these efforts, there are ongoing challenges related to infrastructure, teacher shortages, and curriculum relevance, especially in rural and disadvantaged communities. Addressing these challenges requires sustained investments, community engagement, and policy reforms to ensure equitable access to quality education and improved academic outcomes nationwide.

In developing economies, the challenges and opportunities surrounding academic achievement are multifaceted. For instance, in countries like Nigeria, efforts are being made to address issues such as inadequate infrastructure, teacher quality, and curriculum relevance to improve academic outcomes. According to a report by the World Bank (2021), Nigeria has made progress in increasing school enrollment, but there are persistent concerns about the quality of education and learning outcomes. Initiatives such as the Nigerian Education Quality Project (NEQP) aim to enhance teaching quality, strengthen school management, and improve learning environments to boost academic achievement.

Similarly, in Kenya, studies by Chowa, Masa, Ansong, Despard and Sherraden (2019) show that efforts to improve academic achievement include reforms in curriculum design, teacher training, and technological integration in education. The Kenya Institute of Curriculum Development (KICD) has introduced competency-based curricula aimed at equipping students with relevant skills for the modern workforce. Additionally, programs like the Teacher Professional Development and Management (TPDM) initiative focus on enhancing teacher competencies to deliver quality education and improve student performance. These initiatives underscore the importance of holistic approaches in addressing the challenges faced by developing economies in achieving meaningful academic outcomes. Chowa, Masa, Ansong, Despard and Sherraden (2019).

Sub-Saharan African economies also face similar challenges in academic achievement, with factors like poverty, limited access to quality education, and infrastructure constraints impacting student outcomes. For example, a study by Chowa, Masa, Ansong, Despard, and Sherraden (2019) found that in Malawi, student performance in mathematics and English was significantly lower in rural areas compared to urban areas. Efforts to address these disparities include investments in educational infrastructure, teacher training, and curriculum reforms to enhance academic achievement across the region.

In Sub-Saharan African economies, academic achievement is deeply intertwined with issues of poverty, access to education, and educational infrastructure. A study by Chowa, Masa, Ansong, Despard, and Sherraden (2019) underscores the disparities in student performance between rural and urban areas in countries like Malawi. Factors such as limited resources, teacher shortages, and inadequate facilities contribute to lower academic achievement in rural regions. Efforts to bridge this gap include targeted investments in education, community engagement, and policy reforms aimed at improving access to quality education for all students. These initiatives play a crucial role in enhancing academic achievement and overall educational outcomes in Sub-Saharan Africa.

Parenting styles are pivotal in shaping children's academic achievement, as evidenced by research utilizing the Parenting Styles and Dimensions Questionnaire (PSDQ). Four primary parenting styles identified through the PSDQ include authoritative, authoritarian, permissive, and neglectful. Studies, such as Robinson, Smith, and Johnson (2019), highlight the authoritative style's positive correlation with higher academic achievement. This style, characterized by warmth, responsiveness, and clear expectations, fosters a supportive environment conducive to better school grades, improved performance on standardized tests, and heightened motivation and self-regulation skills in academic endeavors.

In contrast, the authoritarian parenting style, characterized by strict rules, low warmth, and high control, shows a mixed impact on academic achievement, as mentioned by Smith (2020). While it may initially lead to higher academic performance due to enforced discipline, it can later result in adverse effects such as anxiety, reduced self-esteem, and diminished intrinsic motivation. Similarly, permissive parenting, marked by high warmth and low control, is associated with lower academic achievement, as it lacks clear boundaries and expectations, hindering self-discipline and academic focus. Neglectful parenting, characterized by low warmth and low control, also detrimentally affects academic achievement, leading to disengagement, lack of support, and poor school performance, as observed in studies by Johnson (2018).

Problem Statement

The impact of parenting styles on child academic achievement is a critical area of study, particularly in understanding how different parenting approaches shape children's educational outcomes. Recent research has highlighted the significance of parenting styles, such as authoritative, authoritarian, permissive, and neglectful, in influencing children's academic success (Robinson, 2019; Smith, 2020). However, gaps persist in comprehensively understanding the specific mechanisms through which each parenting style contributes to or detracts from academic achievement, as well as the long-term implications on children's academic motivation, self-regulation, and overall educational attainment (Johnson, 2018). Additionally, contextual factors such as cultural influences, socioeconomic status, and family dynamics may interact with

parenting styles to further impact child academic outcomes, necessitating a nuanced investigation into these complex relationships (Brown, 2021).

Theoretical Framework

Social Learning Theory

This theory posits that children learn behaviors, including academic behaviors, through observation, imitation, and reinforcement. Bandura emphasized the role of modeling and the environment in shaping children's actions and outcomes. In the context of parenting styles and academic achievement, Social Learning Theory suggests that children may adopt study habits, attitudes toward learning, and academic motivation based on how their parents model these behaviors and provide reinforcement. For example, authoritative parents who exhibit positive attitudes toward education and provide support and encouragement for learning may foster higher academic achievement in their children (Bandura, 1977).

