

**NURTURING THE FUTURE: EXAMINING PARENTING INFLUENCE ON YOUTH  
DEVELOPMENT - A CASE STUDY OF ARUA CENTRAL DIVISION, ARUA CITY**

**PATRICK OBIGA ANYULE**

**RS20M02/202**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF BUSINESS, IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE AWARD OF A MASTER DEGREE OF ARTS IN ORGANISATIONAL  
LEADERSHIP AND MANAGEMENT OF UGANDA CHRISTIAN UNIVERSITY**

**May, 2024**



**UGANDA CHRISTIAN  
UNIVERSITY**

*A Centre of Excellence in the Heart of Africa*

## **ABSTRACT**

This study investigated the influence of parenting practices on youth development in Arua Central Division, Arua City, Uganda, a region grappling with rising cases of youth delinquency and social challenges.

The main objective was to explore how parenting practices affected the holistic development of youth within the specific socio-cultural context of Arua Central Division. Different sets of data were gathered from 74 respondents, including parents and youths, through Survey Questionnaires, Interviews, and Focus Group Discussions.

Analysis of the data revealed authoritative parenting as the dominant style, significant parental influence on youth career choices, and poverty/low-income levels, illiteracy, and high cost of living (arising mainly from exorbitant taxes) as major challenges faced by parents.

These challenges contributed to school dropout, peer pressure, and frustration among the youth, leading to negative behaviors such as substance abuse, idleness, prostitution, and robbery, among others.

The consistent parental support in academic and career matters across the globe, as well as in Arua Central Division, underscored the universal importance of parental involvement in fostering positive educational outcomes.

Recommendations include implementing poverty alleviation programs, offering adult education to improve parental literacy, organizing parenting workshops, providing family counseling services, and advocating for policies supporting low-income families.

These findings contribute to understanding the dynamics of parenting and its impact on youth development, offering insights for interventions and policy formulation to address the challenges faced by parents, families, and youth in Arua Central Division.

## DECLARATION

I, Patrick Obiga Anyule, hereby declare that this is my original work is not plagiarized and has not been submitted to any other institution for any award.

Patrick Obiga Anyule

**Student's name**



**Signature**

06<sup>th</sup> May 2024

**Date**

## **DEDICATION**

I dedicate this research to my family, whose unwavering support and encouragement have been my greatest source of strength throughout this journey: I thank my parents for their endless inspiration and my wife, Evelyn Obiga, and children, Feta Simeon Asaph, Asianzu Micaiah, and Mungusi Aaron, for their tolerance and understanding during my very busy schedules and absence during the research study.

## **ACKNOWLEDGMENTS**

I would like to express my profound and sincere gratitude to my supervisor, Dr. Mary Naula Owor, for her timely and unwavering guidance, expertise, and encouragement throughout this research. She inspired me to work harder in pursuit of excellence.

I would like to extend my appreciation to the participants of this study for their willingness to share their experiences and insights, without which this research would not have been possible. Relatedly, I would like to thank very much my three research assistants, Mr. Agamile Kennedy, Mr. Jawia Michael, and Mr. Pariyo Dan, who were so tolerant with me during the planning of the data collection and labored so much in circulating and returning the questionnaires, guiding the respondents to ensure an absolute success throughout the data collection process.

I want to give special thanks to my family for their unwavering support and understanding during the busy schedules of this research journey. Their love, encouragement, and belief in me gave me endless motivation.

I am grateful to my friends and colleagues at MAOL and the office for their encouragement, discussions, and moral support throughout this research process.

Last but not least, I would like to acknowledge the members of the Board of Directors of Christian Action For Empowering Community (CAFECC) for working hand in hand with their main donor, PEER Servants (in the USA), in providing the much-needed resources to not only enroll for this course but to complete it. They made my dream and aspiration of attaining a master's degree come to fulfillment. May God bless the works of their hands.

Finally, I would like to thank God so much for His provision, protection, goodness, and mercies throughout this research process and the MAOL course as a whole. May all glory and honor be His, now and forever, Amen.

## **SUPERVISOR APPROVAL**

I, Dr. Mary Naula Owor, hereby acknowledge that I have reviewed and approved the research work titled "The Influence of Parenting on Youth Development" conducted by Patrick Obiga Anyule as part of his academic requirements for the Master of Arts in Organisation Leadership and Management.

Signature:

Jakisa Naula

Supervisor's Name:

**Dr. Mary Naula Owor**

Date:

**8<sup>th</sup> May 2024**

# TABLE OF CONTENTS

ABSTRACT .....	ii
DECLARATION .....	iii
DEDICATION.....	iv
ACKNOWLEDGMENTS.....	v
SUPERVISOR APPROVAL .....	vi
TABLE OF CONTENTS .....	vii
LIST OF TABLES .....	xi
LIST OF ACRONYMS.....	xiii
CHAPTER 1: INTRODUCTION .....	1
1.1 BACKGROUND TO THE STUDY .....	1
1.2 PROBLEM STATEMENT: .....	6
1.3 OBJECTIVES OF THE STUDY.....	7
1.4 RESEARCH QUESTIONS .....	7
1.5 SCOPE OF THE STUDY: .....	8
1.6 PURPOSE OF THE STUDY: .....	9
1.7 THEORETICAL FRAMEWORK.....	9
1.8 CONCEPTUAL FRAMEWORK .....	11
1.9 SUMMARY OF CHAPTER ONE: .....	13
CHAPTER 2: LITERATURE REVIEW .....	14
2.0 INTRODUCTION .....	14
2.2 PARENTING STYLES .....	14
2.3 PARENTAL INVOLVEMENT AND ACADEMIC PERFORMANCE AMONG THE YOUTH.....	20
2.4 PARENTAL GUIDANCE AND CAREER CHOICES OF THE YOUTH.....	24
2.5 CHALLENGES FACED BY PARENTS AND THEIR POTENTIAL EFFECTS ON YOUTH DEVELOPMENT .....	26
2.6 SUMMARY OF CHAPTER TWO: .....	31
CHAPTER 3: METHODOLOGY.....	32
3.0 INTRODUCTION .....	32
3.1 RESEARCH DESIGN.....	32
3.2 AREA OF STUDY.....	33

3.3 SOURCES OF INFORMATION .....	33
3.4 POPULATION AND SAMPLING TECHNIQUES .....	34
3.5 VARIABLES' DEFINITIONS AND MEASUREMENTS.....	37
3.6 DATA COLLECTION INSTRUMENTS AND PROCEDURE FOR DATA COLLECTION: .....	38
3.6.1 Study Questionnaires: .....	38
3.6.2 Interviews.....	38
3.6.3 Focus Group Discussions (FGDs).....	38
3.7 QUALITY/ ERROR CONTROL.....	39
3.8 DATA PROCESSING AND ANALYSIS .....	39
3.9 ETHICAL CONSIDERATIONS .....	39
3.10 METHODOLOGICAL CONSTRAINTS.....	40
3.11 TIMELINE AND RESOURCES .....	40
3.12 POTENTIAL CONTRIBUTIONS ANTICIPATED TO BE OFFERED BY THIS STUDY: .....	42
3.13 SUMMARY OF CHAPTER THREE: .....	43
<b>CHAPTER 4: DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS.....</b>	<b>45</b>
4.1 INTRODUCTION:.....	45
4.2 ANALYSIS OF DEMOGRAPHIC INFORMATION OF RESPONDENTS .....	46
4.3 ANALYZING THE PARENTING STYLES DOMINANT IN ARUA CENTRAL DIVISION .....	49
4.3.1 Views of parents on the dominant parenting style in Arua Central Division based on their own experiences.....	49
4.3.2 Views of youths on the dominant parenting style in Arua Central Division based on their own experiences.....	50
4.3.3 Parents' general thoughts on the dominant parenting style in Arua Central Division.....	51
4.3.4 Youths' general thoughts on the dominant parenting style in Arua Central Division .....	51
4.4 EXAMINING THE CORRELATION BETWEEN PARENTAL INVOLVEMENT AND ACADEMIC PERFORMANCE AMONG THE YOUTH .....	52
4.4.1 Whether or not the parents surveyed are involved in the academic affairs of their children.....	52
4.4.2 Views of parents on the grades of their children.....	53
4.4.3 Academic performance of youths.....	53

4.4.4 Level of agreement of youths in attributing their academic performance to parents' involvement.....	54
<b>4.5 DETERMINING THE INFLUENCE OF PARENTAL GUIDANCE ON THE CAREER CHOICES AND ASPIRATIONS OF YOUTH IN ARUA CENTRAL DIVISION .....</b>	<b>55</b>
4.5.1 Parents' influence on the career choices and aspirations of their children .....	55
4.5.2 Ways in which parental guidance influences the career choices and aspirations of their children.....	56
4.5.3 Level to which youth agree that the career they are pursuing was influenced by their parents .....	56
4.5.4 Level to which youth agree that the career path they are taking was as a result of their parents' guidance.....	57
<b>4.6 THE MAIN CHALLENGES FACED BY PARENTS IN ARUA CENTRAL DIVISION, AND HOW THESE CHALLENGES POTENTIALLY IMPACT YOUTH DEVELOPMENT .....</b>	<b>58</b>
4.6.1 Challenges faced by parents and their potential impact on youth development....	58
4.6.2 Extent to which parents agree contextual factors listed below contribute to ineffective parenting in Arua Central Division.....	60
<b>4.4 SUMMARY OF CHAPTER FOUR: .....</b>	<b>61</b>
<b>5.1 INTRODUCTION .....</b>	<b>62</b>
<b>5.2 DISCUSSION OF THE FINDINGS .....</b>	<b>62</b>
5.2.1 The dominant parenting style in Arua Central Division .....	62
5.2.2 The correlation between parental involvement and academic performance .....	63
5.2.3 The influence of parental guidance on youth career choices and aspirations .....	63
5.2.4 The challenges faced by parents in Arua Central Division and their potential effects on youth development .....	64
<b>5.3 SUMMARY OF CHAPTER FIVE .....</b>	<b>64</b>
<b>CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>66</b>
<b>6.1 INTRODUCTION .....</b>	<b>66</b>
<b>6.2 CONCLUSIONS ON THE FINDINGS.....</b>	<b>66</b>
6.2.1 The Dominant Parenting Style in Arua Central Division .....	66
6.2.2 The correlation between parental involvement and academic performance .....	67
6.2.3 Influence of parents on the career choices and aspirations of the youth .....	67
6.2.4 Challenges parents face and their potential impact on youth development.....	68
<b>6.3 RECOMMENDATIONS .....</b>	<b>70</b>

6.4 ANSWERING THE CENTRAL RESEARCH QUESTION AND THE ACTION QUESTION: .....	71
6.5 LIMITATIONS OF THE STUDY .....	72
6.6 SUGGESTIONS FOR FURTHER RESEARCH .....	73
6.7 SUMMARY OF CHAPTER SIX: .....	74
REFERENCES .....	75
APPENDICES.....	84
APPENDIX 1: PERMISSION FROM LEADERSHIP OF CASE STUDY AREA TO CONDUCT RESEARCH .....	84
APPENDIX 2: REQUEST FOR PERMISSION TO CONDUCT RESEARCH .....	85
APPENDIX 3: UCU RESEARCH AND PROJECT LETTER.....	86
APPENDIX 4: COPIES OF DATA COLLECTION TOOLS .....	87
APPENDIX 4.1: SURVEY QUESTIONNAIRE- FOR PARENTS [31 YEARS AND ABOVE] .....	87
APPENDIX 4.2: SURVEY QUESTIONNAIRE- FOR YOUTHS [18 -30 YEARS] .....	90
APPENDIX 4.3: INTERVIEW GUIDE FOR PARENTS [31 YEARS AND ABOVE] .....	91
APPENDIX 4.4: FOCUS GROUP DISCUSSION GUIDE FOR YOUTHS [18-30 YEARS] .....	93
APPENDIX 5: RESEARCH PARTICIPANT CONSENT REQUEST LETTER .....	94
APPENDIX 6: RESEARCH CONSENT FORM.....	95

## LIST OF TABLES

Table 1: Population sample size and sampling technique for parents.....	35
Table 2: Population sample size and sampling technique for youths .....	36
Table 3: Respondents per parish in general .....	45
Table 4: Distribution of respondents by gender .....	46
Table 5: Distribution of respondents by location/ residence .....	46
Table 6: Distribution of respondents by age group.....	47
Table 7: Distribution of respondents by profession.....	48
Table 8: Distribution of respondents by marital status .....	48
Table 9: Distribution of respondents by religion.....	49
Table 10: Distribution of respondents by Education level.....	49
Table 11: Views of parents on the dominant parenting style in Arua Central Division based on their own experiences.....	50
Table 12: Views of youths on the dominant parenting style in Arua Central Division based on their own experiences.....	50
Table 13: Parents’ general thoughts on the dominant parenting style in Arua Central Division.....	51
Table 14: Youths’ general thoughts on the dominant parenting style in Arua Central Division.....	51
Table 15: Whether or not the parents surveyed are involved in the academic affairs of their children.....	52
Table 16: Views of parents on the grades of their children.....	53
Table 17: Academic performance of youths.....	53
Table 18: Level of agreement of youths in attributing their academic performance to parents’ involvement.....	54

<b>Table 19: How parents agree to influencing the career choices and aspirations of their children .....</b>	<b>55</b>
<b>Table 20: Ways in which parental guidance influences the career choices and aspirations of their children.....</b>	<b>56</b>
<b>Table 21: Level to which youth agree that the career they are pursuing was influenced by their parents.....</b>	<b>56</b>
<b>Table 22: Level to which youth agree that the career path they are taking was as a result of their parents' guidance.....</b>	<b>57</b>
<b>Table 23: Challenges faced by parents and their potential impact on youth development</b>	<b>58</b>
<b>Table 24: Extent to which parents agree contextual factors listed below contribute to ineffective parenting in Arua Central Division.....</b>	<b>60</b>

## **LIST OF ACRONYMS**

Freq means Frequency

FGD means Focus Group Discussions

PI means Parent Interview

PSQ means Parent Survey Questionnaire

SQ means Survey Questionnaire

YSQ means Youth Survey Questionnaire

LC means Local Council typically referring to the local or lowest leadership level

# CHAPTER 1: INTRODUCTION

## 1.0 INTRODUCTION:

Parenting is defined as the act of providing care, guidance, support, and nurturance to children and adolescents by adults or caregivers who take responsibility for their upbringing (Bornstein H. M., 2002).

The role of parenting in influencing the course of youth development is a topic of paramount importance, with far-reaching implications for the well-being and future success of the younger generation. This study investigates the unique dynamics of Arua Central Division within Arua City, exploring how parenting practices influence the aspirations, behaviors, and overall outlook of the youth in this specific locale.

## 1.1 BACKGROUND TO THE STUDY

Parenting comprises a wide range of behaviors, practices, and interactions aimed at meeting the physical, emotional, social, and cognitive needs of young individuals as they grow and develop (Bornstein H. M., 2002). On the other hand, youth development, as defined by Lerner, Lerner, Bowers, & Geldhof (2015), refers to the process through which young people grow from childhood to adulthood physically, mentally, socially, emotionally, and behaviorally.

Research steadily shows that parenting practices and the quality of parent-child relationships significantly influence various aspects of youth development (Amato & Fowler, 2002). Parental warmth, involvement, and support have been linked increasingly with higher self-esteem, better academic achievement and lower rates of problem behaviors among adolescents worldwide (Liu, Chen, & Brown, 2020). Conversely, harsh or neglectful parenting styles have been linked to adverse outcomes such as substance abuse, delinquency, and depression (Williams, et al., 2024).

### **Global perspective about the Influence of parenting on youth development:**

Studies about the influence of parenting on youth development from a global perspective emphasize the diverse cultural, societal, and economic factors that shape parenting practices and their outcomes on the youth (Rubin & Chung, 2013). From

developed to developing countries, the role of parenting in promoting positive youth outcomes remains crucial (Sanders, et al., 2022).

Research on parenting globally has been conducted by numerous scholars over the years; and some of their contributions in the field of parenting are described below:

Baumrind (1991), in a study on parenting styles argues that authoritative parenting, characterized by warmth, responsiveness, and reasonable demands, tends to be associated with positive child outcomes such as better academic performance, emotional well-being and social competence.

Relatedly, in research on the impact of parenting practices on adolescent development, Steinberg (2001) says that parents play a crucial role in shaping adolescents' behavior and well-being through their parenting practices, highlighting the importance of fostering supportive and communicative parent-child relationships during this developmental period.

Fiese (2006) postulates that family routines such as regular mealtimes promote children's physical and mental health, underscoring the protective role of family cohesion and support in buffering the effects of stress and adversity.

In a study about the role of parents in promoting children's cognitive, social, and emotional development, Galinsky (2010) underscored the critical role of parents as children's first teachers and advocated for policies that support parents in their caregiving and educational roles, ultimately benefiting children's development and well-being

The need for policies and programs that support fathers' active involvement in caregiving and parenting, as well as interventions that promote positive father-child relationships and co-parenting partnerships cannot be ignored (Lamb, 2010); this was revealed in his study on fatherhood, child custody, and parent-child relationships.

Ainsworth (2015) emphasized the critical role of sensitive and responsive caregiving in fostering secure attachment bonds, providing a foundation for healthy child development and relationships throughout life. This followed her studies on the attachment theory.

### **Africa's perspective about the influence of parenting on youth development:**

Parenting and youth development from an African perspective is deeply influenced by cultural values, community dynamics, and socioeconomic factors unique to the continent (Johnson & Osei, 2022). Additionally, Dube & Ndlovu (2021) reveal that parenting is considered a collective responsibility in many African societies, with extended family members, elders, and community leaders playing significant roles in shaping the upbringing of children and adolescents.

The following reveals the work of some researchers in the field of parenting in Africa:

In his extensive studies in various African contexts, particularly in Zambia and Malawi, while focusing on cultural variations in parenting practices and their impact on child development, Serpell (2008) advocated for culturally sensitive parenting programs that acknowledge and build upon existing strengths within African communities while addressing challenges such as healthcare, access to education and poverty.

Ng'ambi (2017), following his studies on parenting practices and their influence on child development outcomes in Zambia, focusing on factors such as parental involvement in education and discipline strategies, advocated for parent education programs that empower caregivers with effective strategies for supporting their children's learning and socio-emotional development.

Pheko (2012) suggested the need for integrated services that provide psychosocial support, healthcare, and economic empowerment opportunities for families affected by HIV/AIDS. This followed her research on parenting practices and child well-being in South Africa, particularly in the context of HIV/AIDS and other health disparities.

Madambi (2014) emphasized the need for policies and programs that promote equitable access to quality education and support parents in navigating the educational system to ensure positive outcomes for their children, following her studies on parenting practices and child education outcomes in Zimbabwe, particularly in the context of educational inequalities and poverty.

Furthermore, in his studies on parenting practices and adolescent health outcomes in Ghana, particularly in the context of sexual and reproductive health, Osafo (2012)

emphasized the need for family-based interventions that empower parents to have open and supportive conversations about sexuality with their adolescent children, as well as policies that ensure access to youth-friendly sexual health services.

### **East Africa's perspective about the influence of parenting on youth development:**

Duuki (2023) suggests that parenting and youth development from an East African perspective is shaped by a blend of traditional cultural practices, contemporary societal changes, and regional challenges. Omondi & Musa (2022) note that parenting is deeply rooted in communal values, with extended family networks playing a central role in child-rearing in countries like Kenya, Tanzania, Uganda, Rwanda, and Burundi.

The following is the work of some researchers in the field of parenting in East Africa:

Njoki (2017) emphasizes the importance of holistic approaches to supporting parents, including initiatives that provide parenting education, economic empowerment, and access to social services. This followed her research on various aspects of parenting in Kenya, focusing on topics such as parental involvement in education, discipline practices, and the impact of socioeconomic factors on parenting.

Having studied parenting practices and child development outcomes in both urban and rural settings in Kenya, Muchiri (2010) advocated for parental involvement in education as well as promoting positive parent-school relationships and providing resources to empower parents in their children's education

In a study on parenting practices and child protection in Tanzania, particularly child rights and welfare, Makanyengo (2016) argued that there is a great need to strengthen child protection systems and promote positive parenting practices safeguarding children's rights and well-being

In his studies on parenting practices and child protection in Burundi, particularly in the context of child rights advocacy and legal reforms, Habimana (2018) emphasizes the need for collaboration between government institutions, non-governmental organizations, and communities to ensure the effective implementation of child protection policies and programs

Ndagijimana (2017) advocated for early childhood education and care in Rwanda, highlighting the critical role of parental engagement in supporting children's learning and development, following his research that focused on parenting practices and child education outcomes in Rwanda.

#### **Uganda's perspective about the influence of parenting on youth development:**

Uganda's perspective on parenting and youth development reflects a blend of cultural traditions, socioeconomic realities, and contemporary challenges (Walakira, et al., 2021). Traditional Ugandan parenting emphasizes respect for elders, collectivism, and family cohesion (Nshone, 2019). Additionally, Drani, Kayonga, & Connick (2011) also highlight the role of parents in transmitting cultural values and instilling virtues like hard work and honesty.

