

## **PARENTING EDUCATION AS A VITAL TOOL FOR SUSTAINING GREEN SKILLS AMONG YOUTHS FOR NATION BUILDING**

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### **Abstract**

This study examined the efficacy of parenting education in developing and sustaining green skills for youth to foster sustainable nation-building. Parenting education provides a platform that individual youth can use to acquire green skills with the right attitude, knowledge, and values necessary for workforce in a knowledge economy to build a sustainable nation in the contemporary time. In contemporary times, parental education inculcates diverse range of home training and skills development in the youth, enabling them to express self-capabilities to drive sustainability, innovation, and green growth for nation-building. This is possible because many youths spend most of their formative years within the family. Therefore, parenting education plays an important role in contributing to the development of green skills acquisition among youth and producing competent youth amid many ethical and sociological menace such as cultism, corruption, examination malpractices, sexual immorality, promiscuity, hooliganism, impersonation, financial fraud, money ritual, and a host of other ethical cum sociological problems that threaten nation-building in the contemporary time. It was discovered that. Parents need to set an excellent example for their youths so that they will be compelled to adopt green lifestyle changes. In reality, culture and mindset change will progress towards green technology and practice. Small changes we make today will have a significant impact in the future. Therefore, this paper examined the place of parenting education in youth acquisition of green

skills toward sustainable nation-building. The study employed a descriptive method to harness the discourse. The study investigates practical ways parenting education can be utilized to develop green skills among youth.

**Keywords:** *Parenting education, youth, green skills, Nation Building.*

## INTRODUCTION

Green skills are considered sustainable skills related to the technical skills, values, knowledge, and attitudes essential for transforming businesses, industries, and communities and aiding sustainable social, economic, and environmental outcomes. Parents play crucial roles in children's development and skills acquisition. Parent education focuses on providing knowledge, resources, and adequate support to enhance parenting skills in building child and family well-being and helping the youths form awareness and encourage green behaviors. Parenting education helps youths to learn practical knowledge about environmental issues and essential actions needed for building a nourishing and positive nurturing environment based on their knowledge. The value of parenting education towards youth green skills acquisition lies in improving their ability to recognize concepts and behaviors related to environmental

protection and conservation through non-formal learning. Youths are defined as those between the ages of eighteen and above, and even those who have married because, in Africa, a person remains a youth for the parents as long as they are alive.

Parenting is a form of teaching. "Good teaching cannot be abridged to technique; good teaching originates from the integrity and identity of the teacher" ([Palmer 1998:4](#)). Parents as teachers play a role in producing skilled labor with green skills in their youths. The task of parenting in African society is massive and demands the contribution of parents, relatives, and the rest of society ([Ayandokun, 2012:5](#)). This study aims to examine the impact of parent education in instilling and shaping green skills in youth and encouraging positive behavior in society, economy, and environment in light of the increasing violence among youths, such as cultism, prostitution, bribery, corruption, hooliganism, impersonation drugs, drinking

alcohols, sex, loss of moral guidance, disrespectful, dishonesty among others for nation building. Therefore, youths must cultivate organizations and individual values and attitudes towards environmental sustainability and green development through non-formal education, such as parenting education, to encourage pro-environmental behaviors among youths for nation-building. The paper employed a descriptive research method and used causative theory for the study. The paper will examine the concept of parenting, parent education, nation-building, and the type of green skills applicable in the home.

### **Conceptual Deconstruction**

#### **Parenting**

Parenting is the act of raising children and ensuring their safety and well-being in order to promote their healthy development into responsible adults. The researchers are aware of the contentious debate going on among philosophers regarding parental duties and rights. The emphasis in this context is based on the causative theory. The causative theory of parenthood emphasizes parental duties instead of rights, meaning people have unique duties to the children they contribute to bring into the world. The

scripture and cultural ethics support the belief that parents who bring innocent children into the world are responsible for catering to them. This is why this paper specifically focused on Christian parents. Godly parenting is guiding children to develop characters that most closely resemble the teachings and exemplary life of Jesus Christ. Therefore, being a godly parent means seeking, relying on, and living through Christ.

