© IIJP 2026 | Volume 2, Issue 3, pp. 2091-2101 | ISSN: 2636-4484

PARENTING STYLES AND ACHIEVEMENT MOTIVATION AMONG NURSING STUDENTS IN NORTH-CENTRAL ZONE, NIGERIA

***Akor Augustine, PhD[1] & Ukpong, Lydia Diana-Abasi[2]**
[1]*Guidance and Counselling Unit, Margaret Lawrence University, River Park Estate, Lugbe, Abuja-FCT*
[2]*Guidance and Counselling Department, Nasarawa State University, Keffi, Nasarawa State*
**Corresponding Author: akoraugustine45@gmail.com*

ARTICLE INFO
Article No.: 0571
Accepted Date: 17/08/2026
Published Date: 13/09/2026
Type: Research

ABSTRACT
The study examined parenting styles as correlates of achievement motivation among university nursing students in North-Central Zone, Nigeria. The study adopted correlational research design. The population for the study consists of 4,500 nursing students in North-Central Zone, Nigeria. The sample size for the study is three hundred and fifty four (354) nursing students based on Krejcie and Morgan (1970) table for determining sample size. A multi-stage sampling procedure was employed for the selection of the sample size. Two self-structured instruments titled: Parenting Styles Scale (PSS) and Achievement Motivation Questionnaire (AM-Q) were used for data collection. The instruments were face and content validity by two experts from the Department of Guidance and Counselling, Faculty of Education, Nasarawa State University, Keffi with validity indices of 0.75, and 0.80. Cronbach Alpha coefficient method was used to establish the internal consistency of the instruments with reliability indices of 0.76, and 0.86. Data collected were analysed using descriptive statistics of mean and standard deviation and inferential statistics of PPMC to answer the research questions, and to test the null hypotheses at 0.05 level of significance. The result showed that parenting styles influences achievement motivation among nursing students with the p-value of 0.000. Based on the findings, it was concluded that parenting styles variables and achievement motivation are strongly related and occurred simultaneously among nursing students. The study recommended among others, that parent should strive to create a more supportive and loving environment where students feel safe to express themselves, make mistakes and be corrected.

Keywords: Parenting styles, Achievement motivation, Nursing students, University

Introduction

Parenting styles are psychological structure that represents standard strategies which parents could use to guide their children (Uji, Sakmoto, Adachi & Kitamura, 2024). In the widest sense, parental interactions influence students' achievements in different ways. One assumption is that human societies provide positive moral influences, such as protection from harm; they also include social hierarchies that deny equal treatment to certain groups. A related assumption is that whereas adults often encourage rule-following moral behaviour, they rarely teach children to challenge unfair practices such as the inequalities in social hierarchies (Turiel, 2020). Thus parenting styles have effect on self-efficacy, self-respect, self-development, moral development, and achievement motivation among nursing students (Belle, 2021). According to Baumrind (1991), here are three main parenting styles, which include authoritarian, authoritative, and permissive parenting styles as identified for this study.

Authoritarian parenting is an approach, whereby parents exercise rigid authority, punitive and strict standards of demand on the child. Authoritarian parents establish highly structured rules that may govern their children such that the children learn to archive a target in anything their parents have interest and are demanding to avoid the pain of punishment. Authoritarian parents are demanding but not responsive. Authoritarian parents challenge to shape, control, and evaluate the behaviour and attitudes of the child in accordance with a set standard of conduct, usually an absolute standard, theologically motivated and formulated by higher authority (Baumrind, 1991). Characteristics of an authoritarian parent according to Young, Simpson, Griskevicius, Huelsnitz and Fleek (2019) said anxious, withdrawn, unhappy disposition, and poor reaction to frustration to ensure keeping the child in their opinion of correct conduct. Authoritarian parent believes in limiting independence and may demand household chores to teach the child they must work for respect. Baumrind (1973) suggest authoritarian parents do not encourage verbal conversation or compromise because they believe the child should accept the parents word for what is right. These parents' expectations are very high regarding their child following their rules with a reliance on punishment to teach a lesson if the child diverts. They want their children to have good behaviour and ascertain an academic achievement motivation through unquestioned obedience. This type of parenting is characterized by strictness and less warmth could not give the student excellent achievement motivation due to the high demandingness from the parents, this mostly affect the child drive to pursue an academic set targeted goal.