Researchers in Uganda have emphasized various aspects of parenting: Mugomba, Kiggundu, Muwaga, & Wamaungo (2023) stressed the importance of empowering parents with knowledge and resources for supporting their children's education. Nyende (2018) recommended policies and programs to support fathers' involvement in parenting.

Singla & Kumbakumba (2015) highlights community-based interventions to support families and children while Akello (2018) advocated for integrating substance abuse treatment with family support programs. Wamai (2016) called for collaboration to develop culturally appropriate strategies for positive parenting. Namayengo (2017) emphasized family-centered interventions to navigate challenges and maintain supportive environments for children.

#### **Arua's perspective about the influence of parenting on youth development:**

According to the State of Uganda Population Report, a child is under 18 years old, and a youth is between 18 and 30 years old (Musinguzi, 2018). While youths are often seen as future leaders, urgent action is needed to support them, especially in Arua city, particularly Arua-central Division, where challenges are significant.

High school dropout rates, as highlighted by Batre (2010), raise concerns about the future of youth. Mirondo (2022) points out challenges faced by marginalized young

people, including unplanned pregnancies, drug abuse, and limited access to education and jobs in Arua.

Candia (2019) adds that issues like drug abuse, bad peer influence, and corruption are prevalent among Arua's youth. Relatedly, Ouerdane, CARE, & Taaka (2019) express concern about poor youths turning to negative coping mechanisms like drug abuse and criminal activities due to lack of parental guidance, especially male youths. Arima (2019) notes that many parents in the West Nile region, including Arua, fail in their responsibility to nurture their children for nation-building, leaving them to be raised by others.

Bornstein & Bradley (2014) stress the importance of parenting in shaping youth outcomes, considering factors like culture and socioeconomic status. Davis & Thompson (2002) highlight parents' role as primary agents of socialization and stress the need for effective policies and interventions to support youth development.

This background underscores the crucial link between parenting and youth development, informing the need for further research and effective interventions.

## **1.2 PROBLEM STATEMENT:**

In Arua Central Division, Arua City, the critical role of parenting in shaping the future of youth remains a complex and underexplored terrain. As societal dynamics evolve and present new challenges, the need to understand how parenting practices impact the holistic development of youth becomes increasingly urgent. Despite the evident importance of the parent-youth relationship, there is a notable gap in comprehensive research specifically tailored to the unique socio-cultural context of Arua Central Division. This research vacuum hinders the formulation of targeted interventions and policies that could enhance positive parenting practices, address challenges, and ultimately optimize the developmental outcomes for the youth in this community. Thus, the current study seeks to bridge this gap by critically examining the influence of parenting on youth development in Arua Central Division, providing insights that can inform community-specific strategies for nurturing a strong and thriving younger generation.

## **1.3 OBJECTIVES OF THE STUDY**

### **1.3.1 The general objective of the study**

To examine the relationship between parenting styles and various dimensions of youth development, including academic achievement and behavioral outcomes in Arua Central Division.

#### **Central Research Question:**

How do parenting practices in Arua Central Division influence youth development in terms of academic performance and career choices?

#### **Action Question:**

What can be done to improve parental involvement in Arua Central Division in order to enhance holistic youth development?

### **1.3.2 Specific objectives of the study:**

1. To analyze the parenting styles dominant in Arua Central Division.
2. To examine the correlation between parental involvement and academic performance among the youth.
3. To explore the influence of parental guidance on career choices and aspirations of the youth.
4. To identify challenges faced by parents in Arua Central Division and their potential effects on youth development.

## **1.4 RESEARCH QUESTIONS**

1. What are the dominant parenting styles observed in Arua Central Division?
2. How does parental involvement correlate with the academic performance of youth in Arua Central Division?
3. How does parental guidance influence the career choices and aspirations of youth in Arua Central Division?

4. What are the main challenges faced by parents in Arua Central Division, and how do these challenges potentially impact youth development?

### **1.5 SCOPE OF THE STUDY:**

The area scope during data collection was limited to the Arua-central Division. Otherwise, similar observations about youth outcomes had been made in the whole of Arua city, neighboring districts, and the entire North-Western region of Uganda. Arua central division has two main Subdivisions, Arua Hill and River Oli, and each of these divisions has three parishes and I purposed to cover selected villages in each of these six parishes altogether.

**Parenting styles and practices:** The study examined examine different aspects of parenting styles such as authoritative, authoritarian, permissive and neglectful parenting as well as parenting practices including parental involvement in education, communication styles, emotional support, etc.

**Youth outcomes:** The study assessed a wide range of outcomes associated with youth development, such as academic achievement, socio-emotional well-being, behavioral outcomes, etc.

**Mediating and moderating factors:** The study explored potential mediating and moderating factors that influence the relationship between parenting practices and youth outcomes, such as family socio-economic status, cultural values, peer relationships, and community support systems.

#### **Time Scope:**

I focused on a cross-sectional study that examined data collected at a single point in time. This involved the assessment of current parenting practices and youth outcomes, providing a snapshot of the relationship between parenting and youth development at that specific moment.

It was a time-limited study that focused on a specific period of parenting or youth development, such as the transition to adolescence or adulthood.

## **1.6 PURPOSE OF THE STUDY:**

The primary purpose of the study, "Nurturing the Future: Examining the Influence of Parenting on Youth Development," was to comprehensively investigate the influence of parenting practices on the holistic development of youth within the specific socio-cultural context of Arua Central Division.

## **1.7 THEORETICAL FRAMEWORK**

Several prominent theoretical frameworks guide research on parenting and youth development and here is an overview of these frameworks:

**Attachment theory:** It suggests that early attachment experiences shape an individual's internal working models of relationships, influencing their social and emotional development throughout life. Sroufe (2005) emphasizes that early relationships are very crucial in shaping later developmental outcomes. Secure attachment, characterized by sensitive and responsive caregiving, is associated with positive developmental outcomes, such as better emotional regulation, higher self-esteem, and healthier relationships.

A specific example of application of this theory: Groh, Cassidy, & Zimmerman (2005), in a longitudinal study they carried out to investigate the role of attachment security in predicting parenting behavior, found out that parents who had secure attachment representations were more likely to provide sensitive and responsive care to their children, which in turn predicted better child outcomes in terms of social competence and emotional regulation.

**Ecological systems theory:** This theory consists of nested levels, including the microsystem (immediate environment), mesosystem (interactions between microsystems), ecosystem (indirect influences), macro system (cultural context), and chronosystem (historical changes over time). Bronfenbrenner (2006) affirms that this framework highlights the dynamic interplay between individuals and their environments, underscoring the role of family, school, community, and broader societal factors in shaping youth development.

A relevant case study in this case: Crosnoe and Elder (2002) reported that parental involvement in school activities was associated with better academic performance among adolescents, highlighting the importance of multiple ecological systems in shaping parenting behavior and child outcomes. This followed their investigation into how family, school, and peer contexts interact to influence parenting practices and adolescent outcomes.

**Social learning theory:** This theory emphasizes that individuals learn through modeling the behavior of others, particularly influential role models such as parents, peers, and media figures. Akers (1998) postulates that parenting practices characterized by warmth, consistency, and positive reinforcement enhance prosocial behaviors and skills in children, whereas punitive or inconsistent discipline may contribute to the development of maladaptive behaviors.

A relevant example: Bandura (2001), following his research on the transmission of parenting practices across generations, demonstrated that observational learning and modeling contribute to the replication of parenting behaviors within families. Through examining intergenerational patterns of parenting behavior, the study showed how social learning processes influence parenting practices and outcomes.

**Bioecological model:** This model integrates elements of ecological systems theory with a focus on the bidirectional influences between individuals and their biological characteristics. Morris & Bronfenbrenner (2006) note that the bioecological model underscores the dynamic and transactional nature of developmental processes, recognizing the influence of genetic, biological, familial, cultural, and contextual factors on youth development.

A specific application of this theory: Feldman (2007), following his studies examining the role of genetic and hormonal factors in maternal caregiving behavior, concluded that variations in genes associated with oxytocin receptor sensitivity were linked to differences in maternal sensitivity and responsiveness to infants, highlighting the biological underpinnings of parenting behavior.

### **The intersection of these theories: a case study**

Through a multidimensional approach, Jones, Clark & Bates (2018) provide a more comprehensive understanding of the complex interaction between various theoretical frameworks in shaping parenting processes and outcomes. Their studies integrated multiple theoretical perspectives to examine the predictors of parenting stress and its impact on child development. Their study considered how attachment security, ecological factors such as family, social learning processes, community support, and biological factors interact to influence parental stress levels and child outcomes.

Therefore, the emphases of these theories such as prioritizing attachment early enough, underpinning the role of the child's environment such as peers and school, among others, align well with the problem under investigation since they tend to influence parenting practices employed and thereby contribute to addressing the problem under investigation.

### **1.8 CONCEPTUAL FRAMEWORK**

The following were the key components from which the conceptual framework was formed:

**Parenting styles:** This formed the independent variable in the conceptual framework. It consists of different parenting styles such as authoritative, permissive, authoritarian and neglectful. These styles represent the general approach and behaviors of parents in nurturing their children.

**Youth outcomes:** This formed the dependent variable in the conceptual framework. It comprises various outcomes related to youth development, such as academic achievement, career aspirations, interpersonal relationships, behavioral outcomes, socio-emotional well-being, and overall life satisfaction.

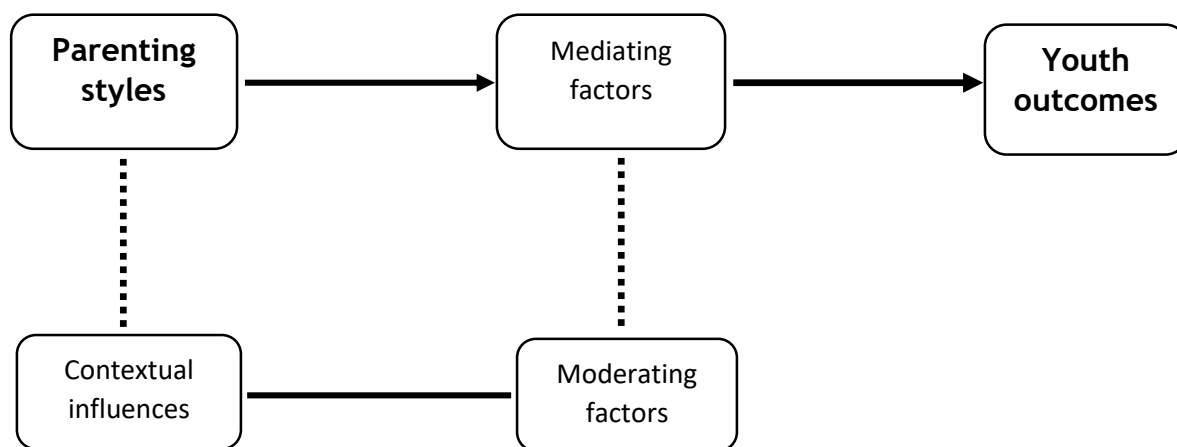
**Mediating factors:** This component included factors that might mediate or explain the relationship between parenting practices and youth outcomes. Examples of mediating factors include peer relationships, family socio-economic status, parental mental health, cultural values, technology, and community support systems.

Moderating factors: This component comprised factors that might moderate or influence the strength and direction of the association between parenting practices and youth outcomes. Moderating factors include the developmental stage of the youth, ethnicity, gender, neighborhood characteristics, and the presence of protective or risk factors.

Contextual influences: This component acknowledges the importance of bearing in mind the broader contextual influences that shape parenting practices and youth outcomes. Contextual factors in this regard include societal expectations, policy environments, historical legacies, cultural norms and economic conditions.

Research hypotheses: Based on the conceptual framework, specific research assumptions were framed to test the associations between parenting practices, mediating and moderating factors, and youth outcomes.

Demonstrated below is the interaction amongst the key components of the conceptual framework:



In the conceptual framework provided, contextual factors are depicted as influencing both parenting practices and mediating factors, but there is no direct arrow pointing from contextual factors to moderating factors. This is because moderating factors often interact with the relationship between parenting practices and youth outcomes rather than being directly influenced by contextual factors.

## 1.9 SUMMARY OF CHAPTER ONE:

Parenting plays a crucial role in youth development, impacting various aspects of children's lives. This study focuses on Arua Central Division in Arua City, examining how parenting practices influence the aspirations and behaviors of youth in the area. Effective parenting involves providing care, guidance, and support to children, with warmth and involvement linked to positive outcomes, while neglectful or harsh parenting can lead to issues like substance abuse and delinquency.

Globally, studies emphasize the importance of authoritative parenting, parental involvement in education, and family routines in promoting positive youth outcomes. In Africa, cultural values and community involvement shape parenting practices, with attention to challenges such as HIV/AIDS and educational disparities. In Uganda, parenting is influenced by cultural traditions and socioeconomic factors, emphasizing the need for empowering parents and community-based interventions.

In Arua Central Division, challenges like high school dropout rates and drug abuse affect youth development. Many parents are not fully committed to their roles, leading to inadequate nurturing for children. This study aims to explore the relationship between parenting styles and youth development, including academic achievement and behavior. Research questions focus on identifying dominant parenting styles, correlating parental involvement with academic performance, and understanding the impact of parental guidance on career choices. The study also examines challenges faced by parents and their effects on youth development, considering mediating and moderating factors.

Theoretical frameworks such as attachment theory and ecological systems theory provide insights into how parenting practices influence youth development. A conceptual framework outlines the interplay between parenting styles, youth outcomes, and contextual influences.

Overall, the study aims to provide insights that can inform tailored strategies for nurturing a strong younger generation in Arua Central Division.

## CHAPTER 2: LITERATURE REVIEW

### 2.0 INTRODUCTION

Parenting plays a critical function in shaping the development, well-being, and prospects of youths (Durbin, Darling, Steinberg, & Brown, 1993). Extensive research has explored the various dimensions of parenting and its influence on child outcomes, shedding light on the multifaceted interaction between parenting practices, contextual factors, and youth development trajectories (Steinberg, 2001).

This literature review synthesizes key findings from meta-analysis and other studies to examine the influence of parenting on youth development.

### 2.2 PARENTING STYLES

The manner in which parents interact with their children, commonly referred to as **parenting styles**, plays a pivotal role in influencing developmental outcomes (Darling & Steinberg, 2017). Parenting styles, such as authoritative, authoritarian, and permissive, provide a framework for understanding the overall emotional climate within the family (Darling & Steinberg, 2017).

These parenting styles—authoritative, authoritarian, permissive and neglectful—have distinct characteristics that significantly influence youth outcomes across various domains, including academic achievement, social skills, and psychological well-being (Pinquart, 2017).

**Authoritative parenting:** This parenting style is characterized by high responsiveness and high demands. Authoritative parents are nurturing and responsive while maintaining clear expectations and boundaries. In youth, it has implications such as higher academic performance due to self-motivation, positive social skills, including effective communication and cooperation, and higher levels of self-esteem, emotional regulation, and overall psychological well-being (Baumrind, 2005).

**Authoritarian parenting:** This parenting style has characteristics such as low responsiveness and high demands. Authoritarian parents prioritize obedience and discipline over nurturing. In terms of implications for youth, authoritarian parenting

may initially show higher academic performance, but it is often linked to lower creativity and critical thinking skills; it tends to result in poorer social skills, as these youths may struggle with independence and manifest higher levels of aggression; and it is associated with lower self-esteem, increased anxiety, and higher levels of stress (Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 2001).

**Permissive parenting:** This parenting style has characteristics such as high responsiveness and low demands. Additionally, permissive parents are nurturing but place few demands or restrictions on their children. As far as its implications for the youth are concerned, permissive parenting is often associated with lower academic performance, as these youths may lack structure and guidance; permissive parenting can result in children with high self-esteem as they may struggle with impulse control and following rules; and it may lead to challenges in emotional regulation, as children raised in permissive environments may face difficulties coping with stress (Lamborn, Mounts, Steinberg, & Dornbusch, 2002).

**Neglectful parenting:** This parenting style is characterized by low responsiveness and low demands. Children of neglectful parents may experience significant academic challenges due to the lack of support, guidance, and resources. They may struggle with attendance, homework completion, and engagement in school activities. Neglectful parenting can severely impact social capability as children may lack opportunities for social interaction, emotional support, and role modeling. They may feel isolated and may have difficulty forming meaningful relationships. Furthermore, children raised in neglectful homes are at risk of experiencing profound emotional difficulties, including low self-esteem, depression, and anxiety. The lack of parental involvement and emotional neglect can leave lasting marks on their mental health and well-being (Lamborn et al, 2002).

Research consistently suggests that authoritative parenting tends to yield the most positive outcomes across academic, social, and psychological domains. However, cultural and contextual factors play a role, and a combination of styles, known as a balanced or democratic approach, is effective in diverse situations (Baumrind, 2013).

Looking at the functionalities of the different parenting styles in light of the changing dynamics seriously impacting youth development in Arua Central Division as associated with the problem under investigation, the application of these parenting styles may have to vary depending on the prevailing youth behaviors at a particular time, including the joint application of two more parentings at a time to achieve the desired outcomes.

### **How cultural and contextual factors moderate the relationship between parenting styles and youth outcomes:**

#### **Cultural factors:**

**Norms and values:** Hofstede (2001) notes that different cultures have distinct norms and values regarding parenting practices. For example, collectivist cultures often emphasize interdependence and obedience to authority, while individualistic cultures prioritize independence and self-expression. Parenting styles that align with cultural norms are more likely to be effective in promoting positive youth outcomes.

**Parenting goals:** Steinberg (2001) argues that cultures may have different goals for child-rearing, such as academic success, emotional well-being, or social conformity. Parenting styles congruent with cultural goals are more likely to lead to positive outcomes. For instance, authoritative parenting, which combines warmth and firm control, may be valued across cultures for its promotion of autonomy and competence.

**Parent-child relationships:** Greenfield (2009) postulates that cultural beliefs about the parent-child relationship influence parenting practices and youth outcomes. In some cultures, hierarchical parent-child relationships are preferred, while in others, egalitarian relationships are emphasized. The effectiveness of parenting styles may depend on the fit between cultural expectations and parenting practices.

#### **Contextual factors:**

**Socioeconomic status (SES):** Bradley & Corwyn (2002) stresses that SES influences access to resources, opportunities, and support systems that can impact parenting practices and youth outcomes. For example, parents from higher SES backgrounds may have more resources to provide educational enrichment activities, leading to better

academic outcomes for their children. Therefore, the relationship between parenting styles and youth outcomes may vary across different socioeconomic strata.

**Neighborhood environment:** Leventhal and Brooks-Gunn (2000) emphasize that the quality of the neighborhood environment, including safety, social cohesion, and access to community resources, can shape parenting behaviors and youth development. Parents may adapt their parenting styles in response to the challenges and opportunities present in their neighborhood, influencing youth outcomes.

**Cultural integration:** In multicultural societies, families may navigate multiple cultural influences, including those from their ethnic or religious backgrounds and the dominant culture. Berry (2005) states that the degree of cultural integration and acculturation can affect parenting practices and youth outcomes. For instance, bicultural individuals may adopt parenting styles that blend elements of both their heritage culture and the mainstream culture.

**Implications of cultural and contextual factors for research:**

Researchers need to adopt a culturally sensitive approach to studying parenting styles and youth outcomes while acknowledging the diversity of cultural beliefs and practices (Garcia & Magnuson, 2011).

Additionally, Lansford et al, (2010) recommend that studies should consider the interactive effects of cultural and contextual factors on the relationship between parenting styles and youth outcomes.

On the other hand, Magnusson & Cairns (1996) advocate for the employment of longitudinal research designs which they insist are crucial for examining how cultural and contextual factors shape parenting practices and youth development over time.

Based on the fact that these factors are significant contributors, alongside parenting styles, to youth outcomes, therefore, there is need to consider them as being relevant for a study involving parenting and youth outcomes in Arua Central Division given the diverse cultures of the people in Arua. We have four (4) main ethnic groups in Arua including the Lugbara (majority), Madi, Kakwa and Alur in addition to other small tribes. All of these have significant presence in Arua City and Arua Central Division inclusive.

In addition to these groups of people, there also is the influence of people from Democratic Republic of Congo and South Sudan since this share borders with North Western Uganda, with quite a significant number of these people residing in Arua City.

### **Perspectives on parenting styles and dominance:**

**Globally**, Baumrind (2013) affirms the prevalence and effectiveness of authoritative parenting worldwide, highlighting its positive impact on child development outcomes. The study further suggests that authoritative parenting remains a dominant and beneficial style across diverse cultural contexts. Relatedly, Piquart (2017) identifies authoritative parenting as the most consistently associated with positive academic outcomes globally. The study underscores the importance of promoting authoritative parenting practices for optimal academic achievement worldwide. In a study that compared parenting styles between Asian Indian and European American families, Rana & Gibbons (2010) reveal that there are variations in dominance and emphasis on different dimensions of parenting. They further highlight the need for culturally sensitive interventions that acknowledge and respect diverse parenting practices. Khaleque (2013), in a meta-analysis, underscores the universal significance of parental warmth in fostering positive child psychological adjustment across different cultures. He suggests that parental warmth should be considered a fundamental aspect of parenting across diverse cultural contexts. Sorbring & Rönnlund (2014), following a cross-cultural study comparing parenting styles between Sweden and Greece, reveal differences in dominance and their implications for adolescent interpersonal dependency. They advocate for culturally informed interventions that address the unique challenges posed by different parenting styles in diverse cultural settings.