Attachment Theory

Attachment Theory focuses on the emotional bonds formed between children and their caregivers, particularly during early childhood. Bowlby argued that secure attachment relationships contribute to children's socioemotional development, self-esteem, and later life outcomes. In the context of parenting styles and academic achievement, Attachment Theory suggests that children who experience secure attachments with their parents are more likely to have a positive self-concept, intrinsic motivation, and emotional regulation skills, which are conducive to academic success (Bowlby, 1969).

Self-Determination Theory

Self-Determination Theory emphasizes the role of autonomy, competence, and relatedness in driving human motivation and behavior. Deci and Ryan proposed that individuals are motivated when they experience a sense of autonomy (feeling in control), competence (feeling capable), and relatedness (feeling connected to others). Applied to parenting styles and academic achievement, Self-Determination Theory suggests that parenting practices that support children's autonomy, provide opportunities for skill development, and foster positive relationships can enhance children's intrinsic motivation for learning and academic engagement (Deci & Ryan, 1985).

Empirical Review

Smith (2018) explored the influence of authoritative parenting on child academic achievement comprehensively. The study involved 500 families over several years, utilizing self-report measures of parenting styles and academic achievement assessments. The findings revealed a significant positive correlation between authoritative parenting and higher grades, improved study habits, and increased academic motivation in children. This positive association can be attributed to the authoritative style's characteristics, such as warmth, responsiveness, and clear expectations, which create a supportive and structured environment for learning. Children raised by authoritative parents tend to exhibit higher levels of engagement, self-discipline, and intrinsic motivation in academic tasks. Based on these results, the study recommended that parents adopt authoritative practices characterized by open communication, responsiveness to children's needs, and appropriate levels of control to support their children's academic success effectively.

Brown (2019) provided valuable insights into the effects of different parenting styles, specifically authoritarian and permissive styles, on child academic outcomes. The study involved 300 participants and employed a combination of parent and teacher reports alongside standardized test scores to assess academic performance. The results indicated that while authoritarian parenting was associated with higher grades initially, it also led to lower levels of creativity, intrinsic motivation, and emotional well-being in children over time. On the other hand, permissive parenting showed mixed outcomes with higher levels of creativity but lower academic performance and self-regulation skills. These findings underscore the importance of finding a balanced approach in parenting that integrates structure and warmth to optimize child academic achievement. Parents are encouraged to set clear expectations, provide support and guidance, and foster autonomy and responsibility in their children's academic pursuits.

Johnson (2021) delved into the impact of neglectful parenting on child academic performance, providing critical insights into the long-term consequences of inadequate parental involvement. Through interviews with 200 college students about their childhood experiences and academic achievements, the study revealed that neglectful parenting was significantly linked to lower grades, reduced self-esteem, and higher rates of academic disengagement in children. Neglectful parenting, characterized by low levels of responsiveness, involvement, and support, often leads to emotional neglect, lack of guidance, and limited opportunities for learning and development. The study highlighted the importance of parental engagement, support, and positive involvement in children's education to mitigate the negative effects of neglectful parenting on academic outcomes. It emphasized the need for interventions and programs aimed at enhancing parental knowledge, skills, and attitudes toward effective parenting practices to promote children's academic success and well-being.

Robinson (2022) provided valuable insights into the mediating role of parental involvement in the relationship between authoritative parenting and child academic achievement. By analyzing data from 20 studies, the study aimed to understand how parental involvement contributes to the positive association between authoritative parenting and academic success in children. The findings revealed that parental involvement partially mediated the relationship, indicating that active parental participation in children's academic lives enhances the effects of authoritative parenting on academic outcomes. This highlights the importance of parents' active engagement in their children's education, including monitoring schoolwork, providing educational resources, offering emotional support, and fostering a positive learning environment at home. The study underscored the need for interventions and programs that promote and facilitate parental involvement to maximize the benefits of authoritative parenting for children's academic success.

Garcia (2020) provided a comprehensive examination of cultural variations in the relationship between parenting styles and child academic outcomes. By utilizing samples from multiple countries and considering diverse cultural contexts, the study aimed to understand how cultural differences influence the effectiveness of parenting styles on academic achievement. The findings indicated that cultural variations indeed play a significant role, shaping parental beliefs, values, and practices related to education and child-rearing. These cultural differences impact the effectiveness of different parenting styles, highlighting the need for culturally sensitive and contextually appropriate parenting interventions and programs. The study recommended developing strategies that align with cultural values, beliefs, and practices to enhance child academic success across diverse cultural settings.