Parenting comes in a variety of forms. Such as:

Parenting in an authoritarian manner involves being strict. Without much encouragement or requesting advice from children, parents set strict guidelines and high expectations in this form ([Taylor Marygrace, 2019:3](#)). The parent who practices authoritative parenting will communicate to their children about rules and expectations rather than simply imposing them on them. “The parent will use discipline as coaching, guiding, or using natural and logical consequences” ([Taylor, 2019:3](#)).

Parenting with attachment: Parenting with attachment is based on the idea that children are born with an innate need to be nurtured and stay physically near their primary caregiver for the first few years. According to some experts, attachment parenting is a

particular type of authoritative parenting focusing more on affection and physical contact. According to Yasmin, referenced in [Taylor \(2019:4\)](#), both are receptive to a child's perspective and provide dialogue with the child.

Permissive parenting: parents in this form are warm, nurturing, and tend to be lenient (or inconsistent) when it comes to following the law and enforcing restrictions.

Parenting with free-range: Permissive parenting and free-range parenting share several similarities. They both have great flexibility and few rules ([Taylor, 2019:3](#)). The difference is that free-range parents emphasize teaching children to become more independent than traditional parents (Phelan, as cited in [Taylor, 2019:3](#)).

Uninvolved Parenting: Parents cannot address their children's emotional or physical requirements. They fail to embrace or engage with the children they have, and they barely supervise them ([Nissley, as stated in Taylor, 2019:4](#)). Children of absent parents often struggle to build solid and trustworthy relationships with others and have low self-esteem ([Capanna-Hodge, 2021:3](#)). There are innumerable different parenting styles, and every family is unique.

Not all parents fit into one parenting type; many may combine two or three.

### **Parenting Education**

[Webster's New World Dictionary \(1988\)](#)

defines education as "training and developing the knowledge, skill, character and mind."

Parent education is the "systematic activities implemented by professionals to assist parents in accomplishing specific goals or outcomes with their children" ([Mahoney, Kaiser, et al., 1999:9](#)). Parent education also imparts appropriate knowledge and skills to parents to improve parent-child relationships and, consequently, children's development. This study supports the view that Parents play a significant role in children's whole-person development. As such, home education represents the educational role of parents in children's development. Thus, this paper focuses on the parental education that fosters the family dynamics and the relationship between family members to create a whole-person development environment for the children. Parents are responsible for creating a healthy family life and should be educated in effective parenting. The responsibility to disseminate proper education on health, physical development, social life, intellectual affinities, values, attitudes, overall education,

and cultural relations rests hugely on the parents. Therefore, parents are the direct holder of educational work. Also, when the parents are involved in their children's education process, the outcome will be positive and encouraging.

### **Green Skills**

Green skills refer to the technical skills, knowledge, values, and attitudes crucial in the workforce to form and aid sustainable economic, social, and environmental products in industry, business, and the community ([Kamis et al., 2017: 327](#)). All sectors strongly need green skills, whether in the construction sector, industry, education, or all workforce levels. In their research, [Rajput et al. \(n.d.:2\)](#) found that green skills are a set from the efficiency related to management, output, design, and technology monitoring. They discovered that the rules of the environment sparked a change in technology and organization, increasing the demand for higher analytical and technical skills. Green skills must exist in every human group undertaking all work areas in an organization in this century ([Kamis et al., 329](#)). Green skills include the practical skills to protect the environment, the individuals' attitudes towards and

cognition of environmental protection, and the desire to increase their knowledge of environmental protection. As higher-order variables, green skills are composed of environmental perceptions, motivations, and attitudes.

Similarly, green skills are the knowledge, values, abilities, and attitudes essential to live in, develop and foster a sustainable and resource-efficient society ([Arthur, 2021:2](#)). In other words, green skills are knowledge, values, skills, and attitude essential for life in societal development and support for establishing sustainable and efficient resource management for nation-building. The application of green skills is referred to as green behaviors, which is the direct or indirect attitude demonstrated by individuals towards building environmental sustainability development of green products with efficient energy.

#### Vital Elements of Green Skills:

1. Environmental awareness, attitude, and readiness to study sustainable development, issues, and challenges.
2. Entrepreneurship skills to grab the chance from low carbon technology.
3. Coordination and management of holistically approached skills toward the

designated solution to fulfil economic, social, and ecological objectives.

4. Innovation and Analytical thinking skills: this aims to identify chances and create new strategies to respond to green challenges and take industrial steps towards a sustainable model.