**In Africa**, Opondo & Reddy (2016), following a longitudinal study examining parenting styles and child outcomes in South Africa, identify authoritative parenting as predominant and associated with positive child outcomes. They suggest that interventions promoting authoritative parenting could enhance child development outcomes in South Africa. Similarly, Agyei-Mensah & Anarfi (2019) reveal a mix of authoritarian and authoritative parenting with varying effects on adolescent adjustment. They emphasize the importance of promoting authoritative parenting

practices to support positive adolescent adjustment in Ghana. In a similar study, Mchunu & Pillay (2015) highlight the prevalence of authoritative parenting and its positive impact on adolescent well-being. They advocate for interventions that promote authoritative parenting to enhance adolescent well-being in South Africa. Relatedly, the dominance of authoritarian parenting was also found to be true in Nigeria and associated with higher academic achievement, following a study on parenting styles and academic achievement (Ong & Ang, 2018). As a result, they suggest promoting authoritative parenting practices to improve academic achievement among Nigerian youth. Kithakye & Ruto (2020) identify authoritarian parenting as the dominant style, particularly in urban areas and they emphasize the importance of promoting authoritative parenting styles to mitigate adolescent risk behaviors in Kenya.

**In East Africa,** Mwangi & Kamau (2017) highlight the prevalence of authoritarian parenting and its association with negative adolescent outcomes. They advocate for interventions that promote authoritative parenting to improve adolescent behavior and well-being in Kenya. Mwita & Ng'asike (2019) emphasize the significance of authoritative parenting for positive adolescent outcomes. They advocate for interventions that support authoritative parenting practices to enhance adolescent development in Tanzania. Kibet & Chemjor (2018) reveal a predominance of authoritarian parenting and its negative impact on youth well-being. They suggest interventions that promote authoritative parenting to improve youth outcomes and well-being in Uganda. Njeru & Nyangweso (2016), in a study on parenting practices and adolescent adjustment in East Africa, highlight variations in parenting styles and their implications for adolescent well-being. They advocate for culturally sensitive interventions that address the unique parenting practices and challenges faced by adolescents in East Africa. Furthermore, Wasike & Wanjala (2021) emphasize the importance of authoritative parenting and parental engagement in promoting positive youth outcomes. They advocate for strategies to enhance parental involvement and promote authoritative parenting practices to support youth development in Rwanda.

**In Uganda,** Akello & Mugisha (2018) highlight the prevalence of authoritarian parenting and its negative consequences for adolescent mental health. They recommend

employment of interventions that promote authoritative parenting to improve adolescent well-being and mental health in Uganda. In another study, Nakayiza & Ntiranyibagira (2019)) reveal the importance of authoritative parenting for positive youth outcomes. They advocate for interventions that strengthen authoritative parenting practices to support positive youth development in Uganda. Similarly, Namugenyi & Nansubuga (2017) report the prevalence of authoritarian parenting and its association with negative adolescent outcomes. They suggest the need to employ interventions that promote authoritative parenting to improve adolescent behavior and well-being in Uganda. Furthermore, Tumusiime & Kiconco (2020) identify authoritarian parenting as the most dominant style, particularly in rural areas, and highlight its negative effect on academic performance. They highlight the need for interventions that promote authoritative parenting styles to enhance academic achievement among adolescents in both urban and rural settings in Uganda. Following another study specifically in central Uganda, Musisi & Sserunkuuma (2016) identify the predominance of permissive parenting styles among parents in this region. They advocate for the implementation of parenting education programs to promote authoritative parenting styles and strengthen parent-adolescent relationships in central Uganda.

Based on the findings of these studies above, it is clear that authoritative is the dominant parenting style worldwide but authoritarian parenting style is predominant in Africa, East Africa and Uganda, with recommendations tending more to the adoption of authoritative parenting style for better youth outcomes including education. These findings of studies on this subject particularly those in Uganda give indicators of the possibility of authoritarian parenting style being more dominant in Arua.

### **2.3 PARENTAL INVOLVEMENT AND ACADEMIC PERFORMANCE AMONG THE YOUTH**

Parental involvement in this context refers to the engagement of parents in their children's educational activities and school-related events. This involvement encompasses various behaviors, such as helping with homework, volunteering at school, attending parent-teacher meetings, and fostering a supportive home learning environment. In diverse cultural contexts, parental involvement may manifest in various forms but remains key for children's academic success (Spera, 2005).

Parental involvement in children's education has been widely acknowledged as a significant factor affecting academic performance and educational outcomes globally (Henderson & Mapp, 2002).

**At a global level,** Hill & Tyson (2009), in a meta-analytic study exploring parental involvement strategies in middle school and their impact on achievement, reveal that various strategies such as parent-teacher communication and parental monitoring positively affect student achievement. They highlight that schools need to adopt effective parental involvement strategies to promote student success. In another meta-analysis, Fan & Chen (2001) report positive correlation between parental involvement and student academic achievement across diverse settings. They encourage parents to actively participate in their children's education to enhance academic outcomes. Jeynes (2007), yet in another meta-analysis investigating the relationship between parental involvement and urban secondary school student academic achievement, highlights significant positive association between parental involvement and academic achievement among urban secondary school students. He advocates for the promotion of parental involvement initiatives in urban schools to enhance student academic performance. In another meta-analysis, it was revealed that parental involvement had positive effects on academic outcomes, including improved grades and test scores (Wilder, 2014). She recommends that schools and policymakers should prioritize strategies to increase parental involvement to improve student achievement. Furthermore, Yonezawa, McClure & Jones (2012) report that home-school partnership positively impacts student achievement, leading to improved academic outcomes. They emphasize that schools should foster stronger home-school partnerships to support student success.

**In Africa,** Adeyemi & Afolabi (2016), while investigating the impact of parental involvement on academic performance in Nigerian secondary schools, reported positive correlation between parental involvement and student academic achievement, particularly in terms of improved grades and attendance. They highlight the need for increased parental involvement in Nigerian schools to enhance student academic outcomes. Similarly, Mohamed (2018) reports a significant association between

parental involvement and student academic success, including higher grades and motivation. He encourages Egyptian parents to actively participate in their children's education to improve overall academic outcomes. Manda (2015) reports a positive impact of parental involvement on student academic performance, contributing to higher grades and educational aspirations. He emphasized the need for collaborative efforts between schools and parents to enhance student achievement in South Africa. Additionally, Tadesse (2019) notes the existence of a positive correlation between parental involvement and student academic success, with involved parents contributing to higher test scores and school attendance. She recommends parental engagement initiatives in Ethiopian schools to support student learning and achievement. Relatedly, Mbeki & Dlamini (2017) report a positive association between parental involvement and student academic performance, leading to improved grades and motivation. They recommend that Swazi parents need to actively engage in their children's education to foster academic success.

**In East Africa,** Kimani & Muthoni (2018) demonstrate that there is positive correlation between parental involvement and student academic achievement, with involved parents contributing to higher exam scores and school attendance. They advocate for increased parental engagement in Kenyan schools to support student learning and success. Similarly, following a study that explored the impact of parental involvement on student academic outcomes in Rwandan primary education, Ndayisaba & Mukamana (2016) report that there exists a positive association between parental involvement and student academic performance, leading to improved grades and educational aspirations. Furthermore, Kiiza & Mugisha (2019), in a study that investigated the role of parental involvement in promoting academic success in Tanzanian schools, report that there is a positive relationship between parental involvement and student academic achievement, with engaged parents contributing to higher test scores and motivation. In another related study that examined parental involvement and its effects on student academic performance in Ethiopian secondary schools, Mulatu & Gebreyesus (2017) reported a significant correlation between parental involvement and student academic success, including higher grades and attendance. Similar findings were realized following a study investigating the impact of parental involvement on student

academic outcomes in Tanzanian primary schools i.e. Rugunda & Mutesasira (2016) notes that there is positive association between parental involvement and student academic performance, leading to improved grades and attendance. They emphasized the need to promote collaborative partnerships between schools and parents in Tanzania to enhance student achievement.

In Uganda, Odongo & Mwenda (2020) note a positive impact of parental involvement on student academic achievement, with involved parents contributing to improved grades and educational attainment. They advocated for parental engagement initiatives in Ugandan schools to support student learning and success. Relatedly, Tumuhamyé & Kikooma (2021) state that there is a positive association between parental involvement and academic performance, with students whose parents were actively engaged in their education demonstrating higher grades and motivation. In another study that examined parental involvement in youth education in Uganda, Nalwadda & Kiconco (2020) revealed a significant level of parental involvement in promoting academic success and overall well-being among Ugandan youth. In a similar study exploring the impact of parental involvement on student academic achievement in Ugandan primary schools, Kyomuhendo & Ssemanda (2018) report a positive correlation between parental involvement and student academic performance, with involved parents contributing to improved grades and attendance. Furthermore, Nakayiza & Ntiranyibagira (2019) highlight the importance of authoritative parenting for positive youth outcomes in Uganda, including academic success and psychological well-being. Following a similar study, investigating the role of parental involvement in primary education and its effects on student outcomes in Uganda, Mugisha & Tusiime (Mugisha & Tusiime, 2016) identify parental involvement as a key predictor of academic success among primary school students in Uganda, with involved parents contributing to improved attendance, behavior, and academic achievement.

The findings of these studies right from the global level to Uganda perspective all indicate a positive relationship between parental involvement and high academic scores and overall youth wellbeing. This consistency suggests that it is highly likely that better

academic performance and overall youth wellbeing will be observed more among children whose parents are involved in their academics in Arua Central division.

## **2.4 PARENTAL GUIDANCE AND CAREER CHOICES OF THE YOUTH**

Parental guidance plays a significant role in shaping the career choices and aspirations of youth. This literature review aims to explore the influence of parental guidance on the career development of youth, drawing upon research conducted globally as well as within the specific contexts of Africa, East Africa, and Uganda, including direct discussions about career options, exposure to different professions, and financial support for educational pursuits.

In diverse cultural contexts, parental guidance plays a crucial role in shaping youths' perceptions of career opportunities and their aspirations for the future (Schoon, Parsons, Rush, & Law, 2002).

Parental guidance influences youth's career choices and aspirations through various mechanisms, including parental role modeling, career-related discussions, and the provision of resources and opportunities for career exploration. Additionally, the quality of parent-child relationships and parental expectations regarding education and career success can significantly impact youths' career development trajectories (Hossain & Tariq, 2019).

**At a global level,** Creed et al (2002), following a Cross-cultural study comparing Australian and South African Students, reveal that there is an evident influence of cultural factors, including parental guidance, on career choices and aspirations. Hooley et al (2017), having explored how parental involvement and societal factors shape the career choices and aspirations of youth, noted that parental involvement and societal factors shape career choices and aspirations globally. Furthermore, Watson et al (2013) introduce the concept of career construction counseling, which emphasizes the integration of life themes and parental guidance in shaping career aspirations, particularly for youth facing adversity. In another study, Guan et al (2015), following a three-wave longitudinal investigation among Chinese undergraduates, demonstrate the influence of career-specific parental behaviors on career exploration and adaptability

reflects the influence of career-specific parental behaviors on career exploration and adaptability, thereby underscoring the importance of parental guidance in fostering career development. Additionally, Leong & Serafica (2005) report that cultural factors, including parental guidance, greatly influence career choices and aspirations.

**In Africa,** Mignot (2009), following a study that explored parental influence on youth career choice in Sierra Leone, reveals that socio-economic factors and cultural norms significantly influence career aspirations among Sierra Leonean youth. In another study, Masuku et al (2017) reveal that parental support and advocacy significantly impact career choices among adolescents with visual impairments in Bulawayo Metropolitan Province, Zimbabwe. Additionally, Ouma et al (2017), in a study on the influence of parental occupation and career aspirations on students' choice of science subjects in secondary schools in Kenya, reveal that parental occupation and career aspirations significantly influence students' choice of science subjects in secondary schools. Similarly, Otukile-Mongwaketse & Moahi (2019) reveal that parental guidance significantly influences career choices among students in Botswana. Furthermore, Ayeni & Adekeye (2014) reveal that parental guidance significantly influences career choices among secondary school students in Nigeria.

**In East Africa,** Kinyanjui & Wangia (2018) reveal that parental guidance significantly influences career aspirations among high school students in Tanzania. They emphasize the need to strengthen career guidance programs in Tanzanian schools and encourage parental involvement in career exploration activities to enhance students' career aspirations. Ruto & Waweru (2019) reported that a very significant number of university students consider parental advice and expectations as being crucial in their career decisions in Kenya. In another study, Kassaye & Tesfaye (2016) reveal that students rely more on parental advice and support when making career decisions. This followed a study that explored parental guidance and career aspirations among high school students in Ethiopia. Similarly, Nyang'au & Waithaka (2019) report that the majority of the university students in Dar es Salaam, Tanzania attributed their career trajectories to parental advice and support. Furthermore, Githae & Ndirangu (2017) indicate that a

greater number of students in Rwanda consider parental expectations, advice, and support crucial in shaping their career goals.

In Uganda, Kasozi & Nalwadda (2017) reveal that majority of students attribute their career decisions to parental advice and support. In another study, Namatovu & Kiconco (2018) indicate that more students rely on parental advice and support in their career decision-making process. Relatedly, Kigozi & Nankunda (2018), following a study that explored the influence of parental guidance on career aspirations among secondary school students in Kampala, Uganda, reveal that majority of the students rely on parental advice and support when making career decisions. Additionally, Atuheire & Kiconco (2020) noted that a significant number of students attribute their career decisions to parental advice and support for their career decisions. Furthermore, Lubega & Musisi (2017), in a study investigating parental guidance and career aspirations among secondary school students in Jinja, Uganda, indicate that more students consider parental expectations, advice, and support as crucial factors in shaping their career goals.

Overall, there is striking resemblance in findings of the studies across perspectives from Global to African, East African and within Uganda, indicating that parental guidance greatly influences the career choices and aspirations of young people throughout the world and across diverse settings. This therefore is suggestive of the likelihood that most of the career choices and aspirations of the youth in Arua Central Division will be attributed to the guidance received accordingly from their parents.

## **2.5 CHALLENGES FACED BY PARENTS AND THEIR POTENTIAL EFFECTS ON YOUTH DEVELOPMENT**

Challenges faced by parents can have significant implications for youth development. These challenges vary widely and may include economic hardships, limited access to resources, mental health issues, substance abuse, family conflict, and lack of social support, among others (Kausar, 2015).

The potential effects of these challenges on youth development are wide-ranging. Children growing up in such environments may experience academic difficulties, social

withdrawal, emotional instability, and behavioral problems (Ackerman, Kogos, Youngstrom, Schoff, & Izard, 1999). They may also be at greater risk of engaging in risky behaviors such as substance abuse and delinquency. Furthermore, the stress and instability within the family can impact children's self-esteem, sense of security, and overall psychological well-being.

Among others, these challenges faced by parents and their potential impact on youth development are expounded on in the following paragraphs:

**Economic hardships:** This refers to financial difficulties or instability within families, including unemployment, poverty, or lack of access to basic needs. Accordingly, Tricia Jennifer & Donnellan (2016) reveal that economic hardships can create stress within families, affecting parental mental health and increasing the likelihood of harsh parenting practices. Limited access to resources such as quality education, healthcare, and safe housing can hinder children's opportunities for growth and development. Family conflict, whether due to marital discord, divorce, or other issues, can create an unstable environment for children, leading to emotional distress and behavioral problems.

**Limited access to resources:** This entails limited access to resources such as quality education, healthcare, and safe housing can hinder children's opportunities for growth and development (Engle & Black, 2008). Without adequate resources, children may experience educational disadvantages, leading to academic difficulties and lower educational attainment. Limited access to healthcare can result in untreated medical conditions, impacting physical health and well-being. Inadequate housing may expose children to unsafe or unstable living conditions, increasing their vulnerability to stress and trauma.

**Mental health issues:** These include depression, anxiety, or substance abuse disorders which can affect parents' ability to provide a nurturing and supportive environment for their children (Kaiser, 2015). Children of parents with mental health issues may experience emotional neglect, inconsistent parenting, and exposure to parental distress. On the other hand, parents facing mental health issues or substance abuse may struggle to provide a nurturing and supportive environment for their children

(Marjorie, 2004). Their own well-being may be compromised, making it challenging to meet their children's emotional and physical needs. The lack of social support networks can also worsen these challenges, leaving parents feeling isolated and overwhelmed (Nomaguchi & Milkie, 2020).

**Substance abuse:** This includes alcohol or drug addiction, and can ruin parental functioning and disrupt family dynamics (Kroll & Taylor, 2003). Children of parents with substance abuse issues may experience neglect, emotional instability, and exposure to unsafe environments (Repetti, Taylor, & Seeman, 2002). They may be at increased risk of substance abuse themselves and may struggle with issues related to trust, attachment, and boundary setting (Schindler, 2019). Substance abuse in the family can also contribute to financial strain, legal problems, and social stigma, further impacting children's well-being (Thiede, et al., 2002).

**Family conflict:** This may arise from marital discord, domestic violence, or intergenerational conflicts, and is capable of creating an unstable and stressful environment for children and Children may experience feelings of anxiety, fear, or guilt, and may develop maladaptive coping mechanisms (Siegel, 2013). Not only can family conflict lead to emotional distress, insecurity, and disrupted family relationships, but witnessing domestic violence can have long-lasting psychological effects, including trauma and difficulties thereby forming healthy relationships in the future (Adams, 2006).

**Lack of social support:** Lack of support networks such as friends, extended family, and community resources, leaves parents feeling isolated and overwhelmed. Makunga, Rinie, Roman, & Spolander (2017) argue that without adequate support, parents struggle to meet their children's physical and emotional needs, leading to inconsistent caregiving. Children may lack access to positive role models, mentors, or extracurricular activities that promote healthy development. Social isolation can also exacerbate parental stress and mental health issues, further impacting children's well-being.

**Among studies done at a global level,** Turney & Wildeman (2015) report that children with imprisoned mothers often experience economic instability, parental absence, and

social stigma, impacting their overall well-being. However, they agree that the effects vary among children, suggesting the need for tailored interventions. Mistry et al. (2010) reveal that poverty and parental stress impact low-income children's school readiness, stating that in low-income children, school readiness is affected by factors such as poverty and parental stress. Conger & Donnellan (2007) agree, noting the interaction of socioeconomic context and parental behaviors. They suggest comprehensive interventions for families in disadvantaged environments. Putnam (2015) warns of economic inequality's threat to children's upward mobility, while Conger et al. (2010) discuss the struggles of families with limited resources, stating that families with limited resources struggle to provide supportive environments.

In Africa, Smith & Roos (2017) note barriers for parents in rural South Africa, stating, "Parents in rural South Africa face barriers in raising children with disabilities. Ong & Ang (2018) find communication difficulties among Nigerian parents, postulating that parents in Nigeria experience challenges in parenting adolescents, including communication difficulties. Muhwezi & Kangai (2015) observe parenting stress in Ugandan families with autistic children, indicating the need for support services since parents of children with autism in Uganda experience parenting stress. Additionally, Mkhize (2016) reports challenges for rural South African parents, noting that parents in rural South Africa face challenges such as poverty and limited access to education.

Various studies in **East Africa** provide insights into challenges faced by parents and their impact on youth development. Mwita & Njoroge (2018) report economic hardships, urbanization-related stressors, and cultural transitions affecting parents in urban Kenya, impacting youth development. Tesfaye & Teshome (2019) note poverty, limited access to education and healthcare, and traditional gender roles as challenges for parents in rural Ethiopia, affecting youth development.

Mwai & Gitari (2019) observed economic hardships, rapid urbanization, and cultural transitions impacting adolescent well-being among parents in urban Tanzania. Wambui & Nyabuti (2018) assert that poverty, limited resources, and cultural norms affect youth development outcomes for parents in rural Kenya. Additionally, Rwego & Bahati (2020)

observed coping strategies employed by parents in rural Rwanda to address poverty, limited resources, and adolescent risk behaviors, impacting youth development.

**In Uganda,** Nakasujja & Kiwanuka (2017) identify poverty and limited resources as challenges. Kizza & Ssebukyu (2020) report similar issues in rural Uganda. Namatovu & Kiconco (2018) suggest coping strategies in urban Uganda, emphasizing community-based support programs. Nakato & Mukama (2019) advocate for multi-sectoral interventions, highlighting that parents in rural Uganda face challenges such as poverty, limited access to resources, and adolescent risk behaviors. Asimwe & Tumwebaze (2018) recommend community-based programs, urging parents in urban Uganda employ coping mechanisms to address challenges such as poverty, urbanization, and adolescent risk behaviors."