The authoritative parenting style is referred to as democratic parenting style (Uji et al., 2024). The authoritative parenting is seen as a sort of middle ground between the authoritarian parenting and permissive parenting styles. Authoritative parents make an effort to understand their children and teach them how to understand their own feelings, think of ways to solve problems and encourage them to be independent including the academic environment. Authoritative parenting style is the style of parenting that contains the following elements: an expectation of mature behaviour from the child and clear setting of standards by the parents; firm enforcement of rules and standards, use of commands and sanctions when necessary; encourages child's independence and individuality (Moon-Seo, Sung, Moore & Koo, 2021). The children of authoritative parents are mature, responsible and more independent than other students. According to Baumrind (1966), the authoritative parents are more supportive and are involve in their students' achievement academically. Children of authoritative parents are so close to their parents that if they face any difficulties with their school work; they will discuss it with their parents for a way out.

An authoritative parenting style is regarded as parent directing a child in a rational way by sharing their reasoning behind instructions and encouraging verbal give and take from their child (Mowen & Schroeder, 2018). In this parenting style, parents provide love and support towards their children while they also have clearly defined rules that are consistent with, and appropriate for the child's developmental level (Howenstein, Kumar, Casamassimo, McTigue, Coury, & Yin, 2020). Important values inherent in this style include both autonomous self-will and disciplined conformity, ensuring the child recognizes the adult as the authority figure, and the parent setting the standard for appropriate behaviour while also recognizing the child's unique interest and qualities. The authoritarian parenting style has consistently been identified as having the best impact on outcomes for students and adolescents (Kuppens & Ceulemans, 2019). Authoritative parenting has been associated with more desirable child moral development compared to authoritarian or permissive parenting and less relational aggression (Howenstein et al., 2020).

The permissive parents play the role of a 'friend' rather than that of a 'parent'. They believe in the autonomy of the individual and are quick to respond to their children's desires in an accepting and affective manner. Children from permissive homes may pose challenges for this present generation. The reason is that they completely lack limits, have no consistent routines, no predictability, causing the child not to adjust well in the school environment. Children of permissive parents may perform poorly academically (Rossman & Rea, 2019). The reason is that permissive parents are very lenient with their children. They rarely monitor them as to the kind of friends they keep and what they spend their day doing. Baldwin, Mcintyre, & Hardaway (2023) states that children of permissive parents usually have drawn back, and grow up to be juvenile delinquents. A permissive parenting style is regarded as a parent being non-punitive, accepting, and affirming towards the child's impulses, desires, and actions (Baumrind as cited in Ogazie & Arungwa 2021). In this parenting style, the parent will present themselves as a resource for their child and allow their child to regulate their own moral behaviours and activities and will not present themselves as being responsible for shaping the child's moral development. Permissive parenting has also been referred to as indulgent parenting in the literature of Luyckx, Tildesley, Soenens, Andrew, Hampson, Peterson & Duriez (2018).

No doubt, inadequate parenting style has posed danger on the achievement motivation among nursing students in North-Central Zone, Nigeria. It is in the light of the above background that the researchers deem it necessary to investigate parenting styles and achievement motivation among nursing students in North-Central Zone, Nigeria.

Statement of the Problem

Nursing education requires sustained commitment, persistence, self-discipline and effort in both theoretical and clinical learning. Achievement motivation is therefore important because it encourages students to set academic goals, persist in difficult tasks and strive for excellence. A 2024 scoping review reported that undergraduate nursing students face substantial academic workloads and that their motivation is influenced by individual, educational and environmental factors (Hamm & Yeh, 2024). Similarly, a recent study involving 421 nursing students found a strong positive relationship between achievement motivation and grade point ($r = .734$, $p < .001$), indicating that students with higher motivation tend to achieve better academic outcomes (BMC Nursing, 2025).

This issue is also relevant to nursing education in North-Central, Nigeria. A 2024 study among student nurses at the University of Ilorin Teaching Hospital examined factors such as smartphones addiction, sleep pattern and academic performance, highlighting concerns about

conditions that may interfere with effective learning among nursing students. One factor that may contribute to achievement motivation is parenting style. Parents differ in the degree of warmth, control, discipline, communication and independence they provide to their children.

The problem of this study, therefore, is the inadequate empirical evidence on the relationship between authoritarian, authoritative and permissive parenting styles and achievement motivation among university nursing students in North-Central Nigeria. Establishing these relationships will provide useful evidence for parents, counsellors, nursing educators and university administrators in developing appropriate counselling and students-support intervention. Therefore, this study seeks to determine the relationship between authoritarian, authoritative, and permissive parenting styles and achievement motivation among university nursing students in the North-Central Zone, Nigeria.