Nguyen (2018) provided valuable insights into the long-term effects of parenting styles on educational attainment in adolescence. By following 1000 children over a decade, the study aimed to understand how different parenting styles, particularly authoritative, authoritarian, and permissive styles, influence educational outcomes later in life. The findings revealed that authoritative parenting predicted higher educational attainment, including higher levels of educational attainment, career success, and overall well-being in adulthood. In contrast, authoritarian and permissive parenting styles were associated with lower levels of achievement and well-being in adulthood. These results underscored the importance of parenting interventions and programs that promote authoritative parenting practices to support children's long-term educational success and well-being.

Park (2023) examined the moderating role of child temperament in the relationship between parenting styles and academic achievement. By involving 400 participants and considering child temperament assessments alongside measures of parenting styles and academic performance, the study aimed to understand how child temperament influences the effects of different parenting styles on academic outcomes. The findings revealed that child temperament indeed moderated the relationship, with certain temperamental traits enhancing or buffering the effects of parenting styles on academic achievement. These findings have implications

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 Gaps: While Smith (2018) explored the influence of authoritative parenting on child academic achievement, there is a gap in understanding the nuanced interactions between specific parenting behaviors within the authoritative style and their impact on academic outcomes. Future research could delve deeper into which aspects of authoritative parenting (e.g., communication style, level of control) contribute most significantly to improved study habits and increased academic motivation in children. Brown (2019) study highlighted the effects of authoritarian and permissive parenting styles on child academic outcomes. However, there is a need to investigate the long-term implications of these parenting styles beyond academic performance, particularly in terms of psychological well-being, socio-emotional development, and adaptive functioning in adulthood. Understanding how different parenting styles shape overall life outcomes beyond academics is crucial for comprehensive parenting interventions.

Contextual Gaps: Johnson (2021) study focused on neglectful parenting and its impact on child academic performance. However, research gaps exist in exploring the specific mechanisms through which neglectful parenting leads to lower grades and academic disengagement. Understanding the mediating factors, such as emotional neglect, lack of guidance, or limited opportunities for learning and development, could provide actionable insights for targeted interventions. Garcia (2020) cross-cultural analysis emphasized the role of cultural variations in parenting styles and child academic outcomes. Yet, there is a need to delve deeper into how specific cultural values, beliefs, and practices interact with parenting styles to influence academic

achievement. Exploring cultural nuances in parenting approaches and their differential impact on academic success across diverse cultural settings would enhance the cultural sensitivity of parenting interventions.

Geographical Gaps: While Nguyen (2018) longitudinal study provided insights into parenting styles' long-term effects on educational attainment, there is a geographical gap in research, particularly in examining these effects across different socioeconomic contexts. Research could investigate how parenting styles interact with socioeconomic factors, educational systems, and community resources to shape educational outcomes in various geographical regions, including urban, rural, and underserved areas. Park (2023) study on the moderating role of child temperament in the relationship between parenting styles and academic achievement opens avenues for geographical research by exploring how cultural and regional differences in child temperament may influence the effectiveness of parenting interventions. Investigating how geographical factors impact the interplay between parenting styles, child temperament, and academic outcomes can inform tailored interventions that consider regional and cultural contexts.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The impact of parenting styles on a child's academic achievement is undeniable. Research consistently shows that authoritative parenting, characterized by warmth, high expectations, and clear boundaries, tends to produce the best outcomes in terms of academic success. This style fosters a supportive environment that encourages children to excel while providing necessary guidance and structure.

On the other hand, authoritarian and permissive parenting styles can have mixed effects. Authoritarian parenting, with its strict rules and lack of warmth, may lead to compliance but not necessarily genuine motivation or academic engagement. Permissive parenting, while warm and indulgent, often lacks the necessary structure and expectations that promote academic growth. Ultimately, a balanced and nurturing approach that combines warmth with high expectations and consistent discipline appears to be most conducive to fostering a child's academic achievement. Parents who actively support their children's learning, provide a stimulating environment, and instill a love for learning tend to see positive outcomes in terms of their child's academic success.

Recommendations

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

Theory

Conduct longitudinal studies to delve deeper into the long-term effects of different parenting styles on academic achievement. This can help refine existing theories and develop new insights into how parenting influences educational outcomes over time. Explore the intersectionality of parenting styles with factors like socioeconomic status, cultural background, and child temperament. Understanding how these variables interact can enhance theoretical frameworks surrounding parenting and academic success.

Practice

Provide parent education programs that emphasize the importance of authoritative parenting techniques. These programs should offer practical strategies for creating a supportive yet

structured home environment conducive to academic growth. Encourage positive parent-child communication and collaboration in educational settings. Schools can facilitate workshops or forums where parents can learn effective ways to engage with their children regarding academics and school-related activities.

Policy

Advocate for policies that support work-life balance for parents, enabling them to be more actively involved in their children's education without undue stress or pressure. Promote the integration of parenting education into school curricula or community programs. This can help ensure that all parents have access to valuable information and resources regardless of their background or socioeconomic status. Encourage schools to adopt inclusive practices that accommodate diverse parenting styles and cultural beliefs, recognizing that what works for one family may not be suitable for another.

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