**Case Study:** A qualitative case study was carried out in remote rural communities in the Scottish Highlands, United Kingdom, to explore the effects of social isolation on parenting behaviors and child well-being. Following this study, Jessica et al (2019) revealed that parents living in remote areas experienced limited social support networks, leading to feelings of loneliness, stress, and inadequacy and as a result, they struggled to provide consistent and nurturing care, impacting children's emotional regulation, social skills, and mental health outcomes.

**Study:** Laura et al (2018), following a longitudinal study done in Suburban communities with high rates of parental anxiety in Sydney, Australia, to examine the impact of parental anxiety on parenting styles and child adjustment outcomes, reported that parents with anxiety disorders exhibited overprotective and controlling parenting behaviors, characterized by high levels of insensitivity and over-involvement.

These findings suggest similar challenges may be faced by parents in Arua Central Division, emphasizing the need for relevant support systems.

Based on the studies above, the main challenges faced by parents seem to rotate around poverty, limited access to resources, family conflict/ divorce, urbanization and risky behaviors among the youth and the leading potential impacts on the youth are high level of school dropout, developmental delays, decline in academic performance,

depression, stress and substance abuse among others. This sheds light on the possibility of similar challenges that may be faced by the parents in Arua Central Division and the potential effects on youth development, and they thus inform of the need to consider designing relevant systems to support parents to do their parenting job better.

## **2.6 SUMMARY OF CHAPTER TWO:**

Parenting styles significantly impact youth development, including academic achievement, social skills, and well-being. Authoritative parenting, with its balance of responsiveness and demands, leads to positive outcomes. Authoritarian parenting, high in demands but low in responsiveness, initially boosts academic performance but can lead to anxiety and lower creativity.

Permissive parenting, high in responsiveness but low in demands, is linked to lower academic performance and emotional regulation challenges. Neglectful parenting, low in both responsiveness and demands, causes academic difficulties and emotional problems.

Cultural and contextual factors, like norms, values, and socioeconomic status, shape the impact of parenting styles on youth outcomes. Authoritative parenting is common globally, while authoritarian parenting is prevalent in African contexts. Promoting authoritative parenting is recommended for better youth outcomes, especially in education.

Parental involvement in education positively affects academic performance, emphasizing the importance of parent-teacher communication.

Parental guidance significantly influences youth career choices and aspirations, with societal factors playing crucial roles.

Challenges faced by parents, such as economic hardships, mental health issues, and family conflict, impact youth development. Understanding these dynamics is crucial for designing effective support systems for parents and promoting positive youth development.

## CHAPTER 3: METHODOLOGY

### 3.0 INTRODUCTION

The study used mixed methods, including surveys, interviews, and focus groups, to gather insights from parents and youth in Arua Central Division. This approach offered several advantages: Surveys provided quantitative data on parenting styles and demographics, while interviews and focus groups explored motivations and experiences in depth.

This allowed for a comprehensive understanding of participants' perspectives. Mixed methods also increased the credibility and reliability of findings by confirming patterns across different data sets.

### 3.1 RESEARCH DESIGN

**Study objective:** The objective was to examine the relationship between parenting styles and various dimensions of youth development, including academic achievement and behavioral outcomes in Arua Central Division.

**Research questions:** The research questions were as follows:

1. What are the dominant parenting styles observed in Arua Central Division?
2. How does parental involvement correlate with the academic performance of youth in Arua Central Division?
3. How does parental guidance influence the career choices and aspirations of youth in Arua Central Division?
4. What are the main challenges faced by parents in Arua Central Division, and how do these challenges potentially impact youth development?

#### **Participants:**

The study involved mainly parents/ guardians (i.e. 31 years and above based on the latest credible information available at the local government offices), and the youth aged 18-30 years (i.e. youth as defined in the Uganda Population report booklet in year 2018, in terms of age).

Participants were recruited from diverse socioeconomic and cultural backgrounds to ensure a fairly good representation.

### **Methodology:**

A cross-sectional survey design was used to collect data from parents and youth. Questionnaires were given to parents to gather information on parenting styles and youth outcomes in academics and career choices. Separate questionnaires were distributed to youth to understand their perspectives on parenting.

Demographic data including age, gender, and ethnicity were collected. Interviews were conducted with some parents to delve deeper into their insights on parenting. Focus group discussions were organized with youth to gather their insights.

### **3.2 AREA OF STUDY**

The study focused on Oli River and Arua Hill, forming Arua Central Division in Arua City, with six parishes and a total of 50 villages. Data was collected from residents in these areas, serving as the research's case study. Arua Central Division was chosen for its relevance to understanding how parenting practices affect youth development, considering its demographic diversity and accessibility.

Investigating various demographic groups provided insights into how factors like socioeconomic status and cultural backgrounds influenced youth outcomes. Access to participants in homes or community centers facilitated data collection. Access to relevant datasets and population distribution details enhanced the research's rigor.

The division's common youth development aspects informed the study's focus. Clear boundaries and road networks within the division facilitated data analysis and reporting.

### **3.3 SOURCES OF INFORMATION**

This section discusses the sources of data relevant to the research. It includes primary sources, involving original data collected from individuals like parents and youth, and secondary sources, accessing existing data or information like literature reviews and records.

Secondary data sources, such as population demographics, were obtained from reports like the Uganda Population report and academic performance reports of schools in Arua City. After obtaining consent, I, along with three research assistants, distributed and collected questionnaires within 1-4 days, ensuring respondents were not pressured. Interview appointments were scheduled over three days based on each interviewee's availability.

Although recording was planned with one assistant, none of the interviewees agreed. For the Focus Group Discussion (FGD), I arranged appointments with youths from each parish, handling logistics including transportation and meals. Only 2 out of 6 youths agreed to be recorded, so we conducted the discussion without recording, with my assistant taking notes while I facilitated the discussion for about 50 minutes.

### **3.4 POPULATION AND SAMPLING TECHNIQUES**

This section outlines the population of interest, sampling size, and sampling techniques used for the study: The population of interest included:

Thirty-eight (38) parents (either men or women) actively engaged in nurturing children as they were anticipated to be able to provide insights into parenting styles and practices. Questionnaires were administered to 32 parents, while 6 other parents were interviewed.

The 32 parent participants to whom questionnaires were administered were identified as follows: A report on the population distribution as of year 2022 can be accessed online at [https://www.ubos.org/wp-content/uploads/statistics/SAP\\_Northern.xlsx](https://www.ubos.org/wp-content/uploads/statistics/SAP_Northern.xlsx). This source has very detailed information per parish on the household heads (aged 31 years and above) within Arua Central Division and it is the equivalent of parents the researcher considered for the target population.

In the table below, systematic sampling was used to select parent respondents for questionnaires. The number of parent participants per parish was determined by dividing the population in each parish by 200, considering only whole numbers. For example, in Awindiri parish, with a parent population of 1031, the calculation resulted in 5 respondents, disregarding the fraction.

**Table 1: Population sample size and sampling technique for parents**

Target population	Parish	Population in Arua Central Division	Sample size	Sampling Technique
Parents for interviews	All 6 Parishes	10,557	6	Purposive sampling was used to identify respondents for interviews
Parents for Questionnaires	Awindiri	1,031	5	Systematic sampling was used to identify respondents for Questionnaires
	Mvara	574	2	
	Bazaar	550	2	
	Kenya	1,470	7	
	Pangisa	1,723	8	
	Tanganyika	1,642	8	
	<b>Sub-total</b>	<b>6,990</b>	<b>32</b>	
<b>Parents</b>	<b>Over all total</b>		<b>6+32=38</b>	

This method was applied consistently across all parishes. For parent respondents in interviews, purposive sampling was employed. Each parish had one respondent selected from a randomly chosen village. Villages were numbered, and one number was drawn to determine the village. This process was repeated for all parishes until six villages were identified. The 6 parent respondents came from these villages, chosen based on desired socio-economic and cultural backgrounds. Local council chairpersons assisted in identifying suitable respondents.

In the case of youth respondents, thirty-six (36) youths were picked to participate in the study: 30 youths were administered questionnaires, and 6 youths participated in the FGD.

The 30 youth to whom questionnaires were set to be administered were identified as follows: A report on the population distribution as of 2022 can be accessed online at [https://www.ubos.org/wp-content/uploads/statistics/SAP\\_Northern.xlsx](https://www.ubos.org/wp-content/uploads/statistics/SAP_Northern.xlsx). It has detailed information per parish on all youths (aged 18-30 years) within Arua Central Division, which is the equivalent of youths the researcher considered for the target population.

**Table 2: Population sample size and sampling technique for youths**

Target population	Parish	Population in Arua Central Division	Sample size	Sampling Technique
Youths for FGD	All 6 Parishes	16,168	6	Purposive sampling was used to identify respondents for the FGD
Youths for Questionnaires	Awindiri	2,250	4	Systematic sampling was used to identify respondents for Questionnaires
	Mvara	1,201	2	
	Bazaar	943	1	
	Kenya	3,675	7	
	Pangisa	4,065	8	
	Tanganyika	4,034	8	
	<b>Sub-total</b>	<b>16,168</b>	<b>30</b>	
<b>Youths</b>	<b>Over all total</b>		<b>6+30=36</b>	

As reflected in the above table, I employed systematic sampling to select respondents for the youth questionnaires. The number of participants per parish was determined by dividing the youth population in each parish by 500, considering only whole numbers. For example, Kenya parish, with 3,675 youths, resulted in 7 respondents, ignoring the fraction. Once applied to other parishes, the results were as shown in the table above.

Villages within each parish were listed, and respondents were selected by picking paper pieces secretly, resembling a lottery. For the FGDs, one respondent per parish was selected using purposive sampling. Villages were numbered, and one was randomly chosen. This process was repeated until 6 villages (one per parish) were identified.

The sample sizes aimed to include representatives from key stakeholder groups involved in youth development and parenting practices. Although not large, they provided sufficient diversity within each group. With fewer participants, more in-

depth interviews and FGDs were conducted to enable a richer understanding of parenting practices and youth development.

Recruitment efforts targeted individuals from diverse backgrounds, aided by demographic screening to ensure representation. Cultural sensitivity was maintained throughout the process, including translation when necessary. Trust and rapport were prioritized, with collaboration with local community leaders facilitating respondent recruitment and ensuring alignment with community needs and interests. **(NB:** The office of the City Town Clerk of Arua Central Division provided me with a list of the names and respective contacts of these local leaders with whom to work).

### **3.5 VARIABLES' DEFINITIONS AND MEASUREMENTS**

Several variables relevant to understanding the relationship between parenting practices and youth outcomes were identified. Below are the definitions of the variables and their respective measurements:

**Independent Variable (IV):** Parenting styles and practices were the independent variables. They were measured using standardized questionnaires to assess different dimensions of parenting behavior e.g. the characteristics listed below typically reveal neglectful parenting.

- "I am not very involved in my child's life or activities."
- "I often feel overwhelmed by my responsibilities as a parent and may forget about my child's needs."
- "I believe my child should learn to struggle for themselves and become independent early enough."

**Dependent Variable (DV):** The dependent variables were youth development outcomes, including academic achievement, career success, well-being, and social competence. These outcomes were measured using various methods depending on the specific aspect being assessed, e.g., the academic performance of the youth was assessed by their grades.

**Mediating Variables:** Factors like parental involvement in education mediated the relationship between parenting practices and youth outcomes. These were assessed using validated scales.

**Moderating Variables:** Factors moderating the relationship between parenting practices and youth outcomes, such as socioeconomic status, family structure, cultural background, or peer influence, were measured using specific measures related to each factor.

**Control Variables:** These factors were controlled to ensure the relationship between parenting practices and youth outcomes was not confused by other variables. To ensure reliability and validity, a pilot study with a small sample was conducted to identify and address any issues with the measurement instruments.

### **3.6 DATA COLLECTION INSTRUMENTS AND PROCEDURE FOR DATA COLLECTION:**

This section outlines the data collection instruments and the process followed to employ them.

#### **3.6.1 Study Questionnaires:**

Structured sets of questions were administered to collect data on attitudes, beliefs, experiences, and behaviors related to the research topic. Questionnaire design ensured clarity, brevity, and relevance, with pre-testing conducted to address any issues. Data collection involved face-to-face interactions, ensuring informed consent, and demographic information. Data entry involved entering responses into a formatted Excel sheet for easy analysis.

#### **3.6.2 Interviews**

Direct interaction gathered in-depth information about participants' perspectives, experiences, and opinions. Interviews were conducted in private settings, and detailed notes were taken. Follow-up and clarification ensured accuracy and participant control.

#### **3.6.3 Focus Group Discussions (FGDs)**

FGDs explored shared perceptions, attitudes, and experiences. Facilitation involved establishing ground rules and encouraging participation. No recording was done; instead, detailed notes were taken since 2 youths completely rejected the idea citing the current government's misunderstanding of youth engagements, which easily could become political and be regarded as opposition to the government.

Thematic analysis was used for data analysis, with member checking conducted for accuracy.

### **3.7 QUALITY/ ERROR CONTROL**

Survey questionnaires, interviews, and FGDs were carefully designed and conducted to minimize bias. Interviewer training, standardized procedures, ongoing monitoring, and quality control measures were implemented. Data management protocols ensured security, confidentiality, and accuracy.

Potential sources of error or bias were addressed for each method, including response bias, non-response bias, interviewer bias, and social desirability bias.

### **3.8 DATA PROCESSING AND ANALYSIS**

Data processing involved reviewing, cleaning, and coding the collected data. Data analysis included thematic analysis, content analysis, and grounded theory. Data integration and triangulation enhanced the credibility, validity, and reliability of study findings.

Interpretation and conclusion were drawn based on research objectives and existing literature. The reporting aimed to disseminate findings to stakeholders interested in promoting positive youth development through effective parenting practices, such as the Office of the Town Clerk of Arua Central Division, as they already requested a copy of the final research report.

### **3.9 ETHICAL CONSIDERATIONS**

I requested permission from the Office of the Town Clerk of Arua Central Division on 2<sup>nd</sup> April 2024 to access local leaders and respondents, which was granted on 8<sup>th</sup> April 2024. Both copies of the request letter and permission are attached in the Bibliography section.

I ensured that all data collection tools communicated the research purpose and ensured confidentiality. Personal identifiers were removed, and codes were used instead of names. Informed consent was obtained from participants through

information provision, opportunities for questions, and voluntary participation. Written consent was documented and securely stored.

Throughout the study, ongoing consent was reaffirmed, and potential risks and benefits were identified and addressed.

Potential risks included confidentiality breaches and time and effort requirements, while benefits included personal reflection, contribution to knowledge, and access to resources.

### **3.10 METHODOLOGICAL CONSTRAINTS**

Several constraints affected the research validity and reliability: Sampling limitations included difficulty in obtaining a representative sample and potential bias in sample selection. Data collection challenges included difficulty in reaching marginalized populations and time constraints.

Language barriers affected comprehension of survey questions, particularly among respondents from different cultural backgrounds.

Ethical concerns included informed consent from vulnerable individuals and confidentiality. Large volumes of qualitative data and manual coding made data analysis complex.

Resource limitations included budget, time, personnel, and technology access.

External factors did not disrupt data collection. Addressing these constraints required careful planning, flexibility, and adaptation.

### **3.11 TIMELINE AND RESOURCES**

**Research project planning and proposal development:** These were anticipated to take 4 months. The activities included a Literature review, conceptual framework development, research design planning, and proposal writing.

Resources needed included access to academic databases and collaboration with the supervisor.

**Ethical approval and research permissions:** These were expected to last 2 months , and the activities included Submitting a research proposal and obtaining approvals and permits. Resources needed included: institutional support and communication.

**Participant recruitment and sampling:**

Duration: 2 weeks; activities included: identification of target population, recruitment, obtaining informed consent.

The resources needed included three research assistants and community networks e.g. L.C 1 chairpersons.

**Development and pre-testing of research instruments:**

Duration: 2 weeks. Activities included designing instruments, pilot testing, refining based on feedback.

Resources included research team members and survey software.

**Data collection:**

Duration: 1 week. Activities included administering questionnaires, conducting interviews, and FGDs. Resources needed included trained research assistants and suitable venues.

**Data analysis:**

Duration: 2 weeks. Activities included data cleaning, coding, thematic analysis.

Resources needed were research team members, Microsoft Excel.

**Interpretation and reporting of findings:**

Duration: 3 weeks. Activities included synthesizing findings and writing reports.

Resources: Time and support services.

**Dissemination and knowledge translation:**

Duration: Ongoing. Activities included presenting findings, publishing articles, sharing with stakeholders.

Resources: Travel and publication fees.

**Resources required:**

**Personnel:** Principal investigator: One lead researcher responsible for project oversight, data analysis, and reporting. And that was me.

Research Assistants: 3 research assistants for participant recruitment, data collection, and administrative tasks.

Interviewers and moderators: My three research assistants equally were part of the team conducting interviews and FGDs.

Data Analysts: I did the data processing, analysis, and interpretation.

**Funding:**

Research budget: Funding to cover wages for my research assistants were as follows: 150,000 UGX (i.e. 50,000 UGX each of the three assistants), incentives and travel expenses estimated at 20,000 UGX per research assistant per day, and publication fees estimated at 100,000 UGX and other logistics cost me 120,000 UGX. Since the research data collection took me approximately 4 days to complete, the total cost incurred was 610,000 UGX (about 160 USD) and this was funded from my meagre savings.

**Equipment and materials:** Laptop, stationery, printing materials.

**Facilities:** Workspace, venues for data collection.

**Community engagement:** Collaboration with local leaders and groups. Training and capacity building: Training sessions for research team.

**3.12 POTENTIAL CONTRIBUTIONS ANTICIPATED TO BE OFFERED BY THIS STUDY:**

The study will advance theoretical frameworks on parenting styles, parental practices, and their impact on youth development in Arua Central Division.

It will provide empirical evidence on the relationship between parenting behaviors, family dynamics, and youth outcomes across different populations and explore factors that mediate or moderate this association.

The findings will inform evidence-based interventions to enhance positive parenting practices and support healthy youth development, aiding policymakers and practitioners in designing appropriate policies and interventions.

Moreover, it will identify risk factors associated with negative parenting practices and adverse youth outcomes, leading to the design of preventive strategies and early interventions to support vulnerable families.

The study will also promote family well-being and resilience by identifying protective factors within family systems that contribute to positive youth outcomes.

Furthermore, it will facilitate cross-cultural comparisons of parenting practices and youth development outcomes, highlighting cultural variations and universal principles influencing parent-child relationships.

Ultimately, the study will integrate insights from various disciplines to provide a comprehensive understanding of the complex interplay between parenting and youth development.

### **3.13 SUMMARY OF CHAPTER THREE:**

The study used a mixed-methods approach to explore parenting practices and their impact on youth development in Arua Central Division, collecting both quantitative and qualitative data through surveys, interviews, and focus group discussions (FGDs) to enhance credibility.

Four key questions focused on parenting styles, parental involvement in education, career guidance, and challenges faced by parents and their impact on youth development. Participants included parents/guardians aged 31 and above and youths aged 18-30 from diverse backgrounds, surveyed through questionnaires, interviews, and FGDs.

Arua Central Division was chosen for its diversity and relevance. Primary data was collected from surveys, interviews, and FGDs, and secondary data was collected from reports. Sampling techniques included purposive and systematic sampling, with structured questionnaires, interview guides, and FGD outlines as instruments.

Data collection ensured informed consent and confidentiality, validated through member checking and pilot testing to provide insights into parenting complexities and implications for youth development.

Quality control measures included clear language, confidentiality assurances, and interviewer training. Moderation managed dynamics, and diverse participation minimized bias.

Methodological constraints involved sampling and resource limitations, requiring detailed planning to overcome.

The study aimed to advance theoretical frameworks, inform interventions, and promote family well-being, with anticipated contributions to the field of parenting and youth development through cross-cultural comparisons and interdisciplinary integration.

## CHAPTER 4: DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

### 4.1 INTRODUCTION:

The research targeted respondents within Arua central division in Arua city and these were parents and youths.

A total of 62 Survey Questionnaires (SQ) were administered as follows: 32 Survey Questionnaires to parents and 30 Survey Questionnaires to youths.

A total of 6 parents were interviewed (one each from the 6 parishes in the Arua Central division).

Six youths (one each from the six parishes in the Arua Centra division) were the respondents for one Focus Group Discussion (FGD).

*Table 3: Respondents per parish in general*

PARISH/ WARD IN ARUA CENTRAL DIVISION		NUMBER OF PARENTS FOR SURVEY QUESTIONNAIRE	NUMBER OF YOUTHS FOR SURVEY QUESTIONNAIRE	NUMBER OF PARENTS FOR INTERVIEWS	ONE FGD	TOTAL NUMBER RESPONDENTS BY PARISH
PARISH	VILLAGES					
AWINDIRI	7	5	4	1	1	11
MVARA	8	2	2	1	1	6
BAZAAR	7	2	1	1	1	5
KENYA	10	7	7	1	1	16
PANGISA	10	8	8	1	1	18
TANGANYIKA	8	8	8	1	1	18
<b>Total</b>	<b>50</b>	<b>32</b>	<b>30</b>	<b>6</b>	<b>6</b>	<b>74</b>

Both quantitative and qualitative data were collected and analyzed. A relevant data set was created to simplify the coding. Quantitative data was mainly from the demographic data provided by the respondents and from closed-ended questions. It was easy to compile the data based on the number of occurrences.