Objective of the Study

The purpose of the study is to investigate parenting styles as correlates of achievement motivation among university nursing students in North-Central Zone, Nigeria. Specifically, the study sought to:

1 Assess the relationship between authoritarian parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria.
2 Determine the relationship between authoritative parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria.
3 Investigate the relationship between permissive parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria.

Research Questions

The following research questions guided the study:

1. What is the relationship between authoritarian parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria?
2. What is the relationship between authoritative parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria?
3. What is the relationship between permissive parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria?

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant relationship between authoritarian parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria.
2. There is no significant relationship between authoritative parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria.
3. There is no significant relationship between permissive parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria.

Methodology

The study adopted correlational survey research design. The population for this study consists of 4,500 university nursing students in North-Central Zone, Nigeria. The sample size for this study is three hundred and fifty four (354) nursing students based on Krejcie and Morgan (1970) table for determining sample size. The study employed a multi-stage sampling procedure for the selection of sample size. Two self-structured instruments titled: Parenting Styles Scale (PSS) and Achievement Motivation Questionnaire (AM-Q) were used for data collection. The Parenting Styles Scale (PSS) consists of fifteen (15) items of parenting styles among nursing

students. The second instrument, Achievement Motivation Questionnaire (AM-Q) consists of items from 1-10 on achievement motivation. The items are patterned on a 4 points scale ranging from (i.e. Strongly Agree 4, Agree 3, Disagree 2, and Strongly Disagree 1). The instruments were face and content validity by two experts from the Department of Guidance and Counselling, Faculty of Education, Nasarawa State University, Keffi with validity indices of 0.75, and 0.80. Cronbach Alpha coefficient method was used to establish the internal consistency of the instruments with reliability indices of 0.76, and 0.86. The researcher presented an introduction letter to the Heads of Department (Nursing) of selected institutions, in order to facilitate data collection, two research assistants were briefed on the purpose of the study and they helped in administering the questionnaire to the respondents. Participants were assured that the information they provided would be kept confidential. Data collected were analysed using descriptive statistics of mean and standard deviation and inferential statistics of Pearson Product Moment Correlation were used to answer the research questions and in testing the null hypotheses at 0.05 level of significance because it was useful in testing the relationship variables as depicted in the hypotheses

Results

Research Question 1: What is the relationship between authoritarian parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria?

Table 1: PPMC on relationship between authoritarian parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria

Variables	N	$\bar{X}$	Std	Df	R	Remark
Authoritarian	354	13.70	1.46			Moderate
Achievement	354	28.23	3.76	1	0.581	Correlation

Table 1 shows the relationship between authoritarian parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria. The result shows responses from 354 respondents with a degree of freedom (df) of 1. The mean scores for self-authoritarian parenting style and achievement motivation are 13.70 and 28.23, with standard deviation of 1.46 and 3.76 respectively. The correlation coefficient (r) is 0.581, which exceeds the benchmark value of 0.50. This implies that there is moderate relationship between authoritarian parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria.

Research Question 2: What is the relationship between authoritative parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria?

Table 2: PPMC on relationship between authoritative parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria

Variables	N	$\bar{X}$	Std	Df	R	Remark
Authoritative	354	14.07	2.52			High
Achievement	354	28.23	3.76	1	0.622	Correlation

Table 2 shows the relationship between authoritative parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria. The result shows responses from 354 respondents with a degree of freedom (df) of 1. The mean scores for self-authoritative

parenting style and achievement motivation are 14.07 and 28.23, with standard deviation of 2.52 and 3.76 respectively. The correlation coefficient (r) is 0.622, which exceeds the benchmark value of 0.50. This implies that there is high positive relationship between authoritative parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria.

Research Question 3: What is the relationship between permissive parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria?

Table 3: PPMC on relationship between permissive parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria

Variables	N	$\bar{X}$	Std	Df	R	Remark
Permissive	354	14.16	2.95			High
Achievement	354	28.23	3.76	1	.741	Correlation

Table 3 shows relationship between permissive parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria. The result shows responses from 354 respondents with a degree of freedom (df) of 1. The mean scores for permissive parenting style and achievement motivation are 14.16 and 28.23, with standard deviation of 2.95 and 3.76 respectively. The correlation coefficient (r) is 0.741, which exceeds the benchmark value of 0.50. This implies that there is high positive relationship between permissive parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria.