5. STEM skills: obtaining general knowledge about the role of science, technology, engineering, and mathematics in contributing to a greener economy and environment.

### **Youth**

The statistical definition of the term “youth” according to the National Youth Policy is individuals between the ages of 18 and 35 ([Second National Youth Policy Document of the Federal Republic of Nigeria 2009,1](#)). However, youth is not all about age; it is more about the strength, vigor, enthusiasm, and tenacity to achieve goals. The youths in any given society are the apparatus of development and growth. They are also the most significant asset for nation-building and development if utilized and harnessed correctly. The youths are the keystone to national rejuvenation.

### **Nation Building**

Building a viable nation involves ensuring every citizen’s action promotes the good or advances the country within the society. Certain symbols indicate a progressive nation and one that is being developed. These marks include:

First, a corruption-free society: A country is being developed toward justice and integrity. A nation that is built on these virtues has responsible leadership and citizens. It is devastating that corruption has wreaked havoc on Nigerian society. Eliminating these vices is crucial for building a progressive nation.

Second, economic progress and stability: There is no denying that Nigeria’s leadership is operating in an intellectually impoverished era that has plunged the country into economic instability. The Nigerian economy is in recession, which has caused poverty to spread like wildfire throughout the nation. Enterprises have closed down due to unfriendly government policies.

Third, advancements in Information and Communication Technology (ICT): the crucial roles of ICT in building a progressive nation cannot be overemphasized. Many young people lack the skills necessary to compete for internet employment or to create ICT devices that could benefit the nation’s citizens. Every

component of every computer in use is imported, and few people can afford them, let alone receive the necessary training.

Fourth, technology development: Although many Nigerians are tech giants, the available infrastructure is discouraging. Due to a lack of government support, many concepts have been abandoned. Nigeria continues to face difficulties even though many other countries have invested in producing technology that could benefit people and the nation. The leadership must work with the people to overcome this difficulty.

Fifth, acknowledging the Creator of Heavenly and Earthly. A nation that desires to develop must acknowledge God as its Lord so that, through genuine worship, God might provide for her needs and protect her from conflict and natural disasters.

Sixth, political stability: Political stability is necessary for building a nation. The misuse of the constitution by political elites and their insensitivity to the country's diversity of ethnic groups has driven the country behind in progress and development. There are unfair appointments, and equality is no longer a reality.

Seventh, peace and tranquility: Peace is the absence of insecurity and conflict. A

thriving nation has a viable and strong security policy that secures the citizenry's life and property. However, this is not the case in Nigeria, where members of a tribe and profession have committed crimes and allowed them to continue for years without justice. The Boko-Haram and criminal Fulani herders' problem continues to impact Nigerians nationwide. The saddest part is that they frequently play the victim. For years, the country's leaders have not taken any serious action to halt it. The Unknown Gunmen in the South-East and the Bandits or Kidnappers in other parts of the nation conduct free drives while demanding ransom from the wealthy and the less fortunate.

Eighth, justice dispensation: Dispensation of justice is a sign of a developing nation. The Attorney General's comparison of herding animals around town to the sale of spare parts in the country demonstrates the reasoning he has used in the cases he has handled before assuming his current office. Due to a lack of justice, many people are incarcerated, and some are rotting in police cells. Since many people who needed to be tried would have suffered for a crime they did not commit, the government still in power despite having its judiciary shut down for several weeks cannot

be demonstrated to be just. Justice must be administered to have a nation that is transformed and developed.

### **The Demands of Parenting for Nation Building**

Given that children are God's heritage and exceptional gifts to the human race, parenting is a distinctive enterprise God provided to parents. God expects parents as stewards, teaching, directing, training, and raising godly children who will be agents of transformation and lights in the world ([Oladapo, 2013:115](#)). These tasks are enormous and required parents to take them very seriously. They should not touch them with kid-friendly gloves. In the 21st century, there is an enormous need for parenting, more so than ever before. Some of these demands include, but are not limited to:

(i) Nurturing of Green Skills in the Home: To build a sustainable life and nation, individual parents should have a love of the environment and impart green skills to the youth from a very young age to ensure that the human capital and leaders of the nation have the right attitude towards and awareness of the significant of balanced environmental developments in all aspect of life. Parents must create the awareness,

skills, knowledge, attitudes, values, understanding, and commitment necessary to solve environmental problems and foster sustainable development in the country ([Akindolie, 2020:6](#)). It is essential to nurture a culture of green knowledge and attitude among youths through the non-formal setting, the home. Youths are sustainability catalytic agents who inherit the environment and engage with families and the community. Therefore, they should be exposed to these skills right from home. Values of green skills should be applied to the youths as early as possible to produce citizens who are competent in all aspects and, foremost, to sustain the environmental development of the nation. These skills are needed to produce youths who are competent; as such, the culture of green skills should be encouraged and nurtured from home. Accordingly, it is vital to instil green skills and behaviours in the youths from their respective homes before they move to society or the workforce. Green skills and knowledge are required for building sustainable development in a nation; as such, the role of parents in inculcating carrying out this demand cannot be overemphasis.

(ii) The demand for parents' education and equipment with green skills: Parenting in

the 21<sup>st</sup> century demands that parents be responsible for their children's development to make them grow into total personality, development, or individual identity. Therefore, the principal parent's role in the family is the education and bringing up of their children. Parents, as educators, should be able to recognize the basic features of their youths, such as interests, temperament, emotions, and character. These features should be formed in the family environment. Parenting education equips parents with the necessary skills and knowledge to develop a youth's identity, character, behaviour, and attitude that facilitates nation-building. As a value demanded in contemporary society, parental education would give youth a sense of belonging, respect, and godliness. Parent involvement and adequate support are essential to the children's holistic development and social and academic success ([Cahil, 2000:34](#)). Parental education allows parents to provide care and a learning atmosphere for their children. Parenting education also prepares the parents for raising children and inculcating in them the values and virtues crucial for nation-building. Parenting education plays a significant role in developing cultural

values, religious and moral values. It enables the parents to teach green skills, build a sense of responsibility, and care for the environment. Parents need to be trained on how to teach and set strategies to motivate youths to learn green skills. The parents can be taught how to use a little emotion and resources to encourage their youths to produce materials, creating simple products that are environmentally friendly and practical for nation-building. Some parents still have low green skills and lack awareness of the importance of protecting the environment. They need much training in these skills to be competent in developing a green economy ([Oluwafemi et al 2009:16](#)).

(iii) Commitment to producing skilled youths: the reality of the present sustainable development required emphasizes the elements of green skills to produce youths who have awareness of sustainable development in terms of everyday life, behaviour, and attitude. Green skills need to be nurtured in the youths, and the focus should be on the technical and vocational training that will help produce skilled human resources.

(iv) The demand for provision: Physical requirements is a crucial aspect of youth care. To survive, they must have access to necessities, including food, water, shelter,

clothing, medical treatment, and protection. In order to prevent growth from being slowed down, parents must make it available ([Onwioduokit, 2017: 61](#)). The biblical command of I Timothy 5:8 comes into play. Parents should not deny their children's physical needs because they are as vital as their lives. Unwell-cared-for children may be helpful tools in the devil's arsenal. The fulfilment of the basic needs of life will help a child to grow healthy and appropriately function in society. Thus, parents should not let their children go. An undernourished child will not grow mentally. Parents should ensure their youth's basic needs are met according to their abilities. Parents are still responsible for caring for their youth from infancy until they graduate from high school or enter the workforce and are independent. As a result of parents not giving the essential care, there have been instances of people who engage in prostitution, cohabitation, cultism, and hooliganism and are a nuisance to society ([Ayinde, 2014: 50](#)). In the name of Jesus, may the Lord grant parent the means to care for their children effectively.

### **Types of Vital Green Skills to be Nurtured in Home for Nation Building**

Green skills that can be developed and nurtured at home include waste management and mitigation, energy reduction, reuse, carbon trading, water management, building management, finance investments and emissions trading, assessment impact, and planning.

Regarding material management and reuse, youths can be encouraged to use recycled and recyclable materials such as boxes, plastic bottles, shells, rattan, and wood parings to save costs and inculcate thriftiness and innovation. In this way, they will be more aware of the usefulness of the available resources that can conserve the environment and help people apply green practices in their daily lives. [Kamis et al. \(2017, 334\)](#) state that recycling is not simply the conservation of resources that go into the production of certain ingredients but adds value contained in it. Through this skill, the youth can carry out redesigned inventions. Therefore, families are encouraged to inculcate green practices as a lifestyle to add value-economic, emotional, intellectual, and material to a product through reuse. Also, parents should encourage their youths to show concern for environmental problems through activities that protect the environment, including switching off lights to

save electricity, planting trees, conserving water, separating trash, and cleaning the surrounding environment ([Ifegbesan, 2010:201](#)).