On the other hand, qualitative data was collected mainly using open-ended questions, particularly interviews and Focus Group Discussions. Additionally, some qualitative data was collected using the open-ended questions in the Parent Survey Questionnaires. This data was coded based on themes (common or similar views of the respondents).

Below are tables, graphs, and charts summarizing the data collected and the study's findings.

#### 4.2 ANALYSIS OF DEMOGRAPHIC INFORMATION OF RESPONDENTS

**Table 4: Distribution of respondents by gender**

GENDER	RESPONDENTS	PERCENTAGE
MALE	39	52.70%
FEMALE	35	47.30%
TOTAL	74	100.00%

SOURCE: PSQ1, N=32; YSQ1, N=30; IQ1, N=6; FGD1, N=6, TOTAL N=74

It was by coincidence that the number of male respondents was bigger than that of female respondents: the number of men was a little over the number of women by 4.

There was no prior arrangement to have more men than women as respondents, but some factors such as culture dictated on respondents at some of the homes; for example, when the man or husband was at home, the women in those homes would rather prefer that the man should respond instead of them. However, when the men were not around at the time of data collection, it was easy for the women to respond.

This means that the women also have a very significant contribution to the opinions expressed following the data collection process undertaken.

**Table 5: Distribution of respondents by location/ residence**

PARISH/ WARD	NUMBER OF RESPONDENTS (ALL DATA COLLECTION MODES)	PERCENTAGE OF RESPONDENTS BY PARISH
AWINDIRI	11	14.86%
MVARA	6	8.11%
BAZAAR	5	6.76%

<i>KENYA</i>	16	21.62%
<i>PANGISA</i>	18	24.32%
<i>TANGANYIKA</i>	18	24.32%
<i>Total</i>	74	100.00%

SOURCE: PSQ2, N=32; YSQ2, N=30; IQ2, N=6; FGD2, N=6, TOTAL N=74

The parishes of Pangisa and Kenya had a fairly bigger number of respondents compared to other parishes because of the many more villages in them than in other parishes, and more so due to the fact that they had a larger population of people than the other villages. This implies that the 6 parishes were quite fairly represented in the data collection, and this, in one way or another, helped to address biases associated with representation based on location.

**Table 6: Distribution of respondents by age group**

<i>AGE GROUP</i>	<i>NUMBER OF RESPONDENTS (ALL DATA COLLECTION MODES)</i>	<i>AS A PERCENTAGE</i>
18-24 years	24	32.43%
25-30 years	12	16.22%
31-40 years	09	12.16%
41-50 years	15	20.27%
51-60 years	10	13.51%
61 years and above	04	5.41%
<b>Total</b>	<b>74</b>	<b>100.00%</b>

SOURCE: PSQ3, N=32; YSQ3, N=30; IQ3, N=6; FGD3, N=6, TOTAL N=74

Most of the respondents were youths in the age category of 18-24 years represented by 32.43% followed by parents in the age category of 41-50 years represented by 20.27%. Generally, there were more participants in the age category of 31 years and above compared to those below 31 years. This, therefore, means that the views expressed in this research will represent more views of the parents than youths by a small margin of two people.

**Table 7: Distribution of respondents by profession**

Profession	Frequency	Percentage
Health Officer	12	16.22%
Teacher	7	9.46%
Businessman/woman	10	13.51%
Engineer/ Electrician	5	6.76%
Accountant/ Finance	6	8.11%
Agriculture officer	3	4.05%
Artist/ Designer	4	5.41%
Driver	3	4.05%
No profession	24	32.43%
<b>TOTAL</b>	<b>74</b>	<b>100.00%</b>

SOURCE: PSQ4, N=32; YSQ4, N=30; IQ4, N=6; FGD4, N=6, TOTAL N=74

Of all the respondents for the research data collection, those without a profession, such as students and housewives, formed the biggest number at 24 persons, followed by health officers at 12. Businessmen and women also followed closely at 10. The least number of respondents were agricultural officers and drivers at 3 persons each.

Therefore, there are at least three respondents from each of the various professions identified in the study.

**Table 8: Distribution of respondents by marital status**

Marital Status	Frequency	Percentage
Single	28	37.84
Married	32	43.24
Separated	9	12.16
Widow/widower	5	6.76
<b>Total</b>	<b>74</b>	<b>100.00</b>

SOURCE: PSQ5, N=32; YSQ5, N=30; IQ5, N=6; FGD5, N=6, TOTAL N=74

Respondents were more in the “Married” category, standing at 32 persons than in other categories. This was followed closely by the singles at 28 persons who were youths not yet married. The widows/ widowers formed the least number of respondents at 5 persons. This implies that this distribution is suitable for achieving the purpose and relevance of the research as married people and the youth form quite a significant number of respondents.

**Table 9: Distribution of respondents by religion**

RELIGION	FREQUENCY	PERCENTAGE
Anglican	26	35.14%
Catholic	21	28.38%
Pentecostal	5	6.76%
Muslim	20	27.03%
Others	2	2.70%
<b>Total</b>	<b>74</b>	<b>100.00%</b>

SOURCE: PSQ6, N=32; YSQ6, N=30; IQ6, N=6; FGD6, N=6, TOTAL N=74

The data represents more of the views of Christians (70.3%), which results from dividing 52 by 74 respondents after combining the percentages of respondents who are Anglicans, Catholics, and Pentecostals) than that for Muslims, which stands at 29.7%.

**Table 10: Distribution of respondents by Education level**

Education Level	Frequency
Never attended school	4
Attended, but no grades	2
Primary Education	6
Ordinary Level	20
Advanced Level	7
Tertiary Education	35
<b>Total</b>	<b>74</b>

SOURCE: PSQ7, N=32; YSQ7, N=30; IQ7, N=6; FGD7, N=6, TOTAL N=74

94.6% of the respondents for the research at least went to school, though 35 respondents completed a tertiary education level. Only 4 respondents never attended school.

This reveals that most of the respondents were educated people and were capable of answering the questions themselves without much translation or interpretation.

### **4.3 ANALYZING THE PARENTING STYLES DOMINANT IN ARUA CENTRAL DIVISION**

#### **4.3.1 Views of parents on the dominant parenting style in Arua Central Division based on their own experiences**

**Table 11: Views of parents on the dominant parenting style in Arua Central Division based on their own experiences**

Discrete Parenting style	Frequency	Identified Parenting style
Combination A	7	Authoritarian
Combination B	23	Authoritative
Combination C	1	Neglectful
Combination D	1	Permissive
<b>Total</b>	<b>32</b>	

**SOURCE: PSQ8, N=32 PARENTS**

Of the 32 parents to whom questionnaires were administered, 23 parents (accounting for 71.9%) selected the characteristics that affirmed that the kind of parenting they exhibited was authoritative parenting. On the other hand, only 7 parents selected the characteristics of authoritarian parenting style but one each selected the characteristics of neglectful and permissive parenting. This reveals that the dominant parenting style in Arua Central Division is authoritative parenting.

#### **4.3.2 Views of youths on the dominant parenting style in Arua Central Division based on their own experiences**

**Table 12: Views of youths on the dominant parenting style in Arua Central Division based on their own experiences**

Discrete Parenting style	Frequency	Identified Parenting style
Combination A	5	Authoritarian
Combination B	24	Authoritative
Combination C	0	Neglectful
Combination D	1	Permissive
<b>Total</b>	<b>30</b>	

**SOURCE: YSQ8, N=30 YOUTHS**

Of the 30 youths to whom questionnaires were administered, 24 (accounting for 80.0%) selected the characteristics that affirmed that the kind of parenting they experienced was authoritative. On the other hand, only 5 youths selected the characteristics of authoritarian parenting style, only one selected the characteristics of permissive parenting, and none selected the characteristics of neglectful parenting.

This reveals that the commonly experienced parenting style among the youth in Arua Central Division is authoritative parenting.

#### 4.3.3 Parents' general thoughts on the dominant parenting style in Arua Central Division

**Table 13: Parents' general thoughts on the dominant parenting style in Arua Central Division**

Discrete Parenting style	Frequency	Identified Parenting style
Combination A	1	Authoritarian
Combination B	3	Authoritative
Combination C	1	Neglectful
Combination D	1	Permissive
<b>Total</b>	<b>6</b>	

SOURCE: IQ8, N=6 PARENTS

Of the 6 parents interviewed about their opinions on the dominant parenting style in Arua Central Division, 3 (accounting for 50.0%) selected the characteristics that affirmed the kind of parenting they commonly witnessed as authoritative. On the other hand, only one selected the characteristics of authoritarian, neglectful, and permissive parenting styles. This reveals that the commonly witnessed parenting style by parents in Arua Central Division is authoritative parenting.

#### 4.3.4 Youths' general thoughts on the dominant parenting style in Arua Central Division

**Table 14: Youths' general thoughts on the dominant parenting style in Arua Central Division**

Discrete Parenting style	Frequency	Identified Parenting style
Combination A	1	Authoritarian
Combination B	4	Authoritative
Combination C	1	Neglectful
Combination D	0	Permissive
<b>Total</b>	<b>6</b>	

SOURCE: FGD Q8, N=6 YOUTHS

Of the 6 youths who participated in the FGD, 4 (accounting for 66.7%) selected the characteristics that affirmed that the kind of parenting they commonly observed was authoritative parenting. On the other hand, only one selected the characteristics of authoritarian and neglectful parenting styles, while none selected the characteristics of permissive parenting styles.

This reveals that the commonly witnessed parenting style among the youth in Arua Central Division is authoritative parenting.

**Looking at the findings from tables 5-8 comparatively** (following the responses to Question 8 of the 4 different sets of data), they collectively reveal that the dominant parenting style in Arua Central Division is Authoritative parenting, which is followed, though not so closely, by the Authoritative parenting style. On the other hand, permissive and neglectful parenting styles are rarely practiced in Arua Central Division.

Therefore, the finding answers the first research question and subsequently addresses the first research objective, which sought to analyze the parenting styles dominant in Arua Central Division.

#### **4.4 EXAMINING THE CORRELATION BETWEEN PARENTAL INVOLVEMENT AND ACADEMIC PERFORMANCE AMONG THE YOUTH**

##### **4.4.1 Whether or not the parents surveyed are involved in the academic affairs of their children**

***Table 15: Whether or not the parents surveyed are involved in the academic affairs of their children***

<b>Parent’s involvement in the academic affairs of the child?</b>	<b>Frequency</b>
Yes	29
No	3
Uncertain	0
<b>Total</b>	<b>32</b>

**SOURCE: PSQ9, N=32 Parents**

From the above table, 29 parents (accounting for 90.6%) out of 32 to whom questionnaires were administered agreed that they were involved in the academic affairs of their children. The leading reasons they cited for their involvement were as follows: 13 parents said that they wanted their children to be ably independent in the future. Another reason cited by 11 parents was that they wanted to guide their children and to know as well as understand what was happening in their studies, to know their strengths, weaknesses, and needs so as to support them to pass well.

On the other hand, only three parents admitted that they were not involved in their children's academic affairs. Two of them cited being illiterate as the main reason for their non-involvement, while only one cited having very busy schedules.

#### 4.4.2 Views of parents on the grades of their children

**Table 16: Views of parents on the grades of their children**

	Children's Grades	Frequency
a	Excellent	10
b	Good	14
c	Average	6
d	Below Average	2
e	Poor	0
	<b>Total</b>	<b>32</b>

**SOURCE: PSQ10, N=32 Parents**

24 out of 32 parents agreed that their children were having commendable grades (when "good" and "excellent" responses are summed up). On the other hand, only 6 affirmed that their children had average grades while on 2 said that their children had grades that were below average. The findings following analysis of the two sets of data in tables 9 and 10 reveal that there is a great relationship between parental involvement and the academic performance of children.

#### 4.4.3 Academic performance of youths

**Table 17: Academic performance of youths**

Grades	Frequency	Percentage
Excellent	10	33.33%

Good	13	43.33%
Average	4	13.33%
Below Average	3	10.00%
Poor	0	0.00%
<b>Total</b>	<b>30</b>	<b>100.00%</b>

**SOURCE: YSQ9, N=30 Youths**

Out of 30 youths who completed questionnaires, 23 (after summing “excellent” and “good” responses) affirmed that they had at least good grades as opposed to 4 who noted that they had average grades while only three confessed that their grades were below average.

#### 4.4.4 Level of agreement of youths in attributing their academic performance to parents’ involvement

***Table 18: Level of agreement of youths in attributing their academic performance to parents’ involvement***

	<b>Responses</b>	<b>Frequency</b>
a	Totally Disagree	1
b	Disagree	5
c	Neutral	3
d	Agree	17
e	Totally Agree	4
	<b>Total</b>	<b>30</b>

**SOURCE: YSQ10, N=30 Youths**

Out of 30 youths who completed questionnaires, 21 (after summing “excellent” and “good” grades) accounting for 70% attributed their good/ excellent performance to the involvement of their parents in their academic affairs. 3 youths expressed neutrality while 5 disagreed as well as one youth totally disagreed about attributing their performance to parental involvement in their academic affairs. The leading reason for their disagreement in this case was that it was their own effort that they put towards excelling in their academics as their parents mainly concentrated on providing school fees and other scholastic materials.

The findings in tables 10 and 11 reveal that 70.0% of the youths attributed their good/excellent performance to their parents' involvement in their academic affairs.

**Comparing the findings from tables 9-12** (following the responses to each of the Questions 8 and 9 of both the Parent Questionnaires and Youth Questionnaires), there is evident relationship between parental involvement and academic performance as consistently revealed in the findings above.

This answers the second research question and subsequently addresses the second research objective that sought to examine the correlation between parental involvement and academic performance among the youth.

#### 4.5 DETERMINING THE INFLUENCE OF PARENTAL GUIDANCE ON THE CAREER CHOICES AND ASPIRATIONS OF YOUTH IN ARUA CENTRAL DIVISION

##### 4.5.1 Parents' influence on the career choices and aspirations of their children

*Table 19: How parents agree to influencing the career choices and aspirations of their children*

Level of agreement		Frequency
a	Strongly agree	6
b	Agree	21
c	Uncertain	1
d	Disagree	4
e	Strongly disagree	0
<b>Total</b>		<b>32</b>

**SOURCE: PSQ11a, N=32 Parents**

Of the 32 parents who completed questionnaires, 27 parents (summation of “agree” and “strongly agree” responses) accounting for 84.4% expressed certainty with their involvement in influencing the career choices and aspirations of their children, while 4 stated that they were not involved in that responsibility and only one parent expressed uncertainty. This implies that a significant number of parents in Arua Central Division see great value in guiding their children as far as their careers and aspirations are concerned.

#### 4.5.2 Ways in which parental guidance influences the career choices and aspirations of their children

**Table 20: Ways in which parental guidance influences the career choices and aspirations of their children**

	Ways in which parents influence their children's career choices and aspirations	Freq
1	I am an inspiration to my children through my hard work, further studies, etc.	10
2	I demand obedience/ discipline/ good behavior as I pay fees and meet other needs	10
3	I am friendly to them but I clearly communicate my expectations e.g. hard work to them	8
4	As the parent, a child has to listen to me/ culture demands so/ our family forbids some careers	7
5	Family dialogue/ joint review of performance/ discussion on careers/ aspirations/ reward progress	5
6	I regulate their media time and relationship with peers, take them out, give work with targets	3
7	I enroll them into short courses either physical or online during holidays and pay associated expenses	1
	<b>Total</b>	<b>44</b>

**SOURCE: PSQ11b, N=32 Parents (more than one response allowed for each respondent)**

Of the 27 parents who had answered “agree” or “strongly agree” to Question 11a of the parent questionnaires, 10 each stated “I am an inspiration to my children through my hard work, further studies, etc.”; and “I demand obedience/ discipline/ good behavior as I pay fees and meet other needs” as the ways in which they influence the career choices and aspirations of their children.

Other ways identified by parents and which followed closely were “I am friendly to them but I clearly communicate my expectations e.g. hard work to them.” This was stated by 8 parents while 7 parents stated “As the parent, a child has to listen to me/ culture demands so/ our family forbids some careers”

#### 4.5.3 Level to which youth agree that the career they are pursuing was influenced by their parents

**Table 21: Level to which youth agree that the career they are pursuing was influenced by their parents**

	Level of agreement	Frequency
--	--------------------	-----------

a	Totally Disagree	3
b	Disagree	4
c	Uncertain	1
d	Agree	15
e	Totally Agree	7
	<b>Total</b>	<b>30</b>

**SOURCE: YSQ12, N=30 Youths**

Of the 30 youths surveyed, 22 youths accounting for 73.3% (once “agree” and “totally agree” responses are summed up) agreed that the careers they are currently pursuing were influenced by their parents.

One youth was uncertain but 7 youths (after summing up “disagree” and “totally disagreed” responses) expressed disagreement implying that their careers and aspirations were never influenced by their parents.

#### **4.5.4 Level to which youth agree that the career path they are taking was as a result of their parents’ guidance**

***Table 22: Level to which youth agree that the career path they are taking was as a result of their parents’ guidance***

	<b>Level of agreement</b>	<b>Frequency</b>
a	Totally agree	3
b	Agree	1
c	Uncertain	0
d	Disagree	0
e	Totally disagree	2
	<b>Total</b>	<b>6</b>

**SOURCE: FGD Q10, N=6 Youths**

Of the 6 youth respondents for the group for focus discussions, 4 youths (accounting for 66.7% once “totally agree” and “agree” responses are summed up) affirmed that the career paths they took were as a result of their parents’ guidance while 2 youths totally disagreed, citing their own aspirations, determination and peer influences as the main guiding factors.

Taking a comparative look at the findings following the data in tables 13 to 16, a summary can be deduced that a significant number of the surveyed parents (84.4%)

acknowledge that they influence the career choices and aspirations of their children. Similarly, 73.3% of surveyed youths acknowledged that their parents have had a significant input in their careers choices and aspirations.

Comparing these findings with that table 16 following data collected through a FGD, 66.7% of the youths affirmed that their parents have been influencing their career choices and aspirations.

Thus, it can be summarized that parents in Arua Central Division significantly influence their children's career choices and aspirations, thereby answering the third research question and achieving the third objective of the study as well.

#### 4.6 THE MAIN CHALLENGES FACED BY PARENTS IN ARUA CENTRAL DIVISION, AND HOW THESE CHALLENGES POTENTIALLY IMPACT YOUTH DEVELOPMENT

##### 4.6.1 Challenges faced by parents and their potential impact on youth development

*Table 23: Challenges faced by parents and their potential impact on youth development*

S/N	Challenges faced by parents and potential Impact on youth development	Frequency			
		Parent SQ	Parent interviews	FGD	Over all views
1	Poverty/ low educational level leads to joblessness or low income, thereby giving rise to inadequate fees/ support to the youth, which causes frustration as shown through school dropout and illicit behaviors, etc.	17	7	4	28
2	High illiteracy levels, including limited parenting knowledge which limits the amount of support given to youths	12	3	4	19
3	High cost of living, including education costs, lead to inadequate support to meet needs/ high taxes by the government	10	2	3	15
4	Family instabilities such as violence, many wives and divorce leading single parenting, which may be characterized by inadequate support/ care for the youth	8	2	2	12
5	Peer pressure commonly among youth creates negative attitudes towards hard work and studies, thus leading to school dropout	9	1	1	11
6	Substance abuse/ moral decadence/ disrespect among youth leads to youth engagement in theft, prostitution, school dropout, etc.	9	0	0	9
7	Parents lack support such as counseling on parenting, no government support, and government laxity concerning discos and drug abuse, thereby exposing the youths to these vices in society.	8	0	0	8

8	Less involvement of fathers/ negligent parents leaves more burden on the mothers, therefore, less care for the youths, which exposes them to vices	4	0	0	4
9	Poor planning results in a large number of children and orphans and, therefore, inadequate resources to meet the needs/ careers/ aspirations of youths	3	0	0	3
10	Substance abuse by parents leads to less commitment to pay fees or care for the children	2	0	0	2
11	Children choose to marry early even when they are not mature or able to handle family matters. This may lead to unstable homes	2	0	0	2
12	Unfair government policies such as children's rights have interfered with parents' commitment to parenting	2	0	0	2
13	High levels of dependence syndrome among youth causes them not to rediscover themselves and exploit opportunities	2	0	0	2
14	Sicknesses and old age of parents render resources scarce due to extra care needed for the parents and, therefore, inadequate resources to support youths	1	0	1	2
15	Unbalanced resources among parents, and yet children go to the same schools	1	0	0	1
16	High level of theft by children causes parents to take loans to sort the cases, therefore affecting school fees for the children, thus, high dropout	1	0	0	1
17	Communication gaps between parents and children which may cause parents not to fully meet the children's needs	1	0	0	1
18	Failure to balance work time with family time and, therefore, less time for the children	1	0	1	2
19	Untimely wage payments restrict provisions made for children's needs	0	0	1	1
20	Poverty made me work very hard so as to change our family's situation/ status quo	0	0	1	1
	<b>Total</b>	<b>93</b>	<b>15</b>	<b>18</b>	<b>126</b>

**SOURCE: PSQ13, N=32; IQ12, N=6; FGD Q11, N=6, TOTAL N=44 (more than one response allowed for each respondent)**

Out of the 44 participants, including 32 parents surveyed, 6 parents interviewed, and 6 youths in an FGD, 22.2% of respondents cited poverty/low-income levels as the primary challenge. This led to inadequate support for youths and dropout from school due to frustration.