Hypothesis 1: There is no significant relationship between authoritarian parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria.

Table 4: PPMC on relationship between authoritarian parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria

Variables	N	$\bar{X}$	Std	Df	R	r2	P-value	Decision
Authoritarian	354	13,70	1.46					
Achievement	354	28.23	3.76	1	0.581	0.337	0.000	Reject

Table 4 shows the relationship between authoritarian parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria. The result revealed a correlation coefficient of r = 0.581, r**2**= 0.337 and a p-value of 0.000 which is less than 0.05 level of significance. The null hypothesis was therefore rejected. This means that there is significant moderate, positive relationship between authoritarian parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria.

Hypothesis 2: There is no significant relationship between authoritative parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria.

Table 5: PPMC on relationship between authoritative parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria.

Variables	N	$\bar{X}$	Std	Df	R	r2	P-value	Decision
Authoritative	354	14.07	2.52					
Achievement	354	28.23	3.76	1	0.622	0.386	0.000	Reject

Table 5 shows the relationship between authoritative parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria. The result revealed a correlation coefficient of r = 0.622, r**2**= 0.386 and a p-value of 0.000 which is less than 0.05 level of significance. The null hypothesis was therefore rejected. This means that there is significant positive relationship between authoritative parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria.

Hypothesis 3: There is no significant relationship between permissive parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria.

Table 6: PPMC on relationship between permissive parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria

Variables	N	$\bar{X}$	Std	Df	R	r2	P-value	Decision
Permissive	354	14.16	2.95					
Achievement	354	28.23	3.76	1	0.741	0.549	0.000	Reject

Table 6 shows the relationship between permissive parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria. The result revealed a correlation coefficient of r = 0.741, r**2**= 0.549 and a p-value of 0.000 which is less than 0.05 level of significance. The null hypothesis was therefore rejected. This means that there is significant relationship between permissive parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria.

Discussion of Findings

Findings are discussed in line with the research questions and hypotheses earlier formulated for the study:

The finding of research question one and hypothesis one revealed that there is a significant moderate relationship between authoritarian parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria. This finding is in agreement with Dehyadegary, Yaacob, Juhari and Talib (2017) who investigated the relationship between authoritarian parenting style and achievement motivation among nursing students in Kenya and found out that nursing students in Kenya with authoritarian parents lack internal motivation to succeed, as their actions are driven by fear of punishment rather than personal interest or enjoyment had positive significant correlation with achievement motivation, the result of the study also showed that there was no significant relationship between authoritarian parenting style and achievement motivation. Similarly, this study agrees with Odongo, Aloka and Raburu (2017) who investigated the relationship between authoritarian parenting style and nursing students' achievement motivation in North Rachuonyo, Sub-County, Kenya, found that authoritarian parenting restricts student's independence, which can hinder their ability to set personal goals or take initiative in academic and personal pursuits. The findings also suggest that independent variables (authoritarian parenting style) explain (63.0%) of the variability of the dependent variable, (adolescents' achievement motivation). Also, this finding agrees with Zahedani, Rezaee, Yazdani, Bagheri and Nabeiei (2017) who investigated the relationship between authoritarian parenting style, achievement motivation and career path of nursing students at Shiraz University of Medical Sciences, Iran discovered that high pressure and harsh criticism from authoritarian parents may lead to anxiety and fear of making mistakes, decreasing motivation to try challenging task. That, there is a significant relationship between authoritarian parenting style and educational success. Also, findings showed a significant relationship between

firm parenting style and Career Path of nursing students, authoritarian parenting style and Career Path of nursing students, educational success and Career Path of the nursing students.