Also, ICTs as a generic green skill can be developed in the home. ICT is one of the generic green skills in technology industries. Parents should ensure their children undergo ICT training at the earliest stage to prepare them for greener society and growth. Parents can develop, monitor, and nurture this skill through awareness and willingness to learn. Furthermore, sustainable use and practices can manage the efficient use of energy and reduce the carbon footprints of transport, products, buildings, and services.

### **Shaping Green Skills for Youth Towards Nation Building**

The development and implementation of green skills at the home level require education. Parents who are knowledgeable, skilled, and confident will shape more stable and competent youths to secure their future and build a greener society and nation. Therefore, parenting education must provide an essential experience to improve the youths' skills. Green skills must be the core model and integrated into the values of the

family. Therefore, it is very convenient for green skills, technology, and behavior to be fostered early in the home through parenting education before youths move into society. The green values should have been synonymous with the youths and easy to apply in producing and carrying out their respective activities. [Kamis et al. \(2016:17\)](#) opines that Parents should set a good example to children so that they will be compelled to adopt green lifestyle changes. In reality, culture and mindset change will progress towards green technology and practice. Small changes we make today will have a significant impact in the future. According to [Hillman \(2010:26\)](#), “One of the most crucial things adults can do is to model the kind of person they would like them to be.” Parents must set a positive example for the youth in all facets of life. “Building a nation for God is undoubtedly interconnected to other factors, which include change of mindset, development of right virtue, and approach to life,” [Oladapo \(2018: viii\)](#). Additionally, spreading awareness of these values through an exemplary lifestyle to the family and community will finally result in a greener nation.

Implementing green skills in the home will reduce energy consumption that cannot be

reused and reused. Green implementation can improve the quality of growth and strengthen food security, water, and energy while reducing environmental risks and ecological destruction. This will improve people's quality of life and welfare when it can reduce greenhouse gas emissions and conserve ecosystems. (Ibid, 18). For the successful implementation of green skills, effective promotion to create awareness among youth is crucial; the parents and the public are essential in fostering change in thinking through promotion. Implementing green technology at the home level will enhance its contribution to the national economy, increase innovation capacity, improve competitiveness, preserve the environment, and ensure sustainable development in the nation. Implementing green skills in the home requires cooperation between the parents and the youths.

The value to be applied in green skills is love which encompasses the following: doing no damage to the water and soil, hard work, holding on to science, honesty and mutual assistance, unity, and trustworthiness, law-abiding despite the turmoil, and being disciplined, and understanding the simple life and striving

for it. It is desirable and necessary to instill in youths the green values of respect, love, honesty, hard work, courage, forbearance and forgiveness, affinity and support, thankfulness, tolerance, and integrity (Oladapo, 2018:125 and Akande (2015:250). Accordingly, Elmasllari (2022:6) states that promoting green skills and environmental awareness makes it attractive to young people and helps to attract their attention and provoke a response. This environmental responsiveness does not directly lead to specific green skills; however, it will lead to more action and undertakings that focus on preserving and protecting the environment. By being aware of environmental protection and preservation, young people will be more careful in their actions and desire to learn more, discover, and provide new perceptions and shared knowledge.

### Conclusion

The application of green skills in homes through the agency of parenting education is required for sustainable development. Parents need to set an excellent example for their youths so that they will be compelled to adopt green lifestyle changes. In reality, culture and

mindset change will progress towards green technology and practice. Small changes we make today will have a significant impact in the future. It was discovered that parenting education is a crucial requirement for raising transformation agents and nurturing green skilled youths for a greener society and nation. Thus, like banking, parenting requires deposits before withdrawals may be made. In the twenty-first century, bringing up green skilled youths is possible. [Charles Swindoll \(1981:23\)](#) opines, “Every day of our lives, we keep deposits in the memory banks of our children.” Let all parents fulfill their responsibilities fully by inculcating green skills, knowledge, and behavior in their youths.

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