The second leading challenge was high illiteracy levels among parents, accounting for 15.1% of views, reducing parental support for youth. High cost of living, government

taxes, and education expenses were also major concerns, leading to inadequate support and high dropout rates.

Other challenges included domestic violence, divorce, polygamy, and peer pressure, all contributing to inadequate care and negative attitudes toward hard work and school. Only one respondent noted a positive impact, using poverty as motivation for hard work. In total, 19 challenges and 20 impacts on youth development were identified.

Triangulation of data from different methods validates these findings. This ably addresses the fourth research question and objective, identifying parenting challenges and their impact on youth development. These findings also highlight the influence of peer pressure on youth development.

#### 4.6.2 Extent to which parents agree contextual factors listed below contribute to ineffective parenting in Arua Central Division

**Table 24: Extent to which parents agree contextual factors listed below contribute to ineffective parenting in Arua Central Division**

Contextual factors	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	
a) Socioeconomic status	12	18	0	2	0	
b) Cultural norms and values	7	18	2	4	1	
c) Community resources	6	13	4	7	1	
d) Social support networks	9	12	4	5	1	
e) Neighborhood characteristics	6	15	6	6	1	
f) Societal expectations	6	14	4	4	4	
<b>Total</b>	<b>46</b>	<b>90</b>	<b>20</b>	<b>28</b>	<b>8</b>	<b>192</b>

**SOURCE: PSQ12, N=32 (more than one response allowed for each respondent)**

Generally, most parents agreed (following the summation of “agree” responses and “strongly agree” responses) resulting in 136 out of 192 responses (6 responses times 32 respondents) that indeed it is true that these six contextual factors are major contributors to ineffective parenting in Arua Central division. This accounts for 70.8% (136/192). Only 20 of the responses revealed uncertainty about the level to which all of these contextual factors contribute to ineffective parenting; 28 of the responses

revealed disagreement while only 8 other responses expressed strong disagreement to this notion.

These findings help identify and confirm that the listed six contextual factors are common among parents in Arua.

This also suggests that in addition to parenting styles and practices the various stakeholders need to pay keen attention to these contextual factors.

#### **4.4 SUMMARY OF CHAPTER FOUR:**

The study, in Arua Central Division, Arua City, targeted parents and youths. 62 Survey Questionnaires (SQ) were administered –32 to parents and 30 to youths. Additionally, 6 parents were interviewed, and 6 youths participated in a Focus Group Discussion (FGD).

Both quantitative and qualitative data were collected and analyzed. Insights revealed a slightly higher number of male respondents (52.7%) compared to females (47.3%). Most respondents were youths aged 18-24 (32.43%) and parents aged 41-50 (20.27%), with 94.6% having attended school.

An overwhelming number of parents (71.9%) reported authoritative parenting as dominant, echoed by youths (80.0%). Most parents (90.6%) were involved in their children's academic affairs, and 84.4% claimed influence over their children's career choices. Notably, 70.0% of youths attributed their academic performance to parental involvement, indicating a strong correlation.

The study examined challenges faced by parents, with poverty and low education being primary concerns (22.2%). High illiteracy, living costs, and family instabilities were significant challenges, contributing to negative youth behaviors. However, one positive impact noted was poverty motivating a respondent to work harder.

Moreover, parents largely agreed (70.8%) that factors like socioeconomic status, cultural norms, and neighborhood characteristics contribute to ineffective parenting. These findings underline the importance of addressing contextual factors to support effective parenting practices.

## **CHAPTER 5: DISCUSSION OF FINDINGS**

### **5.1 INTRODUCTION**

In this section, the researcher discusses the findings following the data collected, coded, analyzed, and interpreted. The general objective of the study was to examine the relationship between parenting styles and various dimensions of youth development, including academic achievement and behavioral outcomes in Arua Central Division.

### **5.2 DISCUSSION OF THE FINDINGS**

The finding of the study are discussed as follows:

#### **5.2.1 The dominant parenting style in Arua Central Division**

The study found that the parenting practices commonly executed by parents in Arua Central division are the following:

- "I set clear rules and expectations for my child, but I also listen to their opinions and concerns."
- "I encourage independence in my child while also providing guidance and support when needed."
- "I believe in open communication with my child and strive to create a warm and nurturing environment at home."

These practices suggest Authoritative parenting, indicating its dominance in Arua Central Division, consistent with Baumrind's (2013) global findings.

While Opondo & Reddy (2016) and Mchunu & Pillay (2015) found it dominant in South Africa and Ghana, respectively, studies by Ong & Ang (2018), Njeru & Nyangweso (2016), and Namugenyi & Nansubuga (2017) in Nigeria, East Africa, and Uganda reveal a prevalence of Authoritarian parenting, deviating from this study's findings.

This discovery contradicts earlier expectations that Authoritarian parenting might dominate in Arua Central Division. Additionally, Authoritarian parenting is rare, while permissive and neglectful styles are uncommon.

Therefore, the identification of authoritative parenting as the dominant parenting style in Arua Central Division ably addresses the first objective of the study as well as answers the first research question.

### **5.2.2 The correlation between parental involvement and academic performance**

The study discovered a noteworthy level of parental involvement in the academic affairs of children in Arua Central Division, echoing findings from various studies spanning global, African, East African, and Ugandan perspectives, such as Hill & Tyson (2009), Mohamed (2018), Mukamana (2016), and Tumuhamyé & Kikooma (2021).

Parental engagement extends beyond financial contributions, encompassing activities like assisting with homework, discussing academic progress with teachers and children, and visiting schools. This involvement is particularly prevalent during nursery and primary schooling, while in secondary education, parents often provide support through coaching in subjects where improvement is needed.

The overwhelming majority of youth (80%) attribute their academic achievements to their parents' involvement. This consistency with the literature's anticipation underscores the importance of parental involvement in fostering better academic outcomes and overall youth well-being in Arua Central Division, thus effectively fulfilling the second objective of the study in addition to answering the second research question.

### **5.2.3 The influence of parental guidance on youth career choices and aspirations**

The study in Arua Central Division reveals a significant influence of parents on their children's career choices and aspirations. This finding aligns with studies from various perspectives, such as Creed et al. (2002), Otukile-Mongwaketse & Moahi (2019), Kinyanjui & Wangia (2018), and Atuheire & Kiconco (2020), which highlight the role of parental guidance and support in youths' career decisions.

However, it contrasts with studies by Mignot (2009) and Ouma et al. (2017), which emphasize socio-economic factors and parental occupation. Overall, most scholars agree that parental guidance influences youth career choices and aspirations, confirming the anticipation from the literature review.

Furthermore, by confirming that parents influence the career choices and aspirations of the youth in Arua Central Division by a very significant level, the third objective of the study is therefore achieved.

#### **5.2.4 The challenges faced by parents in Arua Central Division and their potential effects on youth development**

The study found that parents in Arua Central Division face various challenges, including poverty, high illiteracy rates, family conflicts, peer pressure, and high living costs due to government taxes. These challenges have notable impacts on youth development, such as high school dropout rates, peer pressure leading to illicit activities, stress, and substance abuse.

These findings align with scholars like Turney & Wildeman (2015), Mkhize (2016), Wambui & Nyabuti (2018), and Kizza & Ssebukyu (2020), who also identified poverty, limited resources, family conflicts, and risky behaviors among youths. Similarly, studies by Samantha et al. (2017), Kimberly et al. (2019), Lauren et al. (2018), and Emily et al. (2016) highlighted impacts like developmental delays, academic decline, depression, stress, and substance abuse.

Based on this literature review, similar challenges and impacts were anticipated to be prevalent in Arua Central Division, which was confirmed by the study's findings. This answers the fourth research question and achieves the fourth objective of the study.

### **5.3 SUMMARY OF CHAPTER FIVE**

The study found that authoritative parenting is prevalent in Arua Central Division. This parenting style involves setting clear rules while being responsive to children's opinions and concerns. This result contradicts expectations based on literature suggesting authoritarian parenting might dominate. Authoritarian parenting is less common, while permissive and neglectful styles are rare.

Parental involvement in children's academic affairs is significant in Arua Central Division. This involvement includes supporting homework, discussing results, and arranging coaching. Nearly all youth attribute their academic success to parental involvement, aligning with global studies that highlight the positive correlation between parental involvement and academic performance.

Parents exert significant influence on the career choices and aspirations of youth in Arua Central Division. Most youth attribute their career decisions to parental guidance, emphasizing inspiration, support, and expectations from parents. While some studies link career choices to socio-economic factors, parental influence remains predominant.

Parents in Arua Central Division face various challenges, including poverty, high illiteracy rates, family conflicts, peer pressure, and a high cost of living. These challenges impact youth development, leading to high school dropout rates, substance abuse, and stress among youth. These findings align with global studies, highlighting similar challenges and their effects on youth.

In summary, the study confirms authoritative parenting as dominant in Arua Central Division and underscores the importance of parental involvement in academic affairs and career guidance for positive youth development. Addressing challenges faced by parents is crucial for improving youth outcomes in the region.

## CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

### 6.1 INTRODUCTION

In this chapter, the researcher draws conclusions following the discussion of the findings and subsequently makes recommendations.

### 6.2 CONCLUSIONS ON THE FINDINGS

Following the discussion of the findings of this study, the conclusions of the study are drawn as follows:

#### 6.2.1 The Dominant Parenting Style in Arua Central Division

Authoritative parenting emerged as the dominant parenting style in Arua Central Division, characterized by clear rules, encouragement of independence, open communication, and warmth. This contradicts previous assumptions but aligns with global trends identified by Baumrind (2013), indicating a shift away from authoritarian parenting.

**Consistency with literature:** Despite variations in parenting styles observed in different regions, authoritative parenting is consistent with research findings in South Africa and Ghana (Opondo & Reddy, 2016; Mchunu & Pillay, 2015). However, there is a departure from authoritarian parenting prevalent in other African countries, suggesting unique parenting dynamics in Arua Central Division.

**Limited presence of other styles:** The study indicates a little presence of authoritarian parenting in Arua Central Division, while permissive and neglectful parenting styles are fairly uncommon. This suggests a cultural inclination towards authoritative parenting and highlights the absence of more extreme parenting styles in the community.

**Achievement of study objectives:** The identification of authoritative parenting as the dominant style effectively addresses the study's first objective, providing insights into the prevalent parenting practices in Arua Central Division. The unexpected finding challenges earlier assumptions and underscores the importance of empirical research in understanding local dynamics.

Therefore, the study reveals authoritative parenting as the prevailing style in Arua Central Division, contributing to a better understanding of parenting practices in the community and emphasizing the need for culturally sensitive approaches in parenting interventions.

### **6.2.2 The correlation between parental involvement and academic performance**

The study revealed a high level of parental involvement in the academic affairs of children in Arua Central Division, aligning with previous research. This involvement extends beyond financial contributions and includes activities such as helping with homework, discussing academic progress, and attending school events.

**Youth perception of parental influence:** The majority of youth attribute their academic success to their parents' involvement, indicating the significant impact parents have on their children's academic performance. Only a small percentage of respondents credited their own efforts for their academic achievements.

**Consistency with literature:** The findings are consistent with existing research across various geographical perspectives, reaffirming the importance of parental involvement in academic success. This consistency underscores the universal significance of parental support in fostering positive educational outcomes for youth.

**Achievement of study objectives:** The study successfully achieved its objective of examining the correlation between parental involvement and academic performance. The discovery of a very high correlation between parental involvement and academic success confirms the proposition outlined in the literature review.

Therefore, the study highlights the crucial role of parental involvement in enhancing academic performance among youth in Arua Central Division. These findings emphasize the importance of fostering strong partnerships between parents, schools, and students to promote educational success and overall well-being.

### **6.2.3 Influence of parents on the career choices and aspirations of the youth**

There is a substantial influence of parents on the career choices and aspirations of youth in Arua Central Division. This is consistent with global, African, East African, and

Ugandan perspectives, indicating that parental guidance, support, and expectations play a crucial role in shaping the career paths of young individuals.

**Agreement with literature:** While some African scholars attribute youth career choices to socio-economic factors or parental occupation, most studies align with the finding that parental guidance strongly influences career decisions. This suggests that despite varying cultural and socio-economic contexts, parental influence remains a key factor in career development.

**Confirmation of anticipation:** The study confirms the anticipation, based on the literature review, that parents would have a significant influence on youth career choices and aspirations. This validates the importance of parental involvement in guiding and inspiring their children towards specific career paths.

**Modes of influence:** Parents influence their children's career choices through inspiration, hard work, and educational attainment. Additionally, parents often expect obedience and may direct financial resources towards careers aligned with their interests, further shaping their children's aspirations.

**Achievement of study objective:** By demonstrating the significant influence of parents on youth career choices, the study achieves its third objective. This insight highlights the pivotal role of parental guidance in shaping the future trajectories of young individuals in Arua Central Division.

In summary, the study underscores the crucial role of parents in influencing the career choices and aspirations of youth, providing valuable insights into the dynamics of career development within the community.

#### **6.2.4 Challenges parents face and their potential impact on youth development**

Parents in Arua Central Division encounter various challenges, including poverty, high illiteracy rates, family conflicts, peer pressure, and the high cost of living due to government taxes. These challenges collectively contribute to the difficulty of survival in the community.

**Impact on youth development:** These challenges significantly affect youth development, leading to high school dropout rates, engagement in illicit activities influenced by peers, stress, frustration, and substance abuse among young individuals. The effects of these challenges are detrimental to the overall well-being and prospects of youth in the community.

**Alignment with literature:** The identified challenges resonate with those found in global, African, East African, and Ugandan perspectives as documented by various scholars. Poverty, limited access to resources, family conflict, and risky behaviors among youth are recurrent themes observed in the literature, all of which are consistent with the challenges faced by parents in Arua Central Division.

**Potential impacts on youth empowerment:** The potential impacts of these challenges on youth empowerment include developmental delays, declining academic performance, depression, stress, and substance abuse, among others. These negative outcomes hinder the ability of young individuals to reach their full potential and contribute effectively to society.

**Anticipated challenges confirmed:** The study confirms the anticipation, based on the literature review, that parents in Arua Central Division face similar challenges to those observed globally and regionally. Furthermore, their potential impacts on youth development align closely with expectations derived from existing research.

**Implications for policy and intervention:** Understanding these challenges and their effects on youth development is crucial for policymakers and intervention programs. Efforts should be directed towards addressing poverty, promoting education, resolving family conflicts, and providing support systems to mitigate the negative impacts on youth.

In summary, the study highlights the significant challenges faced by parents in Arua Central Division and their profound effects on youth development, emphasizing the need for targeted interventions and supportive policies to address these issues and foster positive youth outcomes.

### **6.3 RECOMMENDATIONS**

Based on the conclusions noted above, I make the following recommendations to improve parenting as well as youth development in Arua Central Division and beyond.

#### **Parenting style and guidance:**

Authoritative parenting styles among parents in Arua Central Division should be encouraged and supported, emphasizing clear rules, independence, open communication, and warmth.

Parenting education programs tailored to the community's needs should be provided, focusing on the benefits of authoritative parenting and effective communication with children.

#### **Parental involvement in education:**

Promote and facilitate parental involvement in children's education through awareness campaigns and community workshops.

Develop strategies to enhance parental engagement beyond financial contributions, such as encouraging parents to assist with homework and attend school events.

#### **Career guidance and aspirations:**

Establish career guidance programs that involve parents in assisting youth with career choices and aspirations.

Provide resources and support for parents to better understand the importance of their influence on their children's career decisions.

#### **Addressing parental challenges:**

Implement poverty alleviation programs targeting parents in Arua Central Division to mitigate its impact on youth development.

Offer adult education programs to improve literacy rates among parents, empowering them to support their children's education more effectively.

Organize regular and free/ affordable seminars or workshops on parenting so as to mitigate the challenge of limited parenting knowledge.

Provide family counseling services to address conflicts within families and peer pressure, fostering healthier environments for youth development.

**Policy and intervention:**

Advocate for policies that support low-income families and reduce the burden of high taxes on parents.

Strengthen community-based interventions to address substance abuse, mental health issues, and other challenges faced by youth.

Collaborate with local authorities and organizations to develop comprehensive strategies for youth empowerment, addressing the root causes of challenges faced by parents.

**Research and evaluation:**

Conduct further research to explore the long-term effects of authoritative parenting, parental involvement in education, and career guidance on youth outcomes.

Regularly evaluate the effectiveness of interventions and policies aimed at supporting parents and improving youth development in Arua Central Division.

By implementing these recommendations, stakeholders can work towards creating a supportive environment for parents and youth in Arua Central Division, fostering positive parenting practices, enhancing educational outcomes, and promoting overall youth well-being.

**6.4 ANSWERING THE CENTRAL RESEARCH QUESTION AND THE ACTION QUESTION:**

The **Central Research Question** which was stated as “*How do parenting practices in Arua Central Division influence youth development in terms of academic performance and career choices?*” has been answered by analyzing the responses of parents and youths to questions surrounding academics and career choices, and which influence of parents through their parenting practices has been discovered to be very significant on the academic performances and career choices of the youth.

The **Action Question**, which was stated as “*What can be done to improve parental involvement in Arua Central Division in order to enhance holistic youth development?*”

has been answered by the recommendations above following the conclusions of the study

## **6.5 LIMITATIONS OF THE STUDY**

The study focused solely on parenting styles in Arua Central Division, potentially overlooking variations in other parts of Arua City or North Western Uganda, as well as cultural nuances. Limited examination of factors like socio-economic status and cultural beliefs could have provided a more comprehensive understanding.

The study relied heavily on self-reported data, potentially introducing bias or inaccurate recall. Sample sizes and methods may not have been fully representative of the population, limiting generalizability.

Findings may not apply to regions with different backgrounds or parenting dynamics. Cultural factors specific to Arua Central Division might influence parenting differently, limiting broader applicability.

Implementing tailored parenting programs may face challenges with resources, funding, and infrastructure. Encouraging parental involvement beyond financial support may be difficult due to time constraints and lack of awareness. Establishing career guidance programs may be hindered by parents' limited knowledge.

Implementing poverty alleviation programs may require significant resources and coordination. Providing adult education programs may face challenges with accessibility and sustainability. Organizing parenting seminars may struggle to reach all parents.

Advocating for policies supporting low-income families may face resistance. Strengthening community-based interventions may require collaboration and coordination. Developing comprehensive youth empowerment strategies may be challenging due to resource constraints.

Further research may be limited by funding and expertise. Regular evaluation of interventions may face challenges with data collection and monitoring.

While the study provides insights, these limitations should be acknowledged for a balanced understanding of the findings.

## **6.6 SUGGESTIONS FOR FURTHER RESEARCH**

The following are the areas suggested for further research:

1. Comparative studies on parenting styles and child outcomes between Arua Central Division and other regions.
2. Longitudinal research on the effects of authoritative parenting on child development.
3. Exploration of intergenerational transmission of parenting styles and its impact on children.
4. Longitudinal studies on the sustained effects of parental involvement on academic success.
5. Investigation of mechanisms through which parental involvement influences academic performance.
6. Study on cultural factors shaping parental involvement and its impact on academic success.
7. Qualitative research on parental influence on youth career choices.
8. Examination of parental expectations in shaping youth career decisions.
9. Analysis of cultural norms and societal expectations in parental guidance on careers.
10. Research on challenges faced by parents and their impact on youth.
11. Exploration of resilience factors enabling youth to overcome adversity.
12. Assessment of the effectiveness of interventions in addressing challenges and promoting positive outcomes.
13. Cross-cultural comparisons of parenting practices and youth outcomes.
14. Examination of policy implications for designing culturally sensitive interventions.
15. Investigation of community organizations' roles in supporting parents and youth.

## **6.7 SUMMARY OF CHAPTER SIX:**

The study concludes that authoritative parenting dominates in Arua Central Division, characterized by clear rules, independence encouragement, open communication, and warmth. Despite variations in parenting styles, authoritative parenting aligns with global trends and is consistent with research in South Africa and Ghana. Other styles like authoritarian, permissive, and neglectful parenting are limited, indicating a cultural inclination towards authoritative parenting. The study addresses its objectives, emphasizing the need for culturally sensitive parenting interventions.