The findings of research question two and hypotheses two revealed that there is a significant high relationship between authoritative parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria. This finding is in agreement with Obiunu (2018) who investigated the influence of authoritative parenting on achievement motivation of nursing students in Delta West Senatorial Zone discovered that students raised by authoritative parents are more likely to be intrinsically motivated, pursuing goals out of interest and enjoyment rather than pressure. Secondly, that there is no significant relationship between authoritative parenting style and achievement motivation of nursing students. Similarly, the study agrees with Florence and Yinusa (2018) who investigated achievement motivation and authoritative parenting in promoting effective learning among nursing students in Ondo State revealed that supportive and responsive parenting fosters strong self-efficacy, helping students believe in their ability to succeed, which boosts achievement motivation. The study also shows that there was no significant difference between achievement motivation and authoritative parenting of nursing students. Also, this finding agrees with Kuppens and Ceulemans (2019) who investigated authoritative parenting and the impact on nursing students' achievement motivation in Netherland revealed three congruent parenting styles: an authoritative, authoritarian and permissive parenting. A subsequent cluster analysis comprising three parenting dimensions (parental support, behavioural and psychological control) yielded similar cluster profiles for the congruent (positive) authoritative and authoritarian parenting styles. ANOVA demonstrated that having (positive) authoritative parents associated with the most favourable outcomes, while having authoritarian parents coincided with the least favourable outcomes. Although less pronounced than for the authoritarian style, having intrusive parents also associated with poorer nursing student education outcomes. Results revealed that authoritative parents promote independence and decision-making, which helps students take ownership of their learning and stay motivated to achieve. Secondly, results demonstrated that accounting for parental psychological control did not yield additional parenting styles, but enhanced our understanding of the pattern among the three parenting dimensions within each parenting style and their association with nursing student education outcomes.

The findings of research question three and hypothesis three revealed that there is a significant relationship between permissive parenting style and achievement motivation among university nursing students in North-Central Zone, Nigeria. This finding is in agreement with Parivash, Moghada and Hashemian (2019) who investigated the relationship between permissive parenting style and achievement motivation among female nursing students performance in Iran revealed a significant relationship between permissive parenting style and female nursing students' achievement motivation. The results of this study demonstrate that students with permissive parents often show lower levels of achievement motivation due to a lack of structure, rules, and clear expectations for performance. Similarly, this finding agrees with Amare, Galata, and Tsigereda (2019) examined the role of permissive parenting style on female nursing students' achievement motivation in Beta University, Haramaya, Ethiopia revealed a statistically significant relationship between permissive parenting style and female nursing students' achievement motivation. There is strong and negative relationship between permissive parenting style and female nursing students' achievement motivation. That means permissive parenting

© IIJP 2026 | Volume 2, Issue 3, pp. 2091-2101 | ISSN: 2636-4484

negatively affects nursing students' achievement motivation. Also, the finding agrees with Baidoo-Anu (2019) examined the relationship between permissive parenting style and achievement motivation of nursing students in Aowin and Suaman District's in the Western Region of Ghana revealed that permissive parenting style correlate with poor self-discipline; minimum guidance or limits, the students may struggle with self-regulation and time management, which negatively impacts goal setting and follow through.

Conclusion

This study concludes that parenting styles variables such as authoritarian, authoritative and permissive parenting styles have a significant relationship on achievement motivation. The study provides valuable insights into the complex interplay between parenting styles and achievement motivation, emphasizing the crucial role of authoritative, authoritarian and permissive parenting in fostering university nursing students' intrinsic motivation and educational success. Future researcher building upon these findings can significantly contribute to the development of evidence based strategies for supporting nursing students' achievement motivation and personal development.

Recommendation

Based on the findings of the study, the following recommendations were made;

1. Hence there is a significant moderate relationship between authoritarian parenting style and achievement motivation, parents should strive to create a more supportive and loving environment where students feel safe to express themselves, make mistakes and be corrected.
2. Hence there is a significant relationship between authoritative parenting style and achievement motivation, counsellors should pay attention to students responses and adjust their approach accordingly. Too much control can stifle independence, while too little can lead to inconsistency and lack of structure
3. Hence there is a significant relationship between permissive parenting style and achievement motivation, counsellors should help permissive parents establish healthy boundaries and expectations while maintaining warmth and support.

References

Amara, M. M., Galata, S. D. & Tsigereda, H. M. (2019). The role of permissive parenting style on nursing student's achievement motivation in Beta University, Haramaya. Ethiopia, *International Journal of Education and Literature Studies*, 7(2), 29-41.

Baidoo-Anu, D. (2019). Relationship between permissive parenting and achievement motivation of nursing students in Aowin and Suaman Districts, Ghana, *Journal of Education and Practice,* 19(10), 47-61.

Baldwin, D. Mcintyre, A., & Hardaway, E. (2023). Perceived parenting styles on nursing students' optimism, *Iranian Journal of Sciences,* 41(3), 550-557.

Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescent,* 11(1), 56-95.

Baumrind, D. (1966). Effects of authoritative parenting control on child behaviour. Child Development, 37, 887-907. doi:10.2307/1126611

Baumrind, D. (1973). Effective parenting during the early adolescent transition, *Journal of Early Adolescence*, 2(1), 13-44.

Belle, J. L. (2021). Factors that influence nursing student behaviour in universities. ,*European Journal of Education and Development Psychology*. 5(5), 27-36.

Dehyadegary, E., Yaacob, S. N., Juhari, R. B. & Talib, M. A. (2017). Relationship between parenting style and achievement motivation among nursing students in Kenya. *Journal of Social Sciences*, 8(1), 156-164.

Florence, O. O., & Yinusa, A. F. (2018). Achievement motivation and authoritative parenting in promoting effective learning among nursing students in Ondo State, *European Scientific Journal*, 14(4), 392-401.

Hamm, J., & Yeh, P. M. (2024). Factors affecting achievement motivation in undergraduate nursing students: A scoping review. *Nurse Education in Practice*, 80, 104-135.

Howenstein, J., Kumar, A., Casamassimo, P. S., McTigue, D., Coury, D. & Yin, H. (2020). Correlating parenting styles with nursing students' behaviour and cares. *Pediatric Dents,* 37(1), 59-64.

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607-610.

Kuppens, S. & Ceulemans, E. (2019). Authoritative Parenting and the impact on nursing students achievement motivation in Netherland: A closer look at a well-known concept, *Journal of Child and Family Studies*, 28(1), 168-181.

Luyckx, K., Tildesley, E. A., Soenens, B., Andrews, J. A., Hampson, S. E., Peterson, M. & Duriez, B. (2018). Parenting and trajectories of children's maladaptive behaviours: A 12

year prospective community study, *Journal of Clinical Child & Adolescent Psychology*, 40(3), 468-478.

Moon-Seo, S. K., Sung, J., Moore, M. & Koo, G. (2021). Role of parenting styles on nursing students' and adjustment in university education. Education Research: *Journal of Theory and Practice*, 32(2), 47-61.

Mowen, T. & Schroeder, RN (2018). Maternal parenting style and delinquency by race and the moderating effect of structural disadvantage. Youth and Society, 50(2), 139-159.

Obiunu, J. J. (2018). Influence of authoritative parenting on achievement motivation of nursing students in Delta west senatorial zone, Delta State, *International Journal of Education Technology and Learning*, 2(2), 54-58.

Odongo, A. A., Aloka, P. J. O. & Raburu, P. (2017). Relationship between authoritarian parenting style and nursing students' achievement motivation in North Rachuonyo, Sub-County, Kenya. *Journal of Education and Practice*, 7(15), 101-108.

Ogazie, C. A. & Arungwa, D. A. (2021). Permissive parenting style as correlate of achievement motivation of nursing students in Umuahia south local government area of Abia State, *African Journal of Educational Archives*,7(1), 536-748.

Parivash, R., Moghada, A. D. & Hashemian, A. (2019). Relationship between permissive parenting style and achievement motivation among female nursing students performance in Iran. *Journal of Clinical and Diagnostic Research,* 9(12), 25-34.

Rossman, B. B. R. & Rea, J. G. (2019). Parenting styles and inconsistencies to adaptive functioning for children in conflictual and violent families, *Journal of family Violence*, 20(5), 261-277.

Turiel, E. (2020). Moral development. In R. M. Lerner (Editor-in-Chief), &W. F. Overton & P. C. Molenear (Eds.), Handbook of child psychology and developmental science: Theory and Method. 1(7), 484-522. Hoboken, NJ: Wiley & Sons. dio: 10.1002/9781118963418.childpsy113

Uji, M., Sakmoto, A., Adachi, K. & Kitamura, T. (2024). The impact of authoritative, authoritarian, and permissive parenting styles on children's later mental health in Japan: Focusing on parent and child gender. *Journal of Child and Family Studies*, 2(3), 293-302. https://doi.org/10.1007/s10826-013-9740-3.

Young, E., Simpson, J. A., Griskevicius, V., Huelsnitz, C. O, & Fleek, C. (2019). Influence of permissive parental involvement on achievement motivation among Chinese nursing students in China. *British Journal of Educational Psychology*, 2(3), 1-19.

Zahedani, Z., Rezaee, R., Yazdani, S., Bagheri, U. & Nabeiei (2017). Relationship between authoritarian parenting style, achievement motivation and career path of nursing students at Shiraz University of Medical Sciences. *Journal of Advance Medicine Education Professionals,* 4(3), 130-134.