Parental involvement in academic affairs is high, extending beyond financial contributions. Youth credit their academic success to parental involvement, aligning with existing research. The study highlights the crucial role of parental involvement and recommends fostering partnerships between parents, schools, and students. Parents significantly influence youth career choices and aspirations through inspiration, hard work, and financial support, confirming the pivotal role of parental guidance.

Challenges faced by parents, such as poverty, illiteracy, family conflicts, and peer pressure, significantly affect youth development. Efforts should be directed towards addressing these challenges through targeted interventions and supportive policies. Recommendations include promoting authoritative parenting styles, facilitating parental involvement in education, establishing career guidance programs involving parents, and addressing parental challenges through poverty alleviation and family counseling services.

The study's limitations include scope, methodological, and generalizability limitations. Suggestions for further research include conducting comparative studies on parenting styles, exploring the long-term effects of authoritative parenting, investigating mechanisms of parental involvement in academic success, studying parental influence on youth career choices, and examining challenges faced by parents and youth development.

## REFERENCES

- Ackerman, B. P., Kogos, J., Youngstrom, E., Schoff, K., & Izard, C. (1999). Family instability and the problem behaviors of children from economically disadvantaged families. *Developmental Psychology*, 258–268.
- Adams, C. M. (2006). The Consequences of Witnessing Family Violence on Children and Implications for Family Counselors. *The Family Journal*, 334-341.
- Adeyemi, T., & Afolabi, A. (2016). A study investigating the impact of parental involvement on academic performance in Nigerian secondary schools. *Journal of Nigerian Education Research and Development*, 45-58.
- Agyei-Mensah, S., & Anarfi, J. (2019). Parenting styles and adolescent adjustment: A study in Ghana. *African Journal of Reproductive Health*, 88-98.
- Ainsworth, M. D. (2015). *Patterns of attachment: A psychological study of the strange situation*. Hove: Psychology Press.
- Akello, C. (2018). *Parental substance abuse and child outcomes in Uganda*. Kampala: Kampala University Press.
- Akello, G., & Mugisha, J. (2018). Parenting styles and their impact on adolescent well-being: A study in Uganda. *Uganda Journal of Psychology*, 89-102.
- Akers, R. L. (1998). *Social learning and social structure: A general theory of crime and deviance*. New Brunswick: Transaction Publishers.
- Amato, P. R., & Fowler, F. (2002). Parenting practices, child adjustment, and family diversity. *Journal of Marriage and Family*, 703-716.
- Arima, C. (2019). Child Neglect in the West Nile Region of Uganda: A Pastoral Concern. *RELIGIOUS AND CULTURAL STUDIES*, 4.
- Atuheire, L., & Kiconco, A. (2020). Influence of parental guidance on career choices among university students in Uganda: A case study of Makerere University. *Journal of African Education*, 567-580.
- Ayeni, A. J., & Adekeye, O. A. (2014). Parental guidance and career choice among secondary school students in Nigeria. *Journal of Research in Education and Society*, 10-20.
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 1–26.
- Batre, R. (2010). Rate of School Drop Out in Arua Hits Alarming Levels. *Uganda Radio Network*, 1.
- Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 56-95.
- Baumrind, D. (2005). Patterns of parental authority and adolescent autonomy. *New Directions for Child and Adolescent Development*, 61–69.

- Baumrind, D. (2013). Authoritative parenting revisited: History and current status. *Authoritative parenting: Synthesizing nurturance and discipline for optimal child development*, 11-34.
- Berry, J. W. (2005). Acculturation: Living successfully in two cultures. *International Journal of Intercultural Relations*, 697-712.
- Bornstein, H. M. (2002). *Handbook of parenting: Vol. 1. Children and parenting (2nd ed.)*. London: Routledge.
- Bornstein, M. H., & Bradley, R. H. (2014). *Socioeconomic status, parenting, and child development*. New York: Routledge.
- Bradley, R. H., & Corwyn, R. F. (2002). Socioeconomic status and child development. *Annual Review of Psychology*, 371-399.
- Bronfenbrenner, U., & Morris, P. A. (2006). *The bioecological model of human development*. Hoboken: Wiley.
- Candia, S. (2019). Youths In Arua Warned Against Drug Abuse. *Uganda Radio Network*, 1-2. Retrieved from <https://ugandaradionetwork.net/story/youths-in-arua-warned-against-drug-abuse>
- Creed, P. A., Patton, W., & Watson, M. B. (2002). Cross-cultural equivalence of the career orientation inventory: Comparison of data from Australian and South African students. *Journal of Career Assessment*, 417-441.
- Crosnoe, R., & Elder, G. H. (2002). Family dynamics, supportive relationships, and educational resilience during adolescence. *Journal of Family Issues*, 355-378.
- Darling, N., & Steinberg, L. (2017). *Parenting style as context: An integrative model*. London: Routledge.
- Drani, E., Kayonga, S. I., & Coninck, J. D. (2011). *The Family: At the Heart of Managing Cultural Diversity*. Utrecht: The Promoting Pluralism Knowledge Program.
- Dube, T., & Ndlovu, S. (2021). The Role of Extended Family in Parenting and Youth Development in Africa. *Journal of African Family Studies*, 45-58.
- Durbin, D. L., Darling, N., Steinberg, L., & Brown, B. B. (1993). Parenting style and peer group membership among European-American adolescents. *Journal of Research on Adolescence*, Durbin, D. L., Darling, N., Steinberg, L., & Brown, B. B. (1993). 87-100.
- Duuki, R. (2023). Addressing the Challenges of Parenthood in an African Context. *East African Journal of Traditions Culture and Religion*, 56-64.
- Engle, P. L., & Black, M. M. (2008). The Effect of Poverty on Child Development and Educational Outcomes. *Annals of the New York Academy of Sciences*, 243-256.
- Fan, X., & Chen, M. (2001). Parental Involvement and Students' Academic Achievement: A Meta-Analysis. *Educational Psychology Review*, 1-22.

- Feldman, R. (2007). Parent-infant synchrony and the construction of shared timing; Physiological precursors, developmental outcomes, and risk conditions. *Journal of Child Psychology and Psychiatry*, 329–354.
- Fiese, B. H. (2006). *Family routines and rituals*. New Haven: Yale University Press.
- Galinsky, E. (2010). *Mind in the making: The seven essential life skills every child needs*. New York: HarperCollins.
- Garcia, C. C., & Magnuson, K. (2011). The psychological experience of immigration: A developmental perspective. *Psychological Science Agenda*, 1-32.
- Githae, J., & Ndirangu, F. (2017). Influence of parental guidance on career aspirations among high school students in Rwanda. *Rwandan Journal of Education*, 67-80.
- Gootman, A. J., & Eccles, J. (2002). *Community programs to promote youth development*. Gootman: National Academies Press.
- Greenfield, P. M. (2009). Linking social change and developmental change: Shifting pathways of human development. *Developmental Psychology*, 401-418.
- Groh, A. M., Cassidy, J., & Zimmerman, P. (2005). Attachment security in infancy and early adulthood: A twenty-year longitudinal study. *Child Development*, 679–698.
- Guan, Y., Wang, F., Liu, H., Ji, Y., & Jia, X. (2015). Career-specific parental behaviors, career exploration and career adaptability: A three-wave investigation among Chinese undergraduates. *Journal of Vocational Behavior*, 95-103.
- Habimana, P. J. (2018). *Parenting practices and child protection in Burundi: Child rights advocacy and legal reforms*. Bujumbura: Bujumbura Academic Press.
- Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Cambridge: National Center for Family & Community Connections with Schools.
- Hill, N., & Tyson, D. (2009). Parental Involvement in Middle School: A Meta-Analytic Assessment of the Strategies That Promote Achievement. *Developmental psychology*, 740-763.
- Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations*. Thousand Oaks: Sage Publications.
- Hooley, T., Sultana, R. G., & Thomsen, R. (2017). Career guidance in public employment services: An international perspective. *International Journal for Educational and Vocational Guidance*, 1-15.
- Hossain, M. M., & Tariq, M. (2019). Parental influence on career choices of adolescents in Bangladesh. *Journal of Vocational Behavior*, 38-48.
- Jeynes, W. H. (2007). The Relationship Between Parental Involvement and Urban Secondary School Student Academic Achievement: A Meta-Analysis. *Urban Education*, 82-110.

- Johnson, M., & Osei, K. (2022). Cultural Influences on Parenting and Youth Development in Africa: A Review. *African Journal of Youth Studies*, 67-82.
- Jones, L., Clark, A., & Bates, A. (2018). Exploring the predictors of parenting stress: Integrating social learning theory, attachment theory, and ecological systems theory. *Journal of Child and Family Studies*, 2201–2212.
- Kasozi, S., & Nalwadda, H. (2017). Parental guidance and career development among university students in Uganda: A qualitative study. *Journal of Vocational Education and Training*, 321-335.
- Kassaye, D., & Tesfaye, B. (2016). Parental guidance and career aspirations among high school students in Ethiopia. *Ethiopian Journal of Education and Sciences*, 45-58.
- Kauser, S. (2015). The impact of economic hardships on parental mental health and parenting practices. *Journal of Family Studies*, 550-575.
- Khaleque, A. (2013). Perceived parental warmth, and children's psychological adjustment, and personality dispositions: A meta-analysis. *Journal of Child and Family Studies*, 297-306.
- Kibet, D., & Chemjor, M. (2018). Parenting styles and youth outcomes: A study in Uganda. *Journal of East African Social Science*, 189-202.
- Kigozi, R., & Nankunda, A. (2018). Parental guidance and career aspirations among secondary school students in Kampala, Uganda: A qualitative study. *Uganda Journal of Education*, 112-125.
- Kiiza, R., & Mugisha, A. (2019). Investigating the role of parental involvement in promoting academic success in Tanzanian schools. *Journal of African Education Studies*, 78-92.
- Kimani, J., & Muthoni, W. (2018). Examining the relationship between parental involvement and academic performance in Kenyan secondary schools. *Journal of Education Research*, 45-60.
- Kinyanjui, N., & Wangia, M. (2018). Parental guidance and career aspirations among high school students in Tanzania. *International Journal of Educational Research and Development*, 45-56.
- Kithakye, M., & Ruto, S. (2020). Parenting styles and their influence on adolescent risk behaviors: A study in Kenya. *Journal of Child and family studies*, 567-582.
- Kroll, B., & Taylor, A. (2003). *Parental Substance Misuse and Child Welfare*. London and Philadelphia: Jessica Kingsley Publishers.
- Kyomuhendo, G., & Ssemanda, J. (2018). Research exploring the impact of parental involvement on student academic achievement in Ugandan primary schools. *Ugandan Educational Journal*, 30-47.
- Lamb, M. E. (2010). *The role of the father in child development*. Hoboken: John Wiley & Sons.
- Lamborn, S. D., Mounts, N. S., Steinberg, L., & Dornbusch, S. M. (2002). Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, and neglectful homes. *Child Development*, 1049–1065.

- Lansford, J. E., Al-Hassan, M. S., Alampay, L. P., Bacchini, D., Bombi, A. S., & Bornstein, M. H. (2010). Corporal punishment of children in nine countries as a function of child gender and parent gender. *International Journal of Pediatrics*, Article ID 672780.
- Leong, F. T., & Serafica, F. C. (2005). Career development and vocational behavior of racial and ethnic minorities. *Career development and counseling: Putting theory and research to work*, 333-366.
- Lerner, R. M., Lerner, J. V., Bowers, E. P., & Geldhof, J. G. (2015). Positive youth development and relational-developmental-systems. *Handbook of child psychology and developmental science*, 1-45.
- Leventhal, T., & Brooks-Gunn, J. (2000). The neighborhoods they live in: The effects of neighborhood residence on child and adolescent outcomes. *Psychological Bulletin*, 309-337.
- Liu, D., Chen, D., & Brown, B. B. (2020). Do Parenting Practices and Child Disclosure Predict Parental Knowledge? A Meta-Analysis. *Journal of Youth and Adolescence*, 1-16.
- Lubega, F., & Musisi, S. (2017). Parental guidance and career aspirations among secondary school students in Jinja, Uganda: A case study. *Uganda Journal of Family Studies*, 34-47.
- Madambi, M. (2014). *Madambi, M. (2014). Parenting and child education in Zimbabwe: Addressing inequalities and poverty*. Harare: Harare Educational Press.
- Magnusson, D., & Robert, C. B. (1996). *Developmental science: Toward a unified framework*. Cambridge: Cambridge University Press.
- Makanyengo, M. (2016). *Parenting practices and child protection in Tanzania: Child rights and welfare*. Dar es Salaam: Dar es Salaam University Press.
- Makunga, B., Rinie, S., Roman, N. V., & Spolander, G. (2017). Illiteracy among Caregivers: Implications for Children's Educational and Social Development. *South African Journal of Social Work and Social Development*, 1-19.
- Manda, M. (2015). Study examining the role of parental involvement in promoting academic achievement in South African schools. *South African Journal of Educational Research*, 112-125.
- Marjorie, S. (2004). Parental Mental Health: Disruptions to Parenting and Outcomes for Children. *Child & Family Social Work*, 3-11.
- Masuku, M. B., Mji, G., & Uys, L. (2017). The influence of parents in career choice among adolescents with visual impairments: A qualitative study in Bulawayo Metropolitan Province, Zimbabwe. *African Journal of Disability*, 307.
- Mbeki, Z., & Dlamini, N. (2017). Study investigating parental involvement and its impact on student academic outcomes in Swaziland. *Swaziland Journal of Education*, 34-48.
- Mchunu, G., & Pillay, J. (2015). Parenting styles and their implications for adolescent well-being: A study in South Africa. *Journal of Psychology in Africa*, 43-50.
- Mignot, P. (2009). Parental influence on youth career choice in Sierra Leone. *International Journal for Educational and Vocational Guidance*, 97-110.

- Mirondo, J. (2022). *“Many cannot believe it when they see the change in me”: The ‘safe space’ groups transforming the lives of youth in Uganda*. Kampala: Aga Khan Foundation.
- Mohamed, A. A. (2018). Research exploring parental involvement and its effects on student academic performance in Egyptian schools. *Egyptian Journal of Educational Studies*, 78-92.
- Muchiri, N. (2010). *Parenting practices and child development outcomes in urban and rural Kenya*. Nairobi: Nairobi Publishers.
- Mugisha, J., & Tusiime, C. (2016). Research investigating the role of parental involvement in primary education and its effects on student outcomes in Uganda. *Ugandan Educational Journal*, 45-60.
- Mugomba, A., Kiggundu, S. E., Muwaga, M., & Wamaungu, J. A. (2023). The Contribution of Parents Involvement towards Students’ Academic Performance at Ugandan Certificate of Education in Public Secondary. *Journal of Social Work and Science Education*, 1032-1052.
- Mulatu, H., & Gebreyesus, M. (2017). Examining parental involvement and its effects on student academic performance in Ethiopian secondary schools. *African Educational Research Journal*, 210-225.
- Musinguzi, J. (2018). *STATE OF UGANDA POPULATION REPORT*. Kampala: National Population Council.
- Musisi, S., & Sserunkuuma, D. (2016). Parenting styles and their implications for adolescent development: A case study in central Uganda. *Uganda Journal of Family Studies*, 45-58.
- Mwangi, P., & Kamau, M. (2017). Parenting styles and adolescent behavior: A case study in Kenya. *Journal of East African Studies*, 315-328.
- Mwita, M., & Ng'asike, J. (2019). Parenting practices and adolescent development: Insights from Tanzania. *Journal of African Child and Family Studies*, 123-135.
- Nakayiza, D., & Ntiranyibagira, E. (2019). Study investigating parenting practices and youth development outcomes in Uganda. *Journal of Youth Development*, 80-102.
- Nakayiza, D., & Ntiranyibagira, E. (2019)). Parenting practices and youth development outcomes: Insights from Uganda. *Journal of East African Child and Family Studies*, 167-180.
- Nalwadda, H., & Kiconco, A. (2020). The role of parental involvement in youth education: Perspectives from Uganda. *Journal of African Education*, 567-580.
- Namatovu, R., & Kiconco, A. (2018). Influence of parental guidance on career aspirations among secondary school students in Uganda: A case study of Wakiso District. *Journal of African Education*, 189-202.
- Namayengo, F. (2017). *Family structure and parenting in Uganda*. Kampala: Kampala Publishers.
- Namugenyi, E., & Nansubuga, F. (2017). Parenting styles and adolescent behavior: A qualitative study in Uganda. *Uganda Journal of Social Sciences*, 189-202.
- Ndagijimana, E. G. (2017). *Parenting practices and child development outcomes in Rwanda: Early childhood stimulation and cognitive development*. Kigali: Kigali Academic Press.


- Ndayisaba, F., & Mukamana, D. (2016). Exploring the impact of parental involvement on student academic outcomes in Rwandan primary education. *International Journal of Educational Development*, 320-335.
- Ng'ambi, E. (2017). *Parenting and child development in Zambia: Insights for educational success*. Lusaka: Zambezi Books.
- Njeru, A., & Nyangweso, M. (2016). Parenting practices and adolescent adjustment: A comparative study in East Africa. *Journal of African Psychology*, 345-358.
- Njoki, E. N. (2017). *Parenting in Kenya: Understanding parental involvement in education and discipline practices*. Nairobi: Nairobi Educational Research Publishers.
- Nomaguchi, K., & Milkie, M. A. (2020). Parenthood and Well-Being: A Decade in Review. *Journal of marriage and family*, 198-223.
- Nshone, M. C. (2019). *Parental socio-economic status and parenting styles in Katabi Town Council, Entebbe Municipality, Wakiso District, Uganda*. Kampala: KIU College of Humanities and Social Sciences.
- Nyang'au, M., & Waithaka, E. (2019). Parental guidance and career decision-making among university students in Tanzania: A case study of Dar es Salaam. *Journal of Higher Education Studies*, 89-102.
- Nyende, P. (2018). *Fathers' role in parenting and child development in Uganda*. Kampala: Makerere University Press.
- Odongo, C., & Mwenda, L. (2020). Exploring the relationship between parental involvement and student academic outcomes in Ugandan primary schools. *East African Educational Review*, 150-165.
- Omondi, P. A., & Musa, F. H. (2022). The Role of Extended Family in Parenting and Youth Development in East Africa. *Journal of East African Family Studies*, 45-58.
- Ong, A., & Ang, R. (2018). Parenting styles and academic achievement: A study in Nigeria. *International Journal of School & Educational Psychology*, 150-161.
- Opondo, F., & Reddy, P. (2016). Parenting styles and child outcomes in South Africa: A longitudinal study. *Journal of Child and Family Studies*, 2586-2597.
- Osafo, J. (2012). *Parenting and adolescent health in Ghana: Insights into sexual and reproductive health*. Accra: Ghanaian Health Education Press.
- Otukile-Mongwaketse, M., & Moahi, K. H. (2019). Parental influence on career choices among students in Botswana. *African Journal of Business Management*, 372-381.
- Ouerdane, N., CARE, & Taaka, J. (2019). *RAPID GENDER ANALYSIS & GENDER BASED ASSESSMENT*. Kampala: Care Uganda. Retrieved from [https://care.at/wp-content/uploads/2023/05/CARE-Rapid-Gender-Analysis-Gulu\\_Arua-2019.pdf](https://care.at/wp-content/uploads/2023/05/CARE-Rapid-Gender-Analysis-Gulu_Arua-2019.pdf)
- Ouma, L. K., Agak, J. O., & Simatwa, E. M. (2017). Influence of parental occupation and career aspirations on students' choice of science subjects in secondary schools in Kenya: A case study of Bungoma County. *International Journal of Education and Research*, 203-212.

- Pheko, M. M. (2012). *Parenting and child well-being in the context of HIV/AIDS in South Africa*. Johannesburg: Southern African Press.
- Pinquart, M. (2017). Associations of parenting dimensions and styles with externalizing problems of children and adolescents: An updated meta-analysis. *Developmental Psychology*, 873–932.
- Rana, M., & Gibbons, J. A. (2010). Gender role socialization in immigrant families: A comparison of Asian Indian and European American parents. *Sex Roles*, 662-674.
- Repetti, R. L., Taylor, S. E., & Seeman, T. E. (2002). Risky families: Family social environments and the mental and physical health of offspring. *Psychological Bulletin*, 330–366.
- Rubin, K. H., & Chung, O. B. (2013). *Parenting beliefs, behaviors, and parent-child relations: A cross-cultural perspective*. Abingdon, Oxfordshire: Psychology Press.
- Rugunda, D., & Mutesasira, F. (2016). Impact of parental involvement on student academic outcomes in Tanzanian primary schools. *Journal of Education Research*, 112-127.
- Ruto, S., & Waweru, P. (2019). Parental guidance and career decision-making among university students in Kenya. *Journal of Higher Education Research*, 78-91.
- Sanders, M. R., Divan, G., Singhal, M., Turner, K. M., Velleman, R., Michelson, D., & Patel, V. (2022). Scaling up parenting interventions is critical for attaining the sustainable development goals. *Child Psychiatry & Human Development*, 941-952.
- Schindler, A. (2019). Attachment and Substance Use Disorders-Theoretical Models, Empirical Evidence, and Implications for Treatment. *Front Psychiatry*, 1-13.
- Schoon, I., Parsons, S., Rush, R., & Law, J. (2002). The development of children's cognitive and academic abilities: Growth curves from the English longitudinal study of aging. *Journal of Child Psychology and Psychiatry*, 583-596.
- Serpell, R. N. (2008). *Parenting practices in African contexts: Insights from Zambia and Malawi*. Lusaka: African Press.
- Siegel, J. P. (2013). Breaking the Links in Intergenerational Violence: An Emotional Regulation Perspective. *Family Process*, 163-178.
- Singla, D. R., & Kumbakumba, E. (2015). The development and implementation of a theory-informed, integrated mother-child intervention in rural Uganda. *Social Science & Medicine*, 242-251.
- Sorbring, E., & Rönnlund, M. (2014). Parenting styles and interpersonal dependency among adolescents: A comparison of Sweden and Greece. *Journal of Adolescence*, 111-121.
- Spera, C. (2005). A review of the relationship among parenting practices, parenting styles, and adolescent school achievement. *Educational Psychology Review*, 125-146.
- Sroufe, A. L. (2005). *Emotional Development: The Organization of Emotional Life in the Early Years*. Cambridge: Cambridge University Press.

- Steinberg, L. (2001). We know some things: Parent-adolescent relationships in retrospect and prospect. *Journal of Research on Adolescence*, 1-19.
- Steinberg, L., Lamborn, S. D., Darling, N., Mounts, N. S., & Dornbusch, S. M. (2001). Over-time changes in adjustment and competence among adolescents from authoritative, authoritarian, indulgent, and neglectful families. 754–770, *Child Development*.
- Tadesse, S. (2019). Research exploring the relationship between parental involvement and student academic achievement in Ethiopian primary schools. *Ethiopian Educational Research Journal*, 67-79.
- Thiede, K. C., Altan, A. R., Hein, K., McLoyd, V., Petersen, A., & Kipke, M. (2002). Adolescent Health and Well-Being in the Twenty-First Century: A Global Perspective. *Journal of research on Adolescence*, 69-98.
- Tricia, N. K., Jennifer M, S. M., & Donnellan, B. (2016). Effects of economic hardship: Testing the family stress model over time. *Family Psychology*, 12-21.
- Tumuhamy, N., & Kikooma, J. (2021). Examining the impact of parental involvement on academic achievement among secondary school students in Uganda. *Ugandan Educational Journal*, 78-92.
- Tumusiime, J., & Kiconco, A. (2020). Parenting styles and their impact on academic achievement: A study in urban and rural areas of Uganda. *Journal of African Education*, 345-360.
- Turney, K., & Wildeman, C. (2015). Detrimental for Some? Heterogeneous Effects of Maternal Incarceration on Child Wellbeing. *Criminology & Public Policy*, 125-156.
- Walakira, E. J., Matovu, F., Kyamulabi, A., Larok, R., Agaba, A. B., Nyeko, J. P., & Luwangula, R. (2021). *Parenting Initiatives in Uganda: Learning from UZAZI AVSI Parenting Model and Related Initiatives*. Kampala: Fountain Publishers.
- Wamai, P. (2016). *Cultural beliefs and parenting outcomes in Uganda*. Kampala: Uganda Academic Press.
- Wasike, B., & Wanjala, A. (2021). The role of parental involvement in youth development: A perspective from Rwanda. *Journal of East African Studies*, 567-580.
- Watson, M., McMahon, M., & Foxcroft, C. (2013). Counselling for career construction: Connecting life themes to construct life portraits: Turning pain into hope. *Journal of Employment Counseling*, 170-178.
- Wilder, S. (2014). Effects of parental involvement on academic achievement: A meta-synthesis. *Educational Review*, 66.
- Williams, O. C., Prasad, S., Khan, A. A., Ayisire, E. O., Naseer, H., Abdullah, M., . . . Zeeshan, M. (2024). Tailoring parenting styles and family-based interventions cross-culturally as an effective prevention strategy for youth substance use: a scoping review. *Annals of Medical Surgery*, 257-270.
- Yonezawa, S., McClure, L., & Jones, M. (2012). *Personalization in schools*. San Diego: Jobs for the Future .

# APPENDICES

## APPENDIX 1: PERMISSION FROM LEADERSHIP OF CASE STUDY AREA TO CONDUCT RESEARCH



**OFFICE OF DIVISION TOWN CLERK**  
CENTRAL DIVISION – ARUA CITY

Plot 45, Adroa Road  
www.aruacity.go.ug  
+256 772 319277

P. O. Box 27, Arua  
Arua@aruacity.go.ug  
+256 782306036

---

OUR REF: CD/201/3 08<sup>th</sup> April, 2023

Mr. Patrick Obiga Anyule  
Uganda Christian University  
**P.O. BOX 4 MUKONO UGANDA**

**PERMISION TO CONDUCT RESEARCH IN CENTRAL DIVISION**

You are hereby granted permission to carryout research in Central Division, Arua City in your field of study of Master of Arts in Organization Leadership Management on topic **"The Influence of Parenting on Youth Development"**.

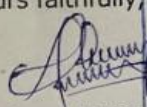
While conducting the research, you are expected to observe the required research ethics in terms of non-deception and protection of the rights of research participants including: right to informed consent and respect for anonymity, confidentiality and privacy.


You are further expected to submit a copy of the research report to the Division Local Government upon completion.

By copy of this letter, all the concerned persons including relevant authorities and potential respondents/participants are requested to kindly accord you the needed cooperation and assistance given that the research is purely for academic purpose.

Wising you good luck in your endeavours.

Yours faithfully,

  
Drakuma Maliki  
**TOWN CLERK-CENTRAL DIVISION**



CC Senior Assistant Town Clerk/Central Division  
Coordinator for Research Uganda Christian University-Mukono  
LC I Chairpersons/Central Division  
File

## APPENDIX 2: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Uganda Christian University (UCU),  
Box 4, Mukono, Uganda  
2<sup>nd</sup>-04-2024

The Division Town Clerk,  
Arua Central Division,  
Arua City.  
Dear Sir,

REF: REQUEST FOR PERMISSION TO CARRY OUT RESEARCH IN ARUA  
CENTRAL DIVISION

I am a student at Uganda Christian University pursuing a Master of Arts in Organization Leadership and Management. As part of the course requirements, all third-year students taking this course have been asked to conduct research, and my research is on the topic "*The Influence of Parenting on Youth Development*, a case study of Arua Central Division."

Regarding respondents, I will need a total of 74 people as respondents across the 6 parishes of Arua Central Division, as listed in the respondent categories below:

- i) Parents: 32 respondents for survey questionnaires
- ii) Parents: 6 respondents for interviews
- iii) Youths: 30 respondents for questionnaires
- iv) Youths: 6 respondents for Focus Group Discussions (FGDs)

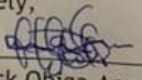
As referenced above, I request your permission to enable me to conduct this research in Arua Central Division, and I expect to take about seven (7) days to collect the data. I am confident that the findings of this research and the respective recommendations will help improve parenting as well as youth development in Arua Central Division and even beyond.

Enclosed are copies of the survey questionnaires for parents and youths. Additionally, copies of the interview guide for parents and the FGD guide for the youths are also enclosed. I promise that the data collected will be used for study purposes only.

I will be very grateful for your positive consideration of this request.

Thank you!

Sincerely,

  
Patrick Obiga Anyule  
UCU Research Student  
0774165175

## APPENDIX 3: UCU RESEARCH AND PROJECT LETTER



# UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa

September 8, 2023

To Whom It May Concern;

Dear Sir/Madam,

**RE: STUDENT RESEARCH AND PROJECT WORK**

NAME: **OBIGA Patrick Anyule**  
REGISTRATION NUMBER: **RS20M02/202**

The above named is a student of Master of Arts in Organizational Leadership and Management at Uganda Christian University.

Besides attendance of theory lectures the student is required to demonstrate abilities in applying the acquired knowledge by conducting research and writing a project paper on a Leadership problem/situation in Uganda.

The research topic: **“Nurturing the Future - Examining Parenting Influence on Youth Development.”**

By this letter we are requesting you to assist the student herewith and avail the information requested or participate in surveys.

Thank you so much for your cooperation.

Yours Sincerely,

Yours sincerely,

Joseph Jakisa Owor, PhD  
**SENIOR TEACHING FELLOW, FACULTY OF BUSINESS**  
0776-770811/0752-770811

## APPENDIX 4: COPIES OF DATA COLLECTION TOOLS

### APPENDIX 4.1: SURVEY QUESTIONNAIRE- FOR PARENTS [31 YEARS AND ABOVE]

#### SURVEY QUESTIONNAIRE FIELD QUESTIONS

1. GENDER: (Please select one)
  - a) Male
  - b) Female
2. WHERE DO YOU LIVE? (Please select one)
  - a) Awindiri parish
  - b) Mvara parish
  - c) Bazaar parish
  - d) Kenya parish
  - e) Pangisa parish
  - f) Tanganyika parish
3. AGE: (Please select one)
  - a) 31-40 years
  - b) 41-50 years
  - c) 51-60 years
  - d) 61 years or above
4. PROFESSION: \_\_\_\_\_
5. MARITAL STATUS: (Please select one)
  - a) Single
  - b) Married
  - c) Separated
  - d) Widow/ Widower
6. RELIGION: (Please select one)
  - a) Anglican
  - b) Catholic
  - c) Pentecostal
  - d) Muslim
  - e) Other; please specify \_\_\_\_\_
7. EDUCATION LEVEL ATTAINED: (Please select one)
  - a) Never attended school
  - b) Attended but did not complete any grades
  - c) Primary education (P7)
  - d) Ordinary Level (S.4)
  - e) Advanced Level (S.6)
  - f) Tertiary education (for example university or tertiary institution)

8. Here is a list of the various parenting practices commonly employed by parents in nurturing their children. Which combination best suits your type of parenting?  
(Please select only one combination)

Combination	Parenting practices
A	<ul style="list-style-type: none"> <li>• "It is important for children to obey their parents without questioning their decisions."</li> <li>• "I believe in strict discipline and punishment to control my child's behavior."</li> <li>• "My child should follow rules and guidelines without having much input into family decisions."</li> </ul>
B	<ul style="list-style-type: none"> <li>• "I set clear rules and expectations for my child, but I also listen to their opinions and concerns."</li> <li>• "I encourage independence in my child while also providing guidance and support when needed."</li> <li>• "I believe in open communication with my child and strive to create a warm and nurturing environment at home."</li> </ul>
C	<ul style="list-style-type: none"> <li>• "I am not very involved in my child's life or activities."</li> <li>• "I often feel overwhelmed by my responsibilities as a parent and may forget about my child's needs."</li> <li>• "I believe my child should learn to struggle for themselves and become independent early enough."</li> </ul>
D	<ul style="list-style-type: none"> <li>• "I am more like a friend to my child than an authority figure."</li> <li>• "I avoid setting strict rules or boundaries for my child because I want them to feel free to express themselves."</li> <li>• "I believe it's important for my child to make their own decisions, even if they sometimes make mistakes."</li> </ul>

9. Are you involved in the academic affairs of your children? (Please Select one)

Yes

No

If yes, why; and if no, why not?

---

10. What are the grades of your child/ children at school like? (Please Select one)

Excellent	Good	Average	Below average	Poor
-----------	------	---------	---------------	------

- 11 a) To what extent do you agree that you influence the career choices and aspirations of your children? (Please select one)

a. Strongly agree

- b. Agree
- c. Uncertain
- d. Disagree
- e. Strongly disagree

11.b) If you selected "strongly agree" or "agree" in the question above, state two ways in which you have personally been influencing the career choices and aspirations of your children?

---

12. To what extent do you agree that the contextual factors listed below contribute to ineffective parenting in Arua? (Select your level of agreement with each contextual factor)

Contextual factors	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
a) Socioeconomic status: (i.e. an individual or family's economic and social position in society e.g. income, education, and occupation)					
b) Cultural norms and values: (consists of the beliefs, customs, traditions, and practices of a particular cultural group)					
c) Community resources: (the availability of social, educational, health, and recreational services within a community)					
d) Social support networks (e.g. family members, friends, neighbors, etc. that provide emotional, instrumental, and informational support to parents and youth)					
e) Neighborhood characteristics (e.g. safety, housing quality, and community unity)					
f) Societal expectations (prevailing cultural norms, policies, and ideas regarding parenting roles and responsibilities)					

13. List five (5) challenges faced by parents in Arua Central Division, and explain how each challenge potentially impacts youth development.

---

14. Is there anything else you feel is important to share about this topic?

---

Thanks so much for your honest answers. This will help improve youth development in Uganda.

## APPENDIX 4.2: SURVEY QUESTIONNAIRE- FOR YOUTHS [18 -30 YEARS]

### SURVEY QUESTIONNAIRE FIELD QUESTIONS

[Please note that the questions to generate demographic data here are the same as for Parent Questionnaires only that the age section has only two ranges of (18-24 years and 25-30 years)]

8. Here is a list of the various parenting practices commonly employed by parents in nurturing their children. Which combination best describes the parenting you are experiencing? **(Please select only one combination)**

Combination	Parenting practices
A	<ul style="list-style-type: none"> <li>• "My parent wants children to obey their parents without questioning their decisions."</li> <li>• "My parent believes in strict discipline and punishment to control their child's behavior."</li> <li>• "My parent prefers that children follow rules and guidelines without having much input into family decisions."</li> </ul>
B	<ul style="list-style-type: none"> <li>• "My parent sets clear rules and expectations for children, but also listens to their opinions and concerns."</li> <li>• "My parent encourages independence in the children while also providing guidance and support when needed."</li> <li>• "My parent believes in open communication with children and strives to create a warm and nurturing environment at home."</li> </ul>
C	<ul style="list-style-type: none"> <li>• "My parent is not very involved in the child's life or activities."</li> <li>• "My parent often feels overwhelmed by his/her responsibilities as a parent and forgets about the children's needs."</li> <li>• "My parent believes that children should learn to struggle for themselves and become independent early enough."</li> </ul>
D	<ul style="list-style-type: none"> <li>• "My parent is more like a friend to the children than an authority figure."</li> <li>• "My parent avoids setting strict rules or boundaries for the children because he/ she wants them to feel free to express themselves."</li> <li>• "My parent believes it's important for the children to make their own decisions, even if they sometimes make mistakes."</li> </ul>

9. What have your grades been like at school? **(Please Select one)**

Excellent	Good	Average	Below average	Poor
-----------	------	---------	---------------	------

10. Looking back at your academic performance over the years, to what extent do you agree that your grades above are due to your parents' involvement in your academics? **(Please Select one)**

Totally disagree	Disagree	Neutral	Agree	Totally agree
------------------	----------	---------	-------	---------------

11. To what extent do you agree that the career path you are pursuing was influenced by your parent(s)? **(Please Select one)**

Totally disagree	Disagree	Neutral	Agree	Totally agree
------------------	----------	---------	-------	---------------

12. To what extent do you agree that parents need to influence the career choices and aspirations of their children? **(Please select one)**

- a. Strongly agree
- b. Agree
- c. Uncertain
- d. Disagree
- e. Strongly disagree

13. Is there anything else you feel is important to share about this topic?

---

### APPENDIX 4.3: INTERVIEW GUIDE FOR PARENTS [31 YEARS AND ABOVE]

#### FIELD QUESTIONS FOR INTERVIEWS

[Please note that the questions to generate demographic data here are the same as for the Parent Questionnaires]

8. Which parenting style do you believe is the most dominant amongst parents in Arua Central Division? **[a parent is to select only one combination]**

Combination	Parenting practices
A	<ul style="list-style-type: none"> <li>• "Parents believe it is important for children to obey them without questioning their decisions."</li> <li>• "Parents believe in strict discipline and punishment to control their child's behavior."</li> <li>• "Parents want children to follow rules and guidelines without having much input into family decisions."</li> </ul>

B	<ul style="list-style-type: none"> <li>• "Parents set clear rules and expectations for the children, but I also listen to their opinions and concerns."</li> <li>• "Parents encourage independence in their children while also providing guidance and support when needed."</li> <li>• "Parents believe in open communication with their children and strive to create a warm and nurturing environment at home."</li> </ul>
C	<ul style="list-style-type: none"> <li>• "Parents are not very involved in their child's life or activities."</li> <li>• "Parents often feel overwhelmed by their responsibilities as a parent and may forget about their child's needs."</li> <li>• "Parents believe their child should learn to struggle for themselves and become independent early enough."</li> </ul>
D	<ul style="list-style-type: none"> <li>• "Parents are more like a friend to their child than an authority figure."</li> <li>• "Parents avoid setting strict rules or boundaries for their children because they want the children to feel free to express themselves."</li> <li>• "Parents believe it's important for their child to make their own decisions, even if they sometimes make mistakes."</li> </ul>

9. Given the various negative outcomes of youth in Arua such as drug abuse, idleness, prostitution, abortion, criminal activities, etc., what are your thoughts on the way parents are performing their parenting roles/ responsibilities?

10. Many parents today have indirectly delegated their parenting responsibilities to other people like teachers, religious leaders, housemaids, etc. Do you agree with this statement? If yes, how?

11. It is said that children are the leaders of tomorrow. What can be done to promote the development of young people in Arua Central Division?

12. What are the leading challenges being faced by parents in Arua Central Division? Please explain how each challenge influences youth development.

13. Is there anything else you feel is important to share about this topic?

## APPENDIX 4.4: FOCUS GROUP DISCUSSION GUIDE FOR YOUTHS [18-30 YEARS]

### FIELD QUESTIONS FOR FOCUS GROUP DISCUSSIONS (FGDs)

[Please note that the questions to generate demographic data here are the same as for Parent Questionnaires only that the age section has only two ranges of (18-24 years and 25-30 years)]

9. What parenting style do you believe is commonly experienced by youths in Arua Centra Division?

Combination	Parenting practices
A	<ul style="list-style-type: none"> <li>• "Parents want children to obey them without questioning their decisions."</li> <li>• "Parents believe in strict discipline and punishment to control the children's behavior."</li> <li>• "Parents prefer that children follow rules and guidelines without having much input into family decisions."</li> </ul>
B	<ul style="list-style-type: none"> <li>• "Parents set clear rules and expectations for children, but also listen to the children's opinions and concerns."</li> <li>• "Parents encourage independence in the children while also providing guidance and support when needed."</li> <li>• "Parents believe in open communication with children and strive to create a warm and nurturing environment at home."</li> </ul>
C	<ul style="list-style-type: none"> <li>• "Parents are not very involved in the children's life or activities."</li> <li>• "Parents often feel overwhelmed by their responsibilities and forget about the children's needs."</li> <li>• "Parents believe the children should learn to struggle for themselves and become independent early enough."</li> </ul>
D	<ul style="list-style-type: none"> <li>• "Parents are more like a friend to the children than an authority figure."</li> <li>• "Parents avoid setting strict rules or boundaries for the children because he/ she wants them to feel free to express themselves."</li> <li>• "Parents believe it's important for the children to make their own decisions, even if they sometimes make mistakes."</li> </ul>

10. How often do you and your parents have open and honest conversations about important topics like school, friends, and personal challenges?
11. To what extent do you agree that the career path you are taking is as a result of the guidance you received from your parent(s)?
12. List any 5 challenges being faced by your parents and explain how they are impacting your development?
13. Is there anything else you feel is important to share about this topic?

## APPENDIX 5: RESEARCH PARTICIPANT CONSENT REQUEST LETTER

27<sup>th</sup> March/2024

Dear participant,

### REF: REQUEST FOR YOUR PARTICIPATION IN MY RESEARCH STUDY

Greetings,

You have been carefully selected to participate in my research on "the influence of parenting on youth development" for my Master of Art in Organization Leadership and Management. Your honest answers are crucial, and your identity will be kept confidential for the purpose of this research.

Your participation is voluntary, and you can withdraw at any time without providing a reason. Your decision to withdraw will not affect our relationship. If you withdraw before data collection is completed, your data will be returned or destroyed upon your request.

If you have any questions or experience any adverse effects due to your participation in this research, please contact me using the phone number provided below. Your participation will take approximately 30-45 minutes.

Enclosed is the research participant consent letter, which you can sign and send back, or I can pick it up from you once you agree to participate.

Thank you for your time and assistance.



Patrick Obiga,  
Student of Uganda Christian University-Mukono  
0774165175

## APPENDIX 6: RESEARCH CONSENT FORM

Date: \_\_ April 2024

Patrick Obiga,  
Research Student,  
UCU-Mukono

Dear Sir,

### REF: RESEARCH PARTICIPANT CONSENT

I confirm that I have read and understood the information about the research study in the participant consent request letter dated 27<sup>th</sup> March 2024.

I confirm that I have had the opportunity to ask questions and the researcher has answered my questions about the study to my satisfaction.

I understand that my participation is voluntary and that I am free to withdraw from the study anytime, without having to give a reason and without any consequences. I also understand that I can withdraw my data from the study at any time.

I hereby confirm my acceptance to participate in this study by signing below.

\_\_\_\_\_

Participant

